

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):	06M189
School Name:	P.S. 189
Principal:	ROSALINA PEREZ

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S.189 School Number (DBN): 06M189
Grades Served: Pre K - 5
School Address: 2580 Amsterdam Ave. New York, NY 10040
Phone Number: 212-927-8303 Fax: 212-928-7733
School Contact Person: Rosalina Perez Email Address: Rperez10@schools.nyc.gov
Principal: Rosalina Perez
UFT Chapter Leader: Wendy Basosra
Parents' Association President: Desiree Ramos
SLT Chairperson: Oscar Gonzalez
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Desiree Ramos
Student Representative(s): N/A

District Information

District: 6 Superintendent: Manuel Ramirez
Superintendent's Office Address: 4360 Broadway, New York, New York 10033
Superintendent's Email Address: Mramire4@schools.nyc.gov
Phone Number: 917-521-3757 Fax: 917-521-3797

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 7th Avenue, New York, New York 10001
Director's Email Address: Ychu@schools.nyc.gov

Phone Number: 212-356-7564 Fax: _____

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)
Rosalina Perez	*Principal or Designee	
Wendy Basora	*UFT Chapter Leader or Designee	
Desiree Ramos	*PA/PTA President or Designated Co-President	
Glenys Rivera	DC 37 Representative (staff), if applicable	
	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	
Jennifer Lazerson	Member/UFT	
Maeva Rich	Member/ UFT	
Oscar Gonzalez	Member/ UFT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Mary Lambros	Member/ UFT	
Matthew Kennedy	Member/ UFT	
Jessica Reyes	Member/ Parent	
Nurys Bueno	Member/ Parent	
Elvia Nunez	Member/ Parent	
Yomaira Santana	Member/ Parent	
Belindy Jimenez	Member/ Parent	
Yinkhia Duran	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 is an elementary school with 1025 students from pre-kindergarten to fifth grade. At P.S. 189, school staff, administration, parents, students and the community at large collaborate to provide rigorous educational experiences that support each child's academic, social and emotional growth. We strive to create a safe learning environment where confidence and self-esteem are nurtured, opinions are valued and children persevere through challenges to achieve success. We have high expectations for all students, and we monitor student progress on an ongoing basis to adjust instruction to meet individual student needs. All constituents within our school community work together to build on our students' strengths and enable them to develop self-esteem, curiosity and a love of learning.

We are very proud of the many partnerships and services we provide to support the whole child and address the complex process of raising physically, socially, emotionally, and academically successful children. Every partnership and collaboration the school engages in is initiated with the idea of developing skills that will move our students towards college and career readiness. In order to provide our students with a strong foundation in the arts and raise awareness about important health topics, our students participate in the following programs:

- National Dance Institute engages our first & fourth grade students in programs where students work together and develop personal standards of excellence, a pride of achievement and a curiosity about the world.
- Dancing Classrooms provides our fifth grade students with an opportunity to cultivate essential life skills through the art of social dance. This enrichment activity allows them to develop positive self esteem and learn teamwork skills.
- Through our collaboration with the 92 nd Street Y, students in third grade explore musical genres, engage in music making and learn about rich musical traditions in class and through a series of live performances.
- Swim for Life provides our second grade students with water safety education as well as an opportunity for recreation and fitness.
- Chess In the Schools teaches students in second - fourth grades the complex game of chess, providing them with the opportunity to collaborate with peers and develop critical thinking, problem solving and decision-making skills.

Our partnership with our Community Based Organizations (CBO) Fraternidad de los Angeles and PS189 Compass allows us to provide enrichment activities, an after school and summer program and adult learning programs to our school community. Our parents participate in Parenting Skills training, Parent/Child activities, Saturday classes in cooking, dance, yoga, ballet, Cappelera, sports and others. Our partnership with the CBO, Time Bank, aides us in further integrating our community with other communities in New York City. Literacy Inc. (LINC) provides supports and sponsors events such as; Academic Family Nights, VIP Parent trainings, T.I.G.E.R. reading activities and contest and after school tutoring services to students.

Our commitment to the social-emotional well-being of our students, many of whom face daunting life challenges, is a priority. Students and their families receive essential School-Based Mental Health services through our partnership with Columbia Presbyterian Morgan Stanley Children's Hospital. Cornell University is working with our parents, focusing on Healthy Bodies/Healthy Minds.

Our school's Leadership Team and Parent Teacher Association are fully operational and our Parent Coordinator works extensively with families, to meet the individual needs of our students and their families. We have dedicated financial and personnel resources to provide in-school guidance support for our students.

The academic performance of Special Education (SE) students and English Language Learners (ELL) is of particular concern, as both groups represent a disproportionately high percentage of students performing at Level 1 in both reading and mathematics. We understand that our students' successes depend on the effective instructional practices of our teachers and the support of parents and families. To this end, we have invested heavily this year on providing extensive and differentiated professional development for teachers and paraprofessionals. All staff members have provided input and voice into their own professional needs through recommendations to the school's Staff Development Committee, Teacher Team agendas, and UFT Consultation Committee agendas. We will continue to reach out to involve parents and families to build and maintain strong school-family-community ties.

The element of the Framework for Great Schools in which our school made the most progress over the past year was our Effective School Leadership. Our school leadership cabinet's commitment to supporting and nurturing staff and teachers' professional growth, leading to improved student achievement has been evidenced by frequent and actionable feedback to teachers, through Advance. Considering the compelling research about the significance of effective feedback correlating to improved student outcomes and in consideration of supervisory observations and teachers' ratings this year, it is determined that for the 2015-2016 school year our Leadership's focus for teacher improvement will continue to be Assessment in Instruction and Feedback to Students (Danielson Framework for Teaching, component 3d), leading to improved student performance and progress.

Based on an analysis of multiple sources of data, we have determined that for the 2015-2016 academic school year, our instructional focus is to improve speaking and writing across content areas by strengthening instruction through the use of questioning and discussion techniques and formative assessments.

06M189 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	1065	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	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population		86.4%	% Attendance Rate	92.7%
% Free Lunch		88.2%	% Reduced Lunch	3.1%
% Limited English Proficient		31.9%	% Students with Disabilities	15.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.1%	% Black or African American	0.6%
% Hispanic or Latino		97.6%	% Asian or Native Hawaiian/Pacific Islander	0.2%
% White		1.3%	% Multi-Racial	0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		10.17	# of Assistant Principals (2014-15)	3
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	5.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.2%	Average Teacher Absences (2013-14)	9.82
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		18.5%	Mathematics Performance at levels 3 & 4	27.2%
Science Performance at levels 3 & 4 (4th Grade)		71.7%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
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	N/A
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	N/A
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	N/A
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.

PS189's strength is in student progress as evidenced by the exceeding target identification on the Framework for Great Schools Report for 2015. This report indicates that 18.5% of our students reached a level 3 or 4 in the NYS English Language Arts Assessment. Although, key student outcomes for 2013-2014 exceed the targets set for the school, the school achieved an overall score of 59 in Rigorous Instruction, a score of 75 is needed for this element to be considered an area of strength. Thus, there is a need to ensure that teaching practices are comprehensively linked; providing curricula and strategies that engage all learners in ambitious intellectual activity in order to effect growth in student progress and performance.

The school's most recent Quality Review (December 11, 2014) identifies Quality Indicator 1.2 Pedagogy as the school's Area of Focus. Findings indicate that across classrooms, the school’s articulated beliefs about how students learn best, informed by the Danielson Framework and the Common Core instructional shifts, are reflected in the curricula and teaching practices. While these practices were present in many classrooms, they were not yet present in a vast majority of classrooms. This highlights a need to establish and maintain high standards in every classroom; ensuring opportunities for high-levels of independence and ownership on the part of students.

2015 Item Analysis Tool indicates that our school-wide proficiency rating in the NYS English Language Arts Common Core exam was 2.29, ranking below the city rating of 2.56 and indicating a need to strengthen our common core aligned curricula and use of grade-level assessments to tailor and shape instruction to meet the needs of students, as well as to measure their progress against instructional goals.

According to the NYC School Survey 2014-2015 report 62% of our teachers reported that in planning, they focus deeply on the concepts emphasized in the standards to help students build strong foundations for learning "almost every day", however, 19% reported that they engage in this practice "a few times a week" and 12% reported "weekly".

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, all teachers will engage in structured weekly collaborative sessions of strategic planning and data analysis to expand their teaching skills and to build stronger student engagement with Common Core aligned tasks and curricula leading to a 3% increase in student performance in the NYS English Language Arts Assessment.

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>Supervisors will emphasize the implementation of best pedagogical practices aligned with the school’s Coherent Set of Beliefs about How Students Learn Best and the Danielson Framework for Teaching, in all professional conversations (Pre/Post Observation Conferences and feedback sessions) and Teacher Observations (Formal and Informal) to ensure that all students, including ELLs and SWDs, receive high quality instruction.</p>	<p>All Teachers, including Special Education, Bilingual, and ENL Teachers</p>	<p>Beginning September 2015 and ending in May 2016, on an ongoing basis</p>	<p>School Leaders</p>
<p>To ensure that students are actively engaged in rigorous learning opportunities that meet the demands of the Common Core Learning Standards (CCLS):</p> <ul style="list-style-type: none"> • Teachers K-5 will continue to implement CCLS aligned units of study in a sequential manner that exposes students to the full range of standards and practices. These learning opportunities are provided through our common core aligned curriculum programs; Ready Gen in grades K-2, Expeditionary Learning in grades 3-5 and Compass Learning in grades 2-5. • Teachers will collaborate to analyze curricula, plan strategies for differentiation and to develop rigorous instructional tasks to support and cognitively engage all learners, including ELLs and SWDs. • Teachers will engage in structured professional learning activities with a focus on developing plans for rigorous instruction and building students’ capacity in CCLS and higher order thinking. • Teachers will analyze student work products and utilize exemplar writing samples to strengthen student writing skills within the Qualities of 	<p>All Teachers, including Special Education, Bilingual, and ENL Teachers</p>	<p>Beginning September 2015 and ending in May 2016, on an ongoing basis</p>	<p>School Leaders, Teachers, Instructional Coaches, Consultants</p>

Writing: Focus, Development (Reading Research), Organization, and Conventions.			
Universal Design for Learning and SIOP strategies will be incorporated into the existing curricula and utilized in lesson planning to develop instructional goals, provide multiple entry points, scaffold instruction, and maximize student engagement with the content.	All Teachers, including Special Education, Bilingual, and ENL Teachers	Beginning September 2015 and continuing daily until June 2016	School Leaders, Teachers, Instructional Coaches, Consultants
Data from standardized assessments, school level assessments, student work products and teacher observations will be used to monitor student learning and to provide targeted support to all students, including high need populations. Academic Intervention supports will be provided in small groups during the regular school day by classroom teachers and academic intervention support staff, as well as, during After-school and Saturday programs focused on Academic Support for ELLs and SWDs.	All Students including ELLs and SWDs	Beginning September 2015 and ending in June 2016, on an ongoing basis	School Leaders, Teachers, Instructional Coaches, Consultants
Teachers will engage in frequent communication with parents to provide all relevant student data and curriculum information, to empower parents and involve them in meaningful ways. Teachers will plan and conduct parent workshops during the parent engagement time (Tuesdays) with topics that may include: Strategies for ELLs and SWDs, Understanding Academic Expectations, Understanding the demands of the CCLS, Assessment Expectations, and Strategies to build parents' capacity to help their children at home.	All Teachers, Parents and/or Guardians	Beginning October 2015 and continuing weekly until May 2016	School Leaders, Teachers, Instructional Coaches, Parent Coordinator

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.

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

- Common Core aligned Literacy Program/Curriculum; Ready Gen and Expeditionary Learning
- Allowable funds will be used for Technological Programs; Compass Learning and MyOn,
- Allowable funds will be used for Instructional Coaches and Consultant supports
- Danielson Framework For Teaching
- Common Core Learning Standards
- Depth of Knowledge/Hess Cognitive Rigor Rubric
- Teacher Team Meeting Protocols
- Schedule adjustments (Teacher Teams; Inter visitations; Learning Walks)
- Teacher Team Meetings during Professional Development and Other Professional Work Time (Mondays and Tuesdays) and a common prep period each week; PD Sessions with teachers during grade level meetings, using the following resources: allowable funds for literacy coach, consultants, per diem daily rate
- Allowable funds will be used for teacher per session for Saturday and After School ELL Enrichment Academies

- Weekly teacher team meetings; Planning sessions with instructional coach, AIS reading provider, Reading Recovery Teachers; Grade level meetings, PD sessions with consultants and attendance at outside PD opportunities offered by Generation Ready Consultants, DoE and University Partners.

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	X	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.

Ongoing monitoring of teacher observation data (formative observations) and ADVANCE reports (evaluative observations) documenting the teachers' implementation of common core strategies to support subgroup populations, embedded in Common Core Learning Standards-aligned curricula leading to improved teacher effectiveness in Domain 1: Planning & Preparation and Domain 3: Instruction

Increase in student outcomes from the PS189 Beginning of Year Literacy Assessment (baseline) administered in September to Middle of Year (progress monitoring) that will be administered in January.

Sample agendas, documentation forms, and team protocols have been developed for teachers to complete and submit to the Principal and Assistant Principals after each Teacher Team meeting to evaluate effectiveness of the content and processes of the Teacher Teams.

Sign In Sheets and Agendas for Professional Development, Teacher Team meetings, parent meetings and parent workshops.

Professional Development Plan Check-In three times a year (December-March-May)

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.

While the Framework for Great Schools 2015 Report indicates Safety as a strong area, through the triangulation of the data listed below we have determined that Classroom Behavior is an area for improvement for us.

According to the Framework for Great Schools 2015 Report, PS 189 obtained a score of 46 in the area of Classroom Behavior, a score of 75 is required to be considered as an area of strength.

According to the NYC School Survey 2014-2015 report 75% of our teachers feel that students in their class "behave well in class even when the teacher isn't watching", however 25% feel that students "sometimes (20%) or rarely (5%) behave well in class even when the teacher isn't watching."

According to the 2014-2015 Incident Location Analysis: Level 1-5 Incidents our school had a total of 108 incidents. 93 out of the 108 incidents were Level 3 and above - 43 were level 3, 48 were level 4 and 2 were level 5.

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.

By June 2016, PS 189 will implement a Positive Behavior Intervention and Supports Program (PBIS) with social emotional counseling in collaboration with school-based sports and arts programs that will result in a 10% reduction in the number of incidents occurring in school as evidenced through OORS reports.

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>Implementation of social-emotional activities and programs provided by Community-Based Organizations and School-Based Staff for identified students, including arts-related, athletic and recreational activities and clubs.</p>	<p>Community-Based Organizations' staff, Arts Partner Staff and Recreational Program staff, students</p>	<p>Beginning September 2015 and ongoing, daily, through June 2016</p>	<p>Administrators, teachers, CBO personnel</p>
<p>Implementation of School-Wide 3 Tiers of PBIS to address the needs of all students, including students who require additional reinforcement, and students who exhibit high risk behaviors.</p>	<p>Teachers, Supervisors, PBIS Team members, Guidance Counselors, students</p>	<p>Beginning September 2015 and ongoing, daily, through June 2016</p>	<p>Administrators, teachers, guidance counselors, school psychologist</p>
<p>Parent Workshops and student performances will be conducted throughout the year to involve parents and inform them of our school's programs and activities, as well as, providing parents with strategies that enable them to support students at home.</p>	<p>Teachers, Students, parents, families</p>	<p>Beginning September 2015 and continuing Monthly, through June 2016</p>	<p>Administrators, teachers, parent coordinator, guidance counselors, school psychologist</p>
<p>School Guidance Counselor, School Psychologist, School Social Worker and School-Based Mental Health Partnership Psychologist will utilize data from the Online Occurrence Reporting System (OORS) and ILOG (ATS) to select students who exhibit high risk behaviors, conduct a Functional Behavior Analysis (FBA), and tailor a Tier 3 intervention plan to support the social emotional growth of individual students targeting skills such as managing emotions, self awareness and regulation, and responsible decision making, etc.</p>	<p>School Guidance Counselor, School Psychologist, and School-Based Mental Health Partnership Psychologist School Social Worker Students</p>	<p>Monthly Beginning September 2015 through June 2016</p>	<p>School Guidance Counselor School Psychologist SBMH Partnership Psychologist School Social Worker</p>
<p>The School Safety Team will meet monthly to analyze occurrences as documented in the Online Occurrence Reporting System (OORS) and determine possible causes or common factors in recurring incidents in</p>	<p>Students, Teachers, School Aides, Parents</p>	<p>Monthly Beginning September</p>	<p>School Safety Team</p>

order to develop systems or structures to reduce specific behavioral incidents.		2015 through June 2016	
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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.											
<ul style="list-style-type: none"> No additional funding necessary to implement enrichment programs in collaboration with our Community Based Organizations Allowable funds will be used to provide professional development opportunities focused on PBIS Allowable funds will be used to support evening performances and activities Allowable funds will be used to pay for contracted services from identified Community-Based Organizations, including arts and recreational programs 											
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	X	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 the School Safety Team will analyze and compare the number of incidents occurring Sept. 2014 - January 2015 to the number occurring September 2015– January 2016 to determine progress towards reduction in the number of incidents occurring school-wide
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 school’s most recent Quality Review findings (December 11, 2014) indicated that our rating for Quality Indicator 4.2 Teacher Teams and Leadership Development was rated as Proficient. In addition, indicator 1.2 Pedagogy was also rated as Proficient. Our school’s most current Learning Environment Survey (2014-2015) reflects that 85% of teachers agree and strongly agree that “Teachers in this school share/discuss work with other teachers,” 12% of teachers somewhat agree, and 3% disagree. Also, 81% of our teachers agree and strongly agree that, "In this school, teachers are continually learning and seeking new ideas," 15% somewhat agree, 2% somewhat disagree, and 2% strongly disagree.

The priority need for this Capacity Framework Element is to develop and strengthen teacher pedagogy that is coherent within and across the grades and will target the needs of all learners.

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.

By June 2016, K to 5 teachers will participate in structured weekly Teacher Team meetings to collaboratively score and analyze student work in order to identify trends and use the data gathered to develop targeted instruction leading to a 3% increase in student performance as measured by the NYS ELA.

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) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>All teachers will meet weekly in Teacher Teams to collaboratively score and analyze student work, identify trends, and develop targeted instruction aligned to the Common Core Learning Standards to meet the needs of all learners.</p>	<p>All Teachers, all Supervisors</p>	<p>Beginning September 2015 and continuing weekly, on an ongoing basis through June 2016</p>	<p>All Supervisors, all Teachers, Coaches, Consultants</p>
<p>Professional Development opportunities will include focus and emphasis on UDL and SIOP strategies to appropriately meeting the needs of diverse learners .</p>	<p>All Teachers, all Paraprofessionals</p>	<p>Beginning September 2015 and continuing weekly, on an ongoing basis through June 2016</p>	<p>All Supervisors, all Teachers, Coaches, Consultants</p>
<p>All teachers and paraprofessionals will participate in Professional Development workshops that focus on best practices of using assessments in instruction and providing effective feedback to students, using Common Core Learning Standards RUBRICS (Danielson <u>Framework For Teaching</u> component 3d).</p>	<p>All Teachers, all paraprofessionals</p>	<p>Beginning September 2015 and continuing weekly, on an ongoing basis through June 2016</p>	<p>All Supervisors, all Teachers, Coaches, Consultants</p>
<p>Teacher Team leaders will meet weekly to promote coherence by establishing uniform routines and structures for teacher team meetings across the grades. The focus of the work is to ensure that teacher team meetings are related to curriculum, assessment and instruction that promotes and increases student learning outcomes.</p>	<p>Teacher Teams</p>	<p>Beginning September 2015 and continuing weekly, on an ongoing basis through June 2016</p>	

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>Additional funding necessary for professional development and training of teacher team leaders</p>
<p>Allowable funds will be used to support professional development of teachers and paraprofessionals by consultants</p>

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	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>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.</p> <p>By February 2016, Benchmark assessments will be administered monthly from November 2015 to May 2016. Data will be analyzed to identify trends and evaluate and revise instructional strategies.</p> <p>Ongoing monitoring of teacher observation data (formative observations) and ADVANCE reports (evaluative observations) documenting the teachers’ implementation of common core strategies to support subgroup populations, embedded in Common Core Learning Standards-aligned curricula leading to improved teacher effectiveness in Domain 1: Planning & Preparation and Domain 3: Instruction</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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.

Although the 2014-2015 School Quality Review, conducted on December 11, 2014, did not cite Quality Indicator 4.1 in the findings, our Leadership Cabinet, comprised of the Principal and three Assistant Principals, continually review our Advance feedback and evaluation ratings for teachers to determine patterns, trends, and professional needs, in order to strategically provide appropriate and differentiated professional development support for the teachers. We have noted that our teachers are scoring lower in Domain 3 –Instruction (components 3b, 3c, 3d) as compared to their ratings for Domain 2-Classroom Environment (components 2a and 2d). We also see inconsistencies in teaching practices, across the school, that prevent all students from engaging in meaningful and rigorous tasks, activities, and learning.

The priority needs for this Capacity Framework Element are to nurture the professional growth of teachers and staff; to develop and deliver instructional and social-emotional support that drives students’ achievement.

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.

By May 2016, school leaders will engage in a minimum of six calibration sessions to accurately norm strengths, challenges and next steps using the Danielson Framework for Teaching, in order to implement strategies that promote professional growth as evidenced in Advance observation 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 parent leadership and engagement as a key lever for school improvement. 	<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>A minimum number of frequent classroom observations, using Charlotte Danielson’s Framework For Teaching and adhering to the guidelines of ADVANCE Evaluation SYSTEM, including option 1 (minimum of 1 Formal Observation plus 3 Informal Observations), Option 2 (minimum of 6 Informal Observations), Option 3 (minimum of 3 informals) and Option 4 (minimum of 4 Informal Observations) with feedback provided to all teachers within 1 week.</p>	<p>All teachers, all supervisors</p>	<p>Beginning in October 2015 and continuing on a weekly basis through May 2016</p>	<p>Principal, Assistant Principals</p>
<p>Pre and post observation conferences between supervisors and teachers and actionable feedback to teachers will focus on pedagogical practices, using Charlotte Danielson’s Framework For Teaching Domain 3, leading to the improvement of student learning outcomes for all sub group student populations.</p>	<p>All teachers, all students, all School Leaders</p>	<p>Beginning in September 2015 and continuing on a weekly basis through May 2016</p>	<p>Principal, Assistant Principals</p>
<p>School Leaders will engage in Professional Development opportunities provided by District and Borough supervisory support staff and leadership consultants, in order to build School Leaders' capacity to conduct accurate observations and to ensure coherence in feedback from observations.</p>	<p>Principal, Assistant Principals</p>	<p>Beginning in September 2015 and continuing on a weekly basis through May 2016</p>	<p>School Leaders, Support Coaches, Consultants</p>
<p>School Leaders will engage in calibration sessions and utilize:</p> <ul style="list-style-type: none"> • a protocol to norm low-inference evidence and feedback provided to teachers • a student outcomes graphic organizer to analyze low- inference evidence 	<p>Principal and Assistant Principal</p>	<p>Beginning in September 2015 and continuing on a weekly basis through May 2016</p>	<p>School Leaders</p>

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.

Allowable funds will be used for professional development and training of supervisors

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 February 2016,

- All teachers will receive at least 2 to 4 observation reports with written feedback or more, as needed.
- All teachers of Special Education students and English Language Learners will implement UDL strategies embedded in their lessons and include language objectives, as well as content objectives, as evidenced by their lesson plans and classroom instruction.

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.

Our school's Learning Environment Survey 2013-2014 revealed that, in response to the prompt, "My child's school makes it easy for parents to attend meeting by holding them at different times of day, providing an interpreter or in other ways," (Page 6) 41% of parents agreed and 55% of parents strongly agreed. While this represents 96% positive responses, we strive to increase the number and percentage of parents who strongly agree with this prompt.

Our school's Learning Environment Survey 2013-2014 revealed that 6% responded never; 18% responded 1-2 times; 27% responded 3-4 times; and 49% responded 5 or more times in response to the question, "How often during this school year have you been invited to an event at your child's school (workshop, program, performance, etc.)?" (page 8) Our work this year is intended to increase the number and the quality of our family-school ties.

Our school's Learning Environment Survey 2014-2015 (page 16) revealed that, in response to the question, "Since the beginning of the school year, how often have you...

Never Once Once a Month

Had an in-person Parent-Teacher Meeting? 2% 23% 35%

Communicated with your child's teacher about your child's 3% 19% 22%

performance?

These statistics indicate that there is much that can and should be done to increase and strengthen our school's ties with our students' families.

The priority need for this Capacity Framework Element is to bring resources from the community into the school, welcoming, encouraging, developing and strengthening our partnerships with families.

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.

By June 2016, all teachers and staff will participate in increasing the level of parental involvement in the school, as measured by a 20% increase, and evidenced by agendas and sign-ins, in the number of families participating in school sponsored workshops & events, when compared to the level of parental involvement in the 2014-2015 school year.

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) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>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</p>	<p>Parents, Families, Guardians</p>	<p>Beginning in September 2015 and continuing May 2016 on an ongoing basis</p>	<p>Principal, Assistant Principals, Parent Coordinator, Guidance Counselors</p>
<p>Maintain a Parent Coordinator, Guidance Counselors and Family Worker to serve as a liaison between the school and families. The Parent Coordinator and Guidance Counselors will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.</p>	<p>Parents, Families, Guardians Parent Coordinator, Guidance Counselors, Family Worker</p>	<p>Beginning in September 2015 and continuing on a weekly basis through May 2016</p>	<p>Principal, Parent Coordinator, Guidance Counselors, Family Worker</p>
<p>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</p>	<p>Parents, Families, Guardians</p>	<p>Beginning in September 2015 and continuing through June 2016 on an ongoing basis</p>	<p>Principal, Assistant Principals, Teachers, School Psychologist, Parent Coordinator, Guidance Counselors, Family Worker</p>

Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the PS 189's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact.	Teachers, Students, parents, families	Beginning in September 2015 and continuing through May 2016	Principal, Assistant Principals, SLT members, Parent Coordinator,
School Leadership Team meetings scheduled in consideration of parents' needs. Provide all relevant school data and information to empower parents to be actively engaged in meaningful ways Plan and implement Family Nights throughout the year	Teachers, Students, parents, families	Beginning in September 2015 and continuing through May 2016 on an ongoing basis	
Professional Time on Tuesdays is dedicated to Parent Engagement activities, including increased and improved communication between teachers and families, through emails, phone calls, newsletters, written correspondence, one-on-one meetings, monthly grade specific workshops.	Teachers, Students, parents, families	Beginning in September 2015 and continuing on a weekly basis through June 2016	Principal, Assistant Principals, Teachers, School Psychologist, Parent Coordinator, Guidance Counselors,

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.											
<ul style="list-style-type: none"> • Allowable funds will be used to cover the costs associated with Parent Engagement activities • Per Session for in-house translators • Supplies for workshops and family events • Pre-post attendance data for workshops and PTA meetings 											
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	X	Title III, Part A	X	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.
In February 2016, SLT members will analyze attendance data from the previous school year (Sept. 2014– Jan. 2015) and this year (Sept. 2015 - Jan. 2016) to determine if there has been an increase in the number of families participating in school sponsored events
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)	Lowest 1/3	<p>Reading Comprehension/Vocabulary Development grades K - 5</p> <p>Guided Reading grades K - 5</p> <p>Repeated Close Reading/Guided Writing grade 1 - 5</p> <p>Estrellita grade 1</p> <p>Reading Reform grades 1 & 2</p> <p>Shared Reading grade K</p> <p>Various genres are used to highlight decoding strategies, use of context clues for vocabulary building, graphic organizers, accountable talk and guided practice to build fluency and comprehension</p>	<p>1 to 1</p> <p>Small group tutoring</p> <p>One to one conferencing</p> <p>RTI Tier II & III</p>	<p>During the School day</p> <p>Saturday & After School Program</p>
Mathematics	Lowest 1/3	<p>Guided Math, Go Math</p> <p>Various strategies through the use of manipulatives, illustrations, technology (smart board), the four step method and accountable talk are used to build concept understanding, solving word problems and fluency with algorithmic skills.</p>	<p>Small group</p> <p>One to one conferencing</p> <p>RTI Tier II & III</p>	<p>During the School day</p> <p>Saturday & After School Program</p>

Science	Lowest 1/3	<p>Repeated Reading</p> <p>Conferring</p> <p>Graphic organizers, technology (smart board), accountable talk and hands-on tasks are used to highlight text features and text structures to build comprehension of content</p>	<p>Small group</p> <p>One to one conferencing</p>	<p>During the School day</p> <p>After school</p>
Social Studies	<p>Classroom observations, Common assessments</p> <p>State ELA Assessments</p>	<p>Repeated Reading</p> <p>Conferring</p> <p>Graphic organizers, technology (smart board- to provided primary sources) and accountable talk are used to highlight text features and text structures to build comprehension of content</p>	<p>Small group</p> <p>One to one conferencing</p>	<p>During the School day</p> <p>After school</p>
At-risk services <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	<p>Teacher referral</p> <p>Parent request</p> <p>Attendance Records (ATS) OORS reports</p> <p>Common Assessments</p> <p>Student Portfolios</p>	<p>Study Skills</p> <p>Organization skills of materials, development of work plan, monitor progress and timeline for completion of assignments and projects resulting in self- monitoring, increased independence and higher self-esteem</p>	<p>Small group</p> <p>One on one conferencing</p> <p>Anti-bullying Initiative</p>	<p>Pull-out, push-in sessions</p> <p>After school</p>

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.
<ul style="list-style-type: none"> • 100% of our staff is highly qualified. • The Principal, Assistant Principals and teachers collaborate to set and monitor teacher goals, using the Danielson <u>Framework For Teaching</u> , 2013. • The Principal and Assistant Principals utilize the <u>Framework For Teaching</u> Rubrics for classroom observations, both formal and informal, as per ADVANCE. • The <u>Framework</u> informs pre and post-observation conferences. • Teachers preparing portfolios for Tenure decisions receive additional specific support in preparing their artifacts and evidence of effective instructional practice, impact on student outcomes, and professional contributions to the school. • Teachers working with a Teacher Improvement Plan (TIP) receive additional support to improve teaching practices • Interview teachers for anticipated vacancies beginning in April • We employ a rigorous outreach and interview process at our school.

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).
<ul style="list-style-type: none"> • Teacher growth is supported through specific, low inference, evidence-based feedback from the Principal and Assistant Principals. • Ongoing one-to-one meetings with teachers focus on the attainment of their professional goals and the school support needed to achieve the goals. • Professional Development opportunities are planned and provided by multiple personnel, including coaches, consultants, mentors, Professional Development Team members and supervisors to meet the differentiated and developmental needs of teachers. New teachers receive the maximum support and experienced teachers have leadership opportunities to help support the professional learning throughout the school. • Staff Development is monitored and revised, based on the results of student data and teacher effectiveness needs. • Teachers have Professional Development opportunities to assist them in developing specific strategies to support the learning needs of ELLs and SWDs in reading comprehension, academic vocabulary, and written analysis of texts, both literary and non-fiction.

- Effective strategies to support struggling students to access the complex texts of Common Core aligned curriculum are shared and analyzed for appropriate implementation with targeted students, in intentional student groupings in the classroom.
- Provide year-long mentors and professional development opportunities for teachers.
- Teachers attend Professional Development sessions provided by the DOE, BSC and private organizations , i.e. Special Education workshops; ELL workshops; RTI; City-wide workshops
- Provide differentiated PD for new teachers (in content areas and procedural matters) and PD consultant

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.).

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

Paraprofessionals, family worker and social worker, as well as parent coordinator ensure close home-school connections, on an ongoing basis

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.

The Principal originally formed a MOSL Committee in the Spring 2013 and the committee continues to meet no less than 8 times during the year, in collaboration with the UFT Chapter Chairperson, in accordance with the guidelines of the ADVANCE Evaluation System. The Principal selected members and the UFT Chapter Chairperson also selected members for the committee. The committee met at least 5 times, beginning in the Spring, 2015. They had the

opportunity to view and discuss the available power-point presentations and webinars. Every committee member was provided with the MOSL materials in a binder by the Principal. They reviewed the options and selected the state and local assessment measures, with the final decisions made by the Principal, who was in accordance with the teachers' choices

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	642,019.00	X	
Title II, Part A	Federal	224,899.00		
Title III, Part A	Federal	39,388.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	5,020,531.00		

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.

Parent Involvement Policy (PIP) Template

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 the school. **P.S. 189**, 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 the school and the families. The 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 the school community. **P.S. 189** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

P.S. 189, 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 on assessments.

I. School Responsibilities:

1. Provide CCLS aligned curriculum and rigorous instruction in a supportive learning environment that enables students to meet the Common Core Learning Standards:
 1. Implementation of NYC Core Curriculum in Reading, Math, Writing, Science and Social Studies
 2. Teaching staff that meet the Highly-Qualified NYS requirements
 3. Availability of Guidance Counselors, staff and family workers to support families and students in meeting Common Core Learning Standards
 4. Availability of Parent Coordinator to act as liaison between the school and parents
2. Parent Teacher Conferences in November and March to discuss student performance, review student portfolios and assessments.
3. Family Night/Curriculum Night in September and May to inform parents of PS189 Curriculum & Expectations
4. Provide parents Schoolnet Training to access student data in Schoolnet Parent Link
5. Distribute Report Cards to parents two times per year at Parent Teacher Conference Days and send report cards home two more times during the year (January & June). Notify parents in January's report card if child is Promotion in Doubt. Parents are invited to conferences to discuss progress.
6. Meet with parents during the re-purposed "parent time" to inform parents of their child's progress.
7. Encourage and train parents to become a Literacy Leader Volunteer in classrooms. Encourage parents to attend Open School Week in November, parent meetings during Tuesday's Parent Time, attend class celebrations and school assembly events.
8. Encourage parents to participate in PTA committees and offer feedback on school programs and Parent Programs Survey.
9. Schedule convenient meetings to discuss our use of our Title I School Wide Program Funds and implications in the school program
10. Provide parent-friendly letters to our parents in their home languages.
11. Conduct annual meetings reporting our NCLB status and Yearly School Report Card.
12. Notify parents if their child has received instruction for more than four (4) consecutive weeks by a teacher who is not highly qualified and holding NYS certification.
13. Provide mental health Counseling Services to students and families through Columbia Presbyterian Morgan Stanley Children's Hospital.

Provide general support to parents by:

Specific activities organized for Parent Engagement Programs are:

1. Fund raising activities to support student events and resources for the school
2. Learning Leaders Volunteer Program
3. Parent Workshops provided with Title 1 Funds: Math, Reading, Accountability Reporting under NCLB, Grade Curriculum Meetings and Emergent Bilingual Student (EBS) Parent Meetings.
4. Participate in District 6 sponsored meetings on the Framework for Great Schools and other NYC DOE initiatives

Classes offered for P.S.189 parents which encourage Parental Involvement and Communication with children include:

1. Citizenship classes.
2. Written Portion Drivers Education.
3. Doing Literacy through the art training.
4. Nutrition Classes. Cornell University.
5. Family Math, Science and Literacy Nights to demonstrate Games and Curriculum
6. Make and Go classes to promote math/literacy through the Visual Arts
7. Annual event: Family Literacy Health and Immigration Fair

II. Parent/Guardian Responsibilities:

We as PS 189M parents, will support our children's academic progress in the following ways:

1. Daily punctual attendance
2. Child prepared with required school materials
3. Child's physical and mental well being is nurtured
4. Homework will be completed and checked daily
5. Immunizations are current
6. Provide the school with updated home and emergency contact information throughout the year
7. Support standards of behavior and consequences for infractions to the Discipline Code
8. Attend Parent Teacher Conferences to discuss our child's academic achievement and social development. Follow through with recommendations
9. Respond promptly when the school requests a meeting regarding my child
10. Attend at least four (4) PTA Meetings/Workshops
11. Volunteer for PTA Committees or Events

III. Student Responsibilities:

1. Attend school regularly and arrive on time and ready to do my best
2. Complete my homework and submit all assignments on time and always try my best to learn.
3. Follow the school rules and the PS 189 STARS pledge
4. Act responsibly and show respect for myself, other people and property
5. Respect others and try to resolve disagreements or conflicts peacefully

6. Ask for help from my teachers, classmates and all staff when I need it

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>256</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>24</u>
of certified ESL/Bilingual teachers: <u>15</u>
of content area teachers: <u>9</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: _

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

- Winter After-School ELL Enrichment Program:

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

- Schedule and Duration:

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

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

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

- Types of Materials:

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

- Spring After-School ELL Enrichment Program:

Rationale:

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

Part B: Direct Instruction Supplemental Program Information

Schedule and duration:

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

Language of Instruction:

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

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

Types of Materials:

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

Winter Saturday Program

Rationale:

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

Subgroup:

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

Schedule and Duration:

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

Language of Instruction:

Students will receive instruction in English. Instruction will focus on development of Tier 2 vocabulary words through read alouds and shared reading of Folk Tales. In addition, students will have an opportunity to engage in technology based instruction such as Waggle and Compass Learning.

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

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

Types of Materials:

Variety of Folk Tales in English

Part B: Direct Instruction Supplemental Program Information

Waggle and Compass Learning Technology

Spring Saturday ELL Academy

Sub-group:

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

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

Language of Instruction:

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

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

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

Types of Materials:

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

Part C: Professional Development

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

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

Begin description here: _____

Rationale:

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

Schedule and duration: Four 90 minute Professional Development sessions

2 Sessions in October :

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

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

Part C: Professional Development

2 Sessions in November:

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

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

-

-

Teachers Receiving Training:

(11) ESL/Bilingual licensed teachers

(20) Special Education and/or Common Branch teachers

-

Topics to Be Covered:

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

-

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

-

Part D: Parental Engagement Activities

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

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

Begin description here: _____

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

-

Schedule and duration:

30 Parents will participate in sessions lasting 2 hours each.

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

Title: Building Memories through the Year with Technology

-

Topics to be Covered:

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

-

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

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

-

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

-

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

-

9/30/14 Supporting English Language Learners

Part D: Parental Engagement Activities

10/23/14 Family Night: Math
12/10/14 Understanding an IEP
1/14/15 Family Night: Literacy
3/18/15 Family Night: Science
5/16/15 Family Night: Social Studies

- Topics to be Covered:

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

- Name of Provider: Parent Coordinator

Part E: Budget

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

Allocation Amount: \$42984

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

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](#).

A. School Information

District 06	Borough Manhattan	School Number 189
School Name PS 189		

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 Rosalina Perez	Assistant Principal Johanny Grullon
Coach Susana Corporan, Literacy	Coach Bielka Cruz, Math Coach
ENL (English as a New Language)/Bilingual Teacher Lilivette Alten	School Counselor Victor Garces
Teacher/Subject Area Nora Arriaza, Bilingual	Parent Desiree Ramos
Teacher/Subject Area Sugel Sierra, RTI	Parent Coordinator Sylvia Suero
Related-Service Provider Mona Pupps, Speech	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) Maeva Rich, S. Psychologist

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	9	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	10	Number of teachers who hold both content area/common branch and TESOL certification	8
Number of certified bilingual teachers currently teaching in a bilingual program	9	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	1

Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	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]	7	Number of special education teachers with bilingual extensions	3
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D. Student Demographics

Total number of students in school (excluding pre-K)	961	Total number of ELLs	255	ELLs as share of total student population (%)	25 %
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This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K	X	1	X	2	X	3	X	4	X	5	X	
	6		7		8		9		10		11		12

A. ELL Programs

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes	X	No		If yes, indicate language(s): Spanish
Dual language program (DL)	Yes		No	X	If yes, indicate language(s):
Freestanding ENL	Yes	X	No		

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	2	2	2	2								11
Dual Language	0	0	0	0	0	0								0
Total	2	2	2	2	2	2	0	11						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	255	Newcomers (ELLs receiving service 0-3 years)	240	ELL Students with Disabilities	50
SIFE	5	Developing ELLs (ELLs receiving service 4-6 years)	15	Long-Term (ELLs receiving service 7 or more years)	0

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

ELLs by Subgroups		
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	Total
TBE	98			5						103
DL										00
ENL	142			10						152
Total	240	00	00	15	00	00	00	00	00	255

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	22	28	34	16	21	20								141
														00
														00
TOTAL	22	28	34	16	21	20	00	141						

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																		
																			00	00
																			00	00
																			00	00
TOTAL	00																			

* 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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
									00	00
									00	00
									00	00
TOTAL	00	00	00	00	00	00	00	00	00	00

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:
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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	6	26	17	38	39	15								141
Chinese		2												2
Russian														00
Bengali														00
Urdu														00
Arabic														00
Haitian														00
French														00
Korean														00
Punjabi														00

Polish															00
Albanian															00
Other	3	3	6			1									13
TOTAL	9	31	23	38	39	16	00	156							

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)	8	5	4	13	16	10								56
Emerging (Low Intermediate)	10	10	7	2	14	4								47
Transitioning (High Intermediate)	11	5	7	12	5	4								43
Expanding (Advanced)	21	35	37	18	15	22								148
Commanding (Proficient)	4	3	9	2	6	10								34
Total	54	58	64	47	56	50	00	00	00	00	00	00	00	328

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	0	0								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	4	3	18	4	10								39

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	32	5	0	0	37
4	44	6	0	0	50
5	45	13	0	0	58
6					00
7					00
8					00
NYSAA					00

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	HL	English	HL	English	HL	English	HL	
3	24	12	6	0	3	0	0	0	45
4	16	20	6	4	0	0	0	0	46
5	14	18	7	5	2	4	0	0	50
6									00
7									00
8									00
NYSAA									00

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	5	11	9	9	7	4	0	0	45
8									00
NYSAA Bilingual (SWD)									00

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				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math				
Chemistry				
Earth Science				
Living Environment				
Physics				
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)	6	6	9	10				
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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 assessment tools used to assess the early literacy skills of our ELL students K-1 are Dynamic Indicators of Basic Early Literacy Skills (DIBELS NEXT) and Text Reading Comprehension (TRC) for English assessment.

In 2014-2015, the DIBELS Instructional Recommendation for our Kindergarten students shows that at the beginning of the year, 54 students were well below benchmark, 34 students were below benchmark, and 75 were at a benchmark level. At the end of the year, 50 students were well below benchmark, 42 were below benchmark, and 77 were at benchmark level. In Grade One, 93 students were well below benchmark, 16 were below benchmark, and 59 were at benchmark. By the end of the year, 59 were well below benchmark, 32 were below benchmark, and 87 were at benchmark.

In 2013-2014, the DIBELS Instructional Recommendation for our Kindergarten students shows that at the beginning of the year, 87 students were well below benchmark, 33 students were below benchmark, and 60 were at a benchmark level. At the end of the year, 59 students were well below benchmark, 32 were below benchmark, and 86 were at benchmark level. In Grade One, 88 students were well below benchmark, 27 were below benchmark, and 56 were at benchmark. By the end of the year, 41 were well below benchmark, 22 were below benchmark, and 113 were at benchmark.

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

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

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

This year data patterns across proficiency levels on the NYSITELL and NYSESLAT demonstrate that our ELL students have shown progress moving up the proficiency ladder. In Spring 2015 a total of 34 students out of 325 students, scored Commanding on the NYSESLAT, 4 in Kindergarten, 3 in First grade, 9 in Second, 2 in Third, 6 in Fourth and 10 in Fifth. Overall, from Grades K-5 students scored as follows on the different proficiency levels 148 Expanding, 44 Transitioning, 47 Emerging and 52 Entering. The data shows that we have a decreasing population of ELLs scoring an Entering proficiency level, however, our ELLs are having difficulty moving from Expanding to Commanding. Currently, across the grades students scored Expanding as follows: 21 first graders, 35 second graders, 37 third graders, 18 fourth graders, 15 fifth graders. We have addressed the needs of students with a proficiency of Expanding by grouping them within heterogeneous classes. This benefits these students because they will be able to acquire language from their peers who have scored Commanding, as well as, native speakers. In addition, the ESL teachers provide one cluster coverage to the entire class, where ESL methodologies are incorporated and implemented in the content areas and students

have an opportunity to receive instruction that addresses and utilizes all language modalities (listening, speaking, reading, and writing). Based upon these results and implementation of Common Core Standards, teachers explicitly plan instruction that require students to provide evidence from the text to support their opinions and answers (first orally then written). The current instructional program provides students multiple opportunities to be exposed to complex text that promotes critical thinking and leads to writing that is dependent on these texts as prescribed by the Common Core Standards. We address the needs of our students who scored Transitioning, Emerging and Entering by ensuring they receive the mandated number of minutes for ESL instruction and providing them with rigorous and differentiated instruction in literacy as well as the content subject areas. In addition, we continue to emphasize on the implementation of explicit writing instruction, that leads to writing products that are derived from meaningful discussions for all our ELL students including those who scored a proficiency level of Commanding. This instruction will enable our ELLs to learn and utilize strategies that will strengthen their writing and enable them to progress into higher levels of English proficiency

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

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

4. 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?

a. Results of the ELA and NLA, for our ELLs are as follows: Over all, of the students who administered the ELE, 18% scored within quartile 1, 18 % scored within the quartile 2, 29% scored within the third quartile and, 30% scored within the fourth quartile. ELA data revealed that out of the 145 ELLs tested in grades 3-5, 83% scored a level 1 and the remaining 17% scored a level 2. In comparing the data we found that; those taking the ELE were more proficient in Spanish than the ELLs taking the ELA were in English (59% scored within the 3rd and 4th quartile or above in the ELE as opposed to 0% on the ELA).

Results of the Mathematics Exam for our ELLs are as follows: ELLs taking the State Mathematics Exam in their Native Language (Spanish) scored as follows: Students scoring below a level 3 in Grade 3 - 5, 96%. Similarly, students taking the exam in their native language scored as follows: 97% of students in grades 3-5 scored below a level 3. In comparing the data, we found that our ELLs examined in English are performing within the same range as our ELLs in TBE.

Results of the Science exam for our ELLs is as follows: Of the 45 ELL students tested in Grade 4 in English, 16% scored a level 3. As compared to the students in TBE and who took the exam in Spanish, of which 9% scored a level 3. The remainder of the students who were tested in their native language or English scored a level 1 or 2. A comparison of the data shows that students who took the test in English performed slightly better with a 7% advantage.

The data reveals that the school must put more effort in providing our ELLs with instruction that will prepare them to meet Common Core Learning Standards. As a result, we have put into place several programs that will allow us to better serve our ELL students, such as, setting our instructional focus on Informational and Argumentative writing, Saturday and After-school Tutoring. We have also successfully hired 3 additional dually certified to provide students with instruction incorporating ESL methodology across all subjects.

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).] Our school uses a variety of data to inform our instruction for ELLs. We use DIBELS, IDEL, Fountas and Pinnell Benchmark Running Records, NYC Baseline and Benchmark assessments, NYS ELA and Math assessments, and teacher created formative assessments to guide our instruction for ELLs. We analyze the data both at the classroom and school level to observe trends and patterns, we then

consider the corresponding adjustments needed to strengthen the instructional core and supplemental supports, as they relate to ELLs. We implement the 3 Tiered RTI Model where the Tier 1 is the classroom teacher who provides daily instruction that meets the majority of students' needs implementing scaffolds and differentiation as needed. The Tier 2 consists of targeted intervention and instructional support for a smaller subset of students. Our AIS staff pushes in and pulls out students to provide these services for our ELLs. Additionally, we also have our paraprofessionals who reduce the groups of students in the classroom and provide targeted intervention for students with varied language needs. Furthermore, both our Reading Intervention Teachers and our Literacy Coach provide Tier 2 services to students based on assessment data. The Tier 3 is individualized, specialized instruction for students with persistent difficulties. Our Tier 3 is usually delivered by our Special Education Specialists who provide at risk students with more intensive support and intervention. We have also developed an intervention program for SIFE and New Arrival students where they receive targeted support in beginning literacy skills in their native language. This support allows them to receive supplemental instruction in crucial foundational literacy skills. In addition, we've identified students based upon the data systems mentioned above who require assistance in accessing grade appropriate complex text. These students receive instruction in a small group afterschool on utilizing strategies that promote critical thinking, interacting with text, and production of writing in the genres prescribed by the Common Core standards (ie. opinion and informative writing).

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

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

7. For dual language programs, answer the following:

- 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?

Currently we do not have a Dual Language Program due to parent choice

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

We are constantly evaluating the success of our ELLs in order to make instruction decisions and increase acquisition of language, learning, and performance. Professional Learning Teams, the school leadership, and individual teachers meet to analyze results from the NYS ELA, NYS Mathematics, NYSESLAT, and Annual Measurable Achievement Objectives Tool. Using the data from these assessments our programs are modified and additional support is provided to ELLs in the form of ENL, AIS and paraprofessional tutoring. The members of our staff have multiple opportunities to discuss progress, and areas of concern, including strategies that worked and those that didn't. We also use portfolios, rubrics and performance assessments to get a clearer picture of student strength and need and we use these and other observational techniques to determine what our students need.

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) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

The following steps are taken for the initial identification of those students who may possibly be ELLs (new admits as well as those who have not been in a NYS public school for 2 or more years). First, in order to properly screen our students at registration, a qualified and licensed, trained pedagogue, is immediately available to ensure that the HLIS is completed correctly. As the parent fills in the registration forms, this pedagogue interviews the parent and the child. The pedagogue assists in completing the HLIS in the parents home or preferred language. A qualified interpreter/translator from the Interpreter Service Unit is used if necessary. The ESL pedagogue, analyzes the form to determine if the child is eligible for NYSITELL. If the child has a home language other than English, a more in-depth interview is conducted with the child and the child is screened using the NYSITELL assessment, if not immediately, then within ten days of initial entrance into the school. The ESL personnel scans the test on the same day of administration, and determines eligibility for ELL services based on students NYSITELL scores. Should the child pass the screening, he/she is determined to be English proficient, placed in a mainstream classroom and will not be entitled to ESL services. On the other hand, should the child not pass the NYSITELL, he/she is determined to be an ELL and is entitled to services. If the child is a Spanish speaker, he/she will also be given the Spanish LAB assessment to determine language dominance and native language literacy abilities. At this point in the identification process, the parent of the eligible child views a video in his/her native language which presents the three choices offered by the NYC

Department of Education: Transitional Bilingual Education (TBE), Dual Language (DL) and Freestanding ESL (ESL). After viewing the video, the ELL Supervisor meets with the parent and answers questions about the three program choices, providing information about current research into second language acquisition and academic success. The parent is then asked to indicate their preference in programming and they fill out and sign the Parent Survey/Program Selection Form with their three selections indicated. If for some reason the parent does not choose, then the child will automatically be placed in a TBE program. If there is no bilingual class in the child's native language, the parent is advised that if there are 12 students in two contiguous grades requesting a bilingual class, then a class in that language will be opened in the school, thus meeting the needs of the community. In the interim, that child will be placed in a free-standing ESL program. Both the NYSITELL and Spanish LAB SCANTRON are scanned into the ATS system and kept on file in the ELL Supervisor's office.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
Within 30 days of initial enrollment, beginning at the time of the completion of the Home Language Survey when the parent is asked to indicate prior schooling, the ESL pedagogue analyzes the results of the NYSITELL and Spanish LAB-R and any other classroom teacher data to determine if the child had interrupted formal education. If the pedagogue determines that the child may have had interrupted formal education, then the pedagogue administers the SIFE oral questionnaire and the LENS assessment for the students who have a home language of Arabic, Bengali, Chinese, Haitian, Creole, or Spanish.
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).
In addition to the steps taken for the identification of ELLs, the Language Proficiency Team will meet to review and determine if students who speak a language other than English and enter school with an IEP are eligible to take the NYSITELL. The LPT is comprised of the ELL Supervisor, ESL Teacher, and the School Psychologist, and the Special Education Supervisor. In order to determine if the student should take the NYSITELL the LPT will meet with the parent or guardian to review evidence of the student's English language development through the review of the Home Language Survey, recommendations included in the students Individual Educational Plan and results of assessments administered in the students home language and will make a recommendation to the principal. Upon review, a determination that the student should not take the NYSITELL is sent to the superintendent or designee for review and the parent or guardian is notified within 3 days. But if upon review, a determination that the student has language acquisition needs is made then the NYSITELL is administered and ELL identification procedures continue as with all students.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
The school sends home mandated entitlement letters within 5 school days after the NYSITELL is scanned and scored, calls parents to make individual appointments and/or to discuss the student's proficiency level, and meets individually with parents that walk into the school. The parents are informed of their child's score on the NYSITELL score and their entitlement or non-entitlement to ELL services. The ELL Supervisor keeps the entitlement letter for file in her office as well as placing a copy in the cumulative folder of each student. The ELL Supervisor keeps a record of letters, logs of calls to parents to attend orientations or to discuss their child's program choices, original sign-in sheets of the orientations, etc.
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, Re-Identification of ELL Status](#) section).
At the Orientation Session, the ELL Supervisor or ESL Teacher informs parents that they may request ELL re-identification within 45 days of enrollment, if they believe that their child has been misidentified during the identification process. Parents are instructed to submit their request for re-identification in writing within 45 days. The process is explained to parents in their preferred language, English or Home Language through the use of translation/interpreter service if necessary.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
There are many structures in place to ensure parents are informed of the three program choices (Transitional Bilingual Education, Dual Language and Free-Standing ESL) offered through the New York City school system. Our outreach plans allows us to effectively communicate the program choices to parents within the mandated timeframe. We follow the ELL Identification Process: the students are screened; if required, they are given the initial assessment within the first 10 days of enrollment, and placed in a program based on parental choice. In order to make certain that the student is properly placed in a program; we have organized our communication system to make sure that our parents understand the ELL Identification process and the three program choices. If the NYSITELL was administered at the time of registration, the ELL Supervisor discusses the results with the parent at that time. If the student is entitled to ELL services, the ELL Supervisor explains the three program choices, and allows the parent to complete the Parent Survey and Program Selection Forms. During registration in the Fall for the current school year, the ELL Supervisor holds parent orientations during which time the Parent Choice video is shown in the Parents Home Language, as well as, in English and questions are addressed.

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

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 your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
Parent Survey and Program Selection forms are returned completed at registration with the assistance of an ESL pedagogue or the ELL Supervisor so the student's can be properly placed in a program. In the event that the survey is not completed at registration, The Parent Coordinator and/or the Family Worker calls parents to make individual appointments with the ELL Supervisor to discuss the student's proficiency level and parent choice. In the event that the Parent Coordinator or Family Worker are unable to reach the parent by phone, the school utilizes various methods to reach the parents, such as making home visits and sending certified letters home. If the student is entitled to services, and the Parent Survey and Program Selection form is not obtained, then the ELL student is placed in a Transitional Bilingual Program as per CR Part 154.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The ELL Supervisor keeps a copy of returned Parent Survey and Program Selection Forms on file in her office as well as placing the original in the cumulative folder of each student. The ELL Supervisor keeps a record of all returned letters, logs of calls to parents to attend orientations or to discuss their child's program choices, original sign-in sheets of the orientations, etc. These logs are reviewed bi-weekly and both the Parent Coordinator and Family Worker reach out to parents to ensure that the Parent Survey and Program Selection Forms are completed and submitted.
9. Describe how your school ensures that placement parent notification letters are distributed.
After the parent completes the Parent Survey the student is placed in the program of the parents' choice. A placement letter is sent home to the parent indicating the description on all three program choices and the program in which the child has been placed. The ELL Supervisor keeps a copy of the letter on file and the original is placed in the students' cumulative record.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The ELL Supervisor keeps a an original copy of documentation pertaining to ELL students, including HLIS, Parent Survey and Program Selection Form, Non-entitlement and Entitlement Letters in files organized by academic year.
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 each year.
The school takes several steps to ensure that all ELL students are administered all sections of the NYSESLAT each year. First, the ELL Supervisor keeps record of all new admits and transfer students through the year. Using the NYSITELL cut scores and in consultation with parents, students are placed in the program of the parent's choice. The students who have been identified as ELLs, as per the NYSITELL are tested on all sections of the NYSESLAT. All other ELL students are identified using data from reports such as the RLER, RNMR, and RLAT. These students are administered the NYSESLAT within the time frame prescribed by the State. Records are kept to identify students who are absent for a section of the test. The Family Worker or Guidance counselor reaches out the the family to inquire about the absence and ensure that the child will be returning to school. The child is administered the section upon returning to school within the testing window prescribed by the State.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
In order to make certain that all parents are informed of their child's entitlement to ELL services, all attempts are made to reconfirm the previously identified ELLs' program placements with their parents each September. Entitlement letters are given out to every parent in the Fall, which communicate their child's English proficiency level as obtained on the NYSESLAT. These letters are in the Home language and English and communicate to parents how the students performed on the NYSESLAT in the Spring. The letter states that a student continues to be entitled to ELL services, due to their NYSESLAT score, and reconfirm the parent's program choice and

student's placement in a program. A copy of the entitlement letter is kept on file in the ESL Supervisor's office. The ELL Supervisor is available to meet with parents or talk via phone in order to discuss the student's placement and level of English proficiency. If the parents change their minds or are not happy with their program of choice, then they meet with the ELL Supervisor and their child's grade supervisor. As a result of their meeting, the children are then placed in the program selected by the parent.

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? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After review of our Parent Choice Forms for new admits over the past years, the trend in program choices has shifted. More parents are requesting an ESL program over a bilingual program for their child. According to BESIS 13-14 data, there were 39 entitled ELL students in Kindergarten; 26 parents chose bilingual and 13 chose an ESL program. The BESIS 11-12 data reveals 77 Kindergartners entitled to ELL services, 51 families chose an ESL class, while 26 chose a bilingual program. Additionally, as illustrated above, there has been a trend of fewer incoming Kindergarten students being entitled to receive ELL services. During the 14-15 academic year, only 114 Kindergartners were eligible for testing, 40 students were deemed to be entitled to ESL services, of these, 28 parents chose TBE as their program of choice. The Kindergarten trend of favoring TBE or ESL, therefore, seems to slightly fluctuate from year to year. A preliminary review of our HLIS for the current 15-16 school year, reveals that the majority of our students are exiting Pre-K programs where the language of instruction is English. Therefore these students demonstrate dominance in the English Language, and furthermore, parents request continuity in English instruction.

At Parent Orientations and individual discussions at registrations, parents have been presented with the research that transitional bilingual and Dual Language programs are beneficial to the academic growth and future career of their child. Nevertheless, parents voice that their child can learn Spanish in the home and English at school. We will continue to educate parents on the difference between academic language and social language and the benefits of Dual Language and transitional bilingual education at our orientations and by giving parents take-home literature. Due to a parental lack of interest in Dual Language, and demand for ESL and TBE programs, our school has been unable to reimplement a Dual Language program this year. As the children in monolingual classes get promoted, they stay in the ESL program. Students who start in bilingual classes generally remain in bilingual for two-three years and then transition to a monolingual class, depending on their proficiency as per the NYSESLAT, how ready they are for an all-English program and parent request. Therefore, we rarely need more than two bilingual classes on a grade level after the second grade. This year, there is a Transitional Bilingual class on each grade, a K-2 Bilingual Special Education Program, and a 3-5 Bilingual Special Education Program.

This data demonstrates that many students are coming to Kindergarten with English language skills. This Fall's registration, only 3 students' parents requested ESL, one student's home language is Arabic and the remaining two student's home language is Spanish. Both students scored a proficiency level of Expanding (Advanced), as per the NYSITELL Cut-Off Score Guidelines. These parents voiced that they would like their children to continue on the same instructional continuum that they had in Pre-K, therefore choosing to have their child's instruction all in English and participate in the ESL program. We also have children coming from local daycares where the language of instruction is English only.

The program models offered at our school are aligned with parent requests. We have one transitional bilingual class in each grade (K-5) to accommodate our parents' choices. Since our parents are choosing to have their children placed in either a transitional bilingual program or ESL program with the goal of English proficiency, we have focused our efforts in recruiting teachers dually certified in ESL and Common Branch increasing our qualified staff to 10 teachers possessing the required certification. We also have 19 teachers certified in Spanish Bilingual Education. We actively seek "highly qualified" ESL and Bilingual Teachers, so that we may continue to service our ELL population in accordance with parental choice.

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.
 In order to provide students with the mandated ENL instruction, as per Part 154, and to promote student learning we utilize various organizational models within our school. Our classes are structured to accommodate the needs of our ELLs, including those with special needs. Currently, we have designated at least one Self-Contained ENL class taught by a qualified dual certified teacher in Common Branch and ESL in each grade 1-5. Students in these classes are grouped by grade with heterogenous language proficiency levels. The classroom teacher provides both stand-alone and integrated mandated ENL instruction for each child. ENL methodologies are embeded seamlessly in instruction through-out the day. Our Push-in ENL program K-5 is organized by grouping students according to grade and proficiency levels. Our K-2 ESL teacher co-teaches with the Common branch teacher during literacy, writing, and content area instructional time to provide integrated ENL instruction. Students are also serviced in small differentiated groups based upon their proficiency level to provide Stand alone ENL instruction.
 - b. TBE program. *If applicable.*
 Currently, we have a designated transitional bilingual class in each grade, including Bilingual Special Ed with multiple grade spans. Our bilingual classes are heterogenously grouped by grade, containing students with varying language proficiency levels. As prescribed in CR Part 154, our bilingual teacher provide our students with HLA, as well as Stand-Alone and Integrated ENL instruction during the instructional day. Students are serviced in small differentiated groups based on proficiency levels in order to provide adequate stand-alone ENL instruction, as well as, heterogeneous groups to provide integrated ENL instruction throughout the instructional day.
 - 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)?
 Our staff is organized to ensure that the mandated number of instructional minutes is delivered in each program model as per CR Part 154. Our classes are structured to accommodate the needs of our ELL students. We have fully licensed, highly qualified ESL and bilingual teachers. All the teachers in the TBE classes possess a Bilingual Common Branch license. Our bilingual teachers demonstrate strong academic language proficiency in English and Spanish. The teachers continue to receive professional development opportunities as well as school initiatives in content and pedagogy.
 All of our ELL students are serviced and some receive services that exceed the mandated amount of minutes as per CR Part 154. Our students with Entering and Emerging language proficiency levels receive at least 360 minutes of ENL Instruction per week. The ENL instruction includes a minimum of 180 minutes of Integrated ENL/ELA instruction and a maximum of 180 minutes of Stand Alone ENL instruction per week. Students with a Transitioning proficiency level are provided with a minimum of 180 minutes of ENL instruction with a minimum of 90 minutes of Integrated ENL/ELA and a maximum of 90 minutes of Stand Alone or Integrated ENL/Content instruction per week. Students obtaining an Expanding level of Proficiency are provided with a minimum of 180 minutes of Integrated ENL instruction per week. As prescribed by CR Part 154, students who obtain a Commanding Proficiency level will continue to receive a minimum of 90 minutes of Integrated ENL/ELA or Content instruction per week. We have increased the number of ENL self-contained classes, as well as, group size to ensure that students receive more than the mandated services. ENL instruction is integrated during literacy, writing and content area instructional time throughout the day in monolingual and self-contained classes.
 In TB classes students receive daily ENL instruction for at least 360 minutes per week regardless of their proficiency level with a minimum of 180 minutes integrated ENL/ELA. This is done to provide our ELLs with the academic language and strategies necessary to access Common Core Aligned curriculum. HLA (Spanish) is delivered in all our TB classes. Students in TB classes receive a minimum of 180 minutes per week as per CR Part 154. Mathematics is also delivered in Spanish.
 The ELL Supervisor, Specific Grade Supervisors, Classroom and Funded ESL teachers ensure that each class creates a schedule that indicates the allocated instructional minutes for ENL, ELA, and HLA instruction as per the mandates of CR Part 154.
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.
 In our monolingual and self-contained classrooms the content areas are delivered in English. Dual Certified ENL teachers and ENL Teachers co-teach with the common branch teacher and support instruction by integrating ENL methodologies to ensure that the content is comprehensible to ELL students and that instruction is aligned to CCLS. The organization of the Transitional Bilingual classes includes a 60/40 instructional plan with 60% of the instruction given in the native language and 40% in English, which meets the Part 154 mandates. The percentage of instruction is differentiated based on the student's ELL proficiency level as outlined above. Instructional approaches and methods for transitional bilingual classes are aimed to enrich language development and make content comprehensible. Instruction is in place to facilitate the transfer of students' skills from Spanish to English while building on the first language to develop cognition. Content-based vocabulary and academic language is reinforced through the use of

cognates and instructional strategies that help transfer academic knowledge, comprehension and phonetic skills. All of this is in aid of developing academic language in the content areas.

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

For the ENL component of the Transitional Bilingual program we will use Spotlight on English by Santillana in grades K-5, augmented with related tradebooks. This program is used mostly for children who score in the entering and emerging proficiency levels. The program is based upon social studies themes and includes instruction in the four modalities of listening, speaking, reading and writing. Students are placed in flexible groups according to their proficiency levels and move based upon teacher evaluation. For K-5 students who score within the Transitioning, Expanding and Commanding proficiency levels we continue to provide them support through the use of guided reading materials and embedding ELL supports into our ELA curriculum, ReadyGen K-2, and Expeditionary 3-5, as well as other guided reading and grade level texts. Students are placed in dynamic groups based upon instructional levels and proficiency. Students work in small groups to receive the maximum support and guided practice. Our second through fifth grade TB classes participate in Compass Learning/Odyssey, a computer based program for language acquisition, English phonics and a vast amount of reading material in science and social studies for the building of content knowledge with built-in supports for the second language learner.

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

The content areas of Social Studies and Science are presented to the children in English using ENL methodologies in our K-5 TB and ENL classes. The students' instruction in science and social studies is taught in six week content cycles. The first cycle is social studies and the second cycle is science. Classroom teachers use a variety of instructional approaches to provide ELL students with access to the curriculum, i.e. realia, photographs, process charts, word walls and shared reading and discussion.

Our ENL program is organized as a Push-In Program for grades K-5. Self-Contained ESL classes have been established in grades 1-5. The teachers are ENL and Common Branch certified and incorporate ENL methodologies and strategies in their instruction. They utilize the materials from the reading programs, Ready-Gen for K-2, Expeditionary Learning for 3-5, along with the Trophies Hartcourt ELL component, Spotlight on English, as well as trade books.

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

The writing program incorporates Step Up to Writing strategies. Step Up to Writing provides the structure that ELL students need to effectively communicate through the modality of writing. Step Up to Writing equips teachers with effective, multisensory writing strategies, aiming to improve the students' writing, reading, listening, and speaking skills. ENL teachers support the writing curriculum by using Step Up to Writing to work with students in differentiated groups to meet the objectives and expectations for each unit of study. Teachers have received professional development on the use of these materials. The teacher groups children according to instructional levels and language proficiency levels. Instruction is differentiated based upon teacher assessment and student performance.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
We have several methods through which we ensure that our ELLs are appropriately evaluated in their native language. During the initial screening, the Spanish LAB is useful in providing information about language dominance and native language literacy proficiency. Our Spanish speaking ELLs who are entitled to native language testing receive DIBELS, Fountas and Pinnell Running Record Benchmark Assessments in Spanish, interim and periodic assessments in Spanish and unit tests. If they are in TBE, they also take the ELE to test literacy skills in their HLA.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We evaluate our ELLs appropriately in speaking, listening, reading, and writing throughout the year.

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

6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
 - 6a. In order to accommodate SIFE children, the student's academic level in their native language is assessed using running records. Based upon these results and teacher analysis, we develop an academic intervention program for the child based upon their academic level and age. The student is placed with students of the same age and receives small group or individual instruction by our ENL/ ELL intervention teachers and the classroom teacher. The student receives instruction in Estrellita to become fluent in Spanish phonics. Targeted intervention programs for our SIFE students in mathematics, ELA, and other content areas are provided by our ENL, AIS, RTI and Bilingual staff during the day and during our after school program. The child is given opportunities to use technology, i.e. NLA and Mathematics in Spanish and computer-based literacy ENL programs including Compass Learning Odyssey. Our goal is to maintain the child in the correct grade group and engage the child on his/her instructional level using age appropriate materials.
 - 6b. In order to accommodate ELLs with less than 3 years in school, parents are given the program choices that follow CR Part 154 mandates, as described previously. It is important to provide newcomers with substantial support and rigorous instruction to prepare them for the testing which they are required to take after one year. Newcomer ELLs receive intervention as determined by the students' needs in mathematics, ELA, and other content areas. These services are provided by ENL, AIS, RTI and Bilingual staff during the day and during our extended day program. Students in TB classes are given differentiated instruction to sustain native language literacy growth and support acquisition of the second language. Students in the ENL program receive the required minutes of ENL instruction through small group and differentiated instruction by our ENL staff.
 - 6c. In order to accommodate ELLs with 4-6 years of service, we continue to provide rigorous academic instruction, specified according to each student's needs and proficiency level. Students continue to receive the required minutes of ENL and NLA instruction through small group, differentiated instruction. Students with 4-6 years of service are targeted for intervention based on student needs, focusing on improving reading comprehension, fluency and writing (including Compass Learning Odyssey).
 - 6d. Long term ELLs are provided with rigorous academic instruction and continue to receive ENL services as per their language proficiency level. In addition, our RTI and AIS staff provides these students with specific intervention focusing on the modality or modalities which data reveals as a weakness for these students.
 - 6e. In order to continue supporting those former ELLs which have tested at a Proficient level, we provide the mandated ENL services of 90 minutes on integrated ENL as outlined in CR Part 154 and ensure that teachers continue to implement ELL strategies although the students have mainstreamed into a monolingual classroom setting.
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.

In order to make sure a student's academic progress has not been adversely affected by the re-identification process, the principal will consult with a qualified, licensed and trained pedagogue such as our ESL teacher, the classroom teachers, parent and child. Upon recommendations, the principal may provide additional support services and/or reverse the determination within the 6-12 months period of re-identification. Final decisions will be sent in writing to parent or guardian within 10 school days.
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?

ELL students with disabilities are monitored by our Language Proficiency Team. If the committee feels the child requires additional support services, a referral is initiated. In the meantime, the child receives at-risk services by our bilingual IEP teacher, AIS teacher and ENL staff. Students receive support services in ELA, mathematics, and content. They also have access to computer based programs in literacy and mathematics. Our ELL students who are in Self Contained Special Education classes receive instruction modified as indicated on their IEP. These children use the same core material as the rest of their peers. In addition, students may receive academic intervention and Speech services as mandated on their IEP by bilingual staff. Key

standards from the Common Core are emphasized within the abilities of the student and cognitive tasks are kept as rigorous as the child's disability will allow. Use of instructional strategies and grade level material which provides access to academic content areas and which help to accelerate these ELLs' lag in academic language and cognition are employed.

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?

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

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	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
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.*

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

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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.

Home Language Usage/Support	Transitional Bilingual Education (TBE)				
	100%				
	75%				
	50%				
	25%				
Home Language Usage/Support	Dual Language				
	100%				
	75%				
	50%				
	25%				
Home Language Usage/Support	Freestanding ENL				
	100%				
	75%				
	50%				
	25%				
TIME	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING

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. Targeted intervention programs for ELLs in ELA, Math and content areas are provided to the different ELL subgroups. Our SIFE and newcomer students receive instruction in Estrellita to become fluent in Spanish phonics during the school day. All of our ELL students are given opportunities to use technology, i.e. NLA and Mathematics in Spanish and computer-based literacy ESL programs. ELL students in the ENL program receive small group instruction in English focusing on English Language Arts and Writing during instructional day. Students with IEPs receive the services designated by their IEP, in the language designated on the IEP. We target vocabulary development so that students can increase academic language.

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

Our current program meets the specified amount of stand alone and integrated ENL services as per CR Part 154 that ensures the development of English language skills that students need to succeed in core content courses. Students who have reached proficiency on the NYSESLAT within the past two years are provided with additional support during the after school tutoring program. The students are receiving transitional support in reading and/or writing as determined by the student's individual needs. These students are identified to receive additional support to ensure their success on State and City assessments. Additionally, these students are entitled to extra time on their state examinations because of their former ELL status. Teachers meet monthly to look at student work, review data, determine the instructional implications and implement an action plan to address their findings. All Professional Development regardless of the topic is tailored to include the specific needs and/or modifications for ELLs, as we consistently emphasize to teachers that all teachers are teachers of ELLs.

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

This year, we are committed to designating at least one Self Contained Class in each grades and gradually increase the number of classes in specific grades as needed. We have also acquired two Reading Recovery teachers to provide our first graders, including ELL students who are ready, with intensive instruction in reading. In addition, we have applied for the Astor Grant which combines partnerships with Generation Ready, Learning Leaders and Read Alliance to provide early education students in Grades 1 and 2 with additional supports to gain proficiency in reading through 1:1 afterschool tutoring and small group instruction, providing teachers with professional development targeted to instructional strategies to increase reading proficiency, and finally provide families with strategies that will enable them to support students at home.

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

Currently, our existing programs will continue.

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

ELLs are afforded equal access to all school programs. They are invited to attend our after school program to receive differentiated small group instruction. This year we are initiating a Native Spanish Language after-school program for those students who would like to enrich their language use by honing their reading and writing in Spanish. Research shows that developing literacy in the native language and bilingual literacy in general promotes greater cognition and higher order thinking skills. Also, preservation of the home language and nurturing of bilingualism is known to expand depth of knowledge. In addition, the school implements 2 After-school and 2 Saturday programs that specifically designed to provide ELLs with instruction based on their individual needs. As revealed by our 15-16 NYSESLAT data most of our students struggle with the writing modality portion of the assessment, therefore the after-school programs will focus on Non-Fiction writing. The ELL Saturday Academy will focus on providing ELLs with an Entering Language Proficiency an opportunity to receive additional ESL instruction and language acquisition. Our ELL students are also included in other programs hosted by the school, such as the Enrichment Academy and Saturday Club and Academics Program. The Assistant Principals meet with teachers and based on performance data ELLs are invited to participate in the program that is aligned to the students needs. The school's goal is to ensure that all ELLs are invited to participate in a program throughout the year. Invitations are sent to parents in English and in the parent's home language. The parent coordinator and family worker assist in the process by contacting parents that do not respond.

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.

The TB classes use the A+ Common Core Spanish Literacy Kits which included works in various genres and Science and Social Studies informational texts. Our work with the CCSS has initiated a more thematically-based curriculum using trade books and adding more non-fiction texts. Also, our emphasis on leveled independent reading is adding a focus to grade level texts through shared reading and read alouds. This is due to the fact that many of our ELLs cannot read grade level material independently, but need to be exposed to it and to participate both orally and in writing with grade-level text. The instructional practices that support this type of literacy model include whole class and small groups, word study, read aloud, guided reading, shared reading and accountable talk, conferencing, book clubs, modeled writing, and guided writing and strategy lessons. There is an emphasis on frequent formal and informal assessments in the native language, Spanish, as well as English. Students are assessed using DIBELS, Fountas and Pinnell Running Record Benchmark Assessments in Spanish and English, and unit tests and interim assessments.

Also, students receive native language instruction in literacy using Authentic Texts, Trade Books and units of study from Step Up to Writing. Students complete performance based assessments and receive guided reading instruction in their native language. Materials used include Spanish guided reading books and Spanish language literature. Students are grouped for instruction based upon their instructional level in Spanish. Groups are dynamic and students move in and out of groups depending upon teacher evaluation. These groups are flexible to allow for maximum support to children and their academic growth. Teacher assessments used include: interim assessments, Running Records assessments, and informal teacher observations and conferences. Students have access to HLA computer software programs in their classroom.

For the ENL component of the Transitional Bilingual program we use Spotlight by Santillana in grades K-5. This program is used for children who score in the beginning and low intermediate proficiency level. The program is based upon social studies themes and includes instruction in the four modalities of listening, speaking, reading and writing. Students are placed in flexible groups according to their proficiency levels and move based upon teacher evaluation. For K-5 students who score in the upper intermediate and advanced proficiency levels we use guided reading materials and embedded ELL supports in ReadyGen and Expeditionary programs, as well as other guided reading and grade level texts. Students are placed in dynamic groups based upon instructional levels and proficiency. Students work in small groups to receive the maximum support and guided practice. Our second through fifth grade TB classes participate in Compass Learning/Odyssey, a computer based ESL program for language and content area vocabulary acquisition.

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

The content areas of Social Studies and Science are presented to the children in English using ENL methodologies in our K-5 TB classes. Best practices are evidenced in the classroom environment: process charts, content charts, word wall, alphabet charts, classroom libraries.

The literacy curriculum provides scaffolds for instruction of ELLs that guides teachers in meeting the ELL student's needs according to their English language proficiency. The guides provides examples of how to apply the New Language Arts Progressions to the curriculum. The examples include instructions for teachers, actions for students, and additional resources to facilitate implementing each scaffolding technique.

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

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

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Home language support is provided in each model. In TB classes, native language instruction is delivered in literacy and math. Students receive instruction in Estrellita to become fluent in Spanish phonics. In literacy, students complete unit portfolio pieces and receive guided reading instruction in their native language. Materials used include Spanish guided reading books and Spanish language literature. Students are grouped for instruction based upon their instructional level in Spanish. Groups are dynamic and students move in and out of groups depending upon teacher evaluation. These groups are flexible to allow for maximum support to children and their academic growth. Teacher assessments used include: Performance Based Assessments and Unit Tests, Running Records assessments, and informal teacher observations and conferences. Students have access to HLA computer software programs in their classroom. There is an emphasis on frequent formal and informal assessments in the native language, Spanish. Students are assessed using IDEL, Fountas and Pinnell running records in Spanish and on-demand performance tasks. All students in grades K-5 TB classes receive instruction in GO Math in Spanish. Students in grades 3-5 use Spanish mathematics computer software programs. All 3-5 grade students participate in the New York State Mathematics assessments in Spanish. The content areas of Social Studies and Science are presented to the children in English using ESL methodologies in our K-5 TB classes. Best practices evidenced in the classroom environment include; process charts, content charts, word wall, alphabet charts, classroom libraries and evidence of student work. Classes follow the NYCDOE mandates for color coding of language use. Home Language Support is delivered in self-contained and Co-Teaching ENL programs as needed to facilitate the transference of the students' academic skills and knowledge from Spanish to English. Content-based vocabulary and academic language is reinforced through the use of cognates and instructional strategies that help transfer comprehension and phonetic skills from their native language to English.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels. ELL students' receive their required services and these services support the students' needs to acquire proficiency in English and achieve academic growth on their grade level. ELLs are served in classes by grade level, except for Self Contained Special

Education classes. The resources used in monolingual and bilingual classrooms correspond to the ELLs' ages and grade levels, as do the resources used by our ESL, AIS and required services staff. With the help of Smartboards in Grades 3-5, students are taught in a developmentally appropriate manner using high interest materials for lower level readers, engaging lessons, software, and exposure to the key standards of the Common Core.

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).

Our school assists newly enrolled ELL students before the beginning of the school in a variety of ways. If the newly enrolled ELL student was on our register at the end of the year, that student is invited to attend our ELL summer school program designed to foster academic growth and increase English language. All parents are encouraged to attend parent orientations for newly enrolled ELL students to learn about the program their student will be enrolled in and the academic, attendance and behavior expectations for the students in the school. These sessions are conducted by the ELL Supervisor. In addition, the Parent Coordinator and Family Worker reach out to parents to inform them of the various parent workshops held through out the school year.

19. What language electives are offered to ELLs?

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

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.)

Professional Development and Support for School Staff

High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children at PS189 to meet the State's student academic standards.

The following Professional Development plan is in place for our staff to support ELL performance:

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

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

- Literacy Coach provides support to bilingual and monolingual teachers in the rigorous implementation of NYC core reading program and Common Core Learning Standards including: Performance Tasks, Performance Tasks Assessments, Interim Assessments and unit instructional and assessment timelines

- Selected teachers have participated in Sheltered Instruction Observation Protocol (SIOP). These teachers will turn-key to Bilingual and ENL licensed teachers, as well as, serve as labsites to provide demonstration of implementation. This year we will focus on the development of rigorous language objectives embedded within Common Core Aligned lesson plans.
- An ELL Specialist consultant provides our non ENL, non bilingual licensed staff receives a minimum of 5.5 hours in ELL specific professional development in the following areas:
 - social and academic language; the role of the first language in second language acquisition
 - vocabulary development for ELLs
 - strategies for the teaching of reading and writing to second language learners
 - use of technology with comprehensible input to support second language learning
 - Conferencing in reading and writing, and guided reading

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

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

- 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?

This year, the ELL Supervisor will work closely with the Professional Development Committee to ensure that 15 % of total professional development hours for all teachers and 50% of the professional development for ENL and Bilingual teachers is specific to the needs of ELLs. , including:

K-3 bilingual teachers will receive training on Estrellita Reading Program. Estrellita is an accelerated, systematic, beginning Spanish reading program. It encompasses instruction in explicit phonemic awareness, phonics, and fluency. It is a supplementary program to the core curriculum. The program includes ongoing progress monitoring to inform student instruction.

ENL teachers will attend Unpacking NYSESLAT: Instructional Implications for ELLs in order to develop data driven instruction for ELLs based on their NYSESLAT performance

- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Our guidance counselors and assistant principals are knowledgeable and up-to-date on the various choices and preparations that ELL students as they transition from the elementary to middle school setting. The assistant principals and guidance counselors assist students and parents with the application process, and facilitate the attendance to fairs and visits to prospective schools. Teachers provide our 5th grade ELL students with a rigorous curriculum to prepare them for a successful middle school academic transition.

The ENL teachers will attend Professional Development on ELL strategies in a middle school content area curriculum and turn-key the information in the upper grade professional learning team.

- 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.

As stated above, the ELL Supervisor will work closely with the Professional Development Committee to ensure that 15 % of total professional development hours for all teachers and 50% of the professional development for ENL and Bilingual teachers is specific to the needs of ELLs. In addition, we are actively recruiting the services of an ELL Specialist consultant to provide our non ENL, non bilingual

licensed staff receives a ELL specific professional development in the following areas:

- social and academic language; the role of the first language in second language acquisition
- vocabulary development for ELLs
- strategies for the teaching of reading and writing to second language learners
- use of technology with comprehensible input to support second language learning
- Conferencing in reading and writing, and guided reading
- integration of the SIOP model into the common core aligned curriculum
- Best practices for co-teaching strategies and integrating language and content instruction

We have used time for training during our professional development days, during our PLTs and also ensuring that our school schedule includes two common/collaborative planning periods for each grade during school time. Since our school has a large number

of ELLs, we are constantly trying to meet their needs to help them be successful in their academic careers. Professional Development agendas and attendance sheets are kept on file in a binder in both the main office and the ESL Supervisor's office.

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?
P.S. 189 provides many opportunities for parents to be involved in their child's education and become a part of the school community. Open House for all grades are held in September to inform parents of school and regional policies, procedures and mandates. In addition, as part of CR part 154.2 requirements, parents of ELLs are invited to attend a special meeting where they are informed of policies, programs pertaining to students' needs, language proficiency assessment results, language development progress and needs in all content areas. To further address the needs of our parents and to promote ongoing communication between them and the school, we offer translation services in several languages. Our Parent Coordinator and Parent Leaders translate English-Spanish documents as necessary. Additionally, we have new computer software which enables office staff and others to translate. When needed, we avail ourselves of translators and interpreters from the DOE Vendor List. In the recent past, we have had Korean, Chinese and Arabic translators for parents, teachers and students.
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.
Records for these meetings are kept by the teachers in their Parent Contact logs as well as the ESL Supervisor. These records include both Agendas and Sign-in Sheets. Outreach to parents is conducted by our teachers, Parent Coordinator, Family Worker and ESL Supervisor. Outreach includes, phone conferences with parents, letters sent to parents and home visits if necessary.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
The Parent Coordinator fosters a welcoming school environment for parents and is instrumental in organizing parent workshop and activities that help support the school's educational program. Weekly workshops on curriculum, parenting, and life skills are offered to all parents. Monthly PTA meetings are scheduled and highly attended by the parents. Our school partners with community based organizations to offer on site adult ESL classes for beginner and intermediate levels and Citizenship classes. All meetings and correspondence are provided in English and Spanish, including monthly school newsletters and calendars that list all the ongoing workshops, meetings and events. These participation meetings, events and classes take place during and after the school day and on Saturdays. Parents are members on many school committees, including the School Leadership Team, Safety Committee and Learning Leaders Volunteer Program. Furthermore, parents are involved in fundraising activities to support student events and resources for the school.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Currently we offer two educational programs for the parents, LEAP and Literacy, Inc. We also have partnered with several Community Based Organizations to provide parents and students with extra support services. Among these CBO's are Literacy Inc., UNIDOS Inwood Coalition, Time Bank and World Vision.
5. How do you evaluate the needs of the parents?
Our school evaluates the needs of our parents by issuing parent surveys, open discussion parent meetings with the PTA and school administration, new student ELL parent orientations, parent/teacher conferences, School Leadership Team and the constant availability of our guidance counselors to meet with parents. Parent surveys are used to determine the needs of parents such as, Citizenship, Parent Involvement, and Adult Literacy. Our Parent Coordinator collects and analyzes the data obtained from surveys and PTA meetings and then determines the workshops and services that need to be provided to parents. The Parent Coordinator is responsible for contacting the Various Community Organizations such as Literacy Inc. and Unidos Inwood Coalition and coordinate and implement the desired programs. Invitations to parents are sent in English and Spanish, and any other Home Language through the use of the Language Interpretation Unit, if necessary.
6. How do your parental involvement activities address the needs of the parents?
Our school's parent workshops, classes and events are devised and modified based on the parental needs as expressed through the above listed means of communication within the school community.

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: <u>PS 189</u>		School DBN: <u>06M189</u>	
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)
Rosalina Perez	Principal		09/11/15
Johanny Grullon	Assistant Principal		9/11/15
Sylvia Suero	Parent Coordinator		9/11/15
Lilivette Alten	ENL/Bilingual Teacher		9/11/15
Desiree Ramos	Parent		9/11/15

Nora Ariazza	Teacher/Subject Area		9/11/15
Sugel Sierra	Teacher/Subject Area		9/11/15
Bielka Cruz	Coach		9/11/15
Susana Corporan	Coach		9/11/15
Victor Garces	School Counselor		9/11/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member		1/1/01
	Other		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: **06m189** School Name: **PS 189**
Superintendent: **Manuel Ramirez**

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.learn DOE.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.

The school reviews data supplied by parents on Part III of the Home Language Identification Survey (HLIS). Parents indicate which language they wish to receive written and oral communication. This information is recorded in ATS. The parent also completes the written translation and oral interpretation information on the student emergency card. The student personnel secretary is responsible to print and distribute notices in the various languages and distribute to families as they have indicated on these documents.

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 school's translation and oral interpretation needs are primarily in English and Spanish. 99% of our population indicate they speak one of these 2 primary languages. 1% of parents speak a different primary language. Of these parents, only two families (of Arabic speaking students) indicated that they wished to be communicated with in Arabic and we have accommodated them. Our Chinese family speaks some English and we have a paraprofessional who can assist in speaking Mandarin. Our Korean parents speak English, as does the parent of our Haitian-French speaking students.

School translation and interpretation information is reported to parents during the initial intake at registration, during PTA meetings, SLT meetings and through the CEP.

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.)

Throughout the school year the school disseminates the following critical information about our educational program and services in English and Spanish: parent handbooks, monthly calendars, parent-teacher conference announcements, after-school program information, New York State testing dates and letters from the school leadership.

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 school has formal face-to-face meetings with parents throughout the school year. September 17, 2015 and May 12, 2016 the school will conduct curriculum nights. Parent-teacher conferences will take place on November 5, 2015 and March 3, 2016. Informal interactions also occur during Tuesday parent engagement time. During the months of January and February (2016) ELL conferences take place. The attendance teacher and guidance counselor also conduct frequent interactions with parents throughout the school year.

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.

The school utilizes school personnel, outside vendors, translation software and centrally produced critical documents, such as: school regulations, report cards, standards, registration documents, or special education and related services documents to provide written translation service to families speaking primary languages other than English.

Written translation software is used to translate school notices for parents not speaking English or Spanish.

If translation cannot be provided, the school will furnish directions, in the primary language, to the parent on how to receive free and timely translation services in their primary language.

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.

School staff provide oral translation to our families in Spanish, French and Mandarin. For families who speak a different primary language (Arabic, Korean), the school utilizes outside vendors, adult family members or friends, and the oral interpretation service offered by the Translation and Interpretation Unit of the DOE.

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 ensures that all staff members are aware of how to use translation services through the distribution of T&I Brochures. Also during parent-teacher conferences a translator is provided to staff who does not speak the parents' primary language.

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

The school complies with parental notification requirements for translation and interpretation services by providing parents with a copy of the Bill of Parent Rights and Responsibilities available to schools as an online document in their native language through oral interpretation. Parents are enabled to access the administrative offices despite language differences. The school does not have any language that is not included in the primary languages translated by the Translation and Interpretation Unit.

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)

The school distributes parent surveys to gather feedback from parents on the quality and availability of services.