

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

24Q089

School Name:

P.S. 089 ELMHURST

Principal:

LAURA LA SALA

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P. S. 89Q Elmhurst School Number (DBN): 24Q089
Grades Served: K-5
School Address: 85-28 Britton Avenue
Phone Number: 718-898-2230 Fax: 718-672-3066
School Contact Person: Laura Kimball Email Address: LKimbal@schools.nyc.gov
Principal: Laura La Sala, I.A.
UFT Chapter Leader: Amy Selzer
Parents' Association President: Cristina Furlong
SLT Chairperson: Mary Anne Walter
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
Student Representative(s): N/A

District Information

District: 24Q Superintendent: Madelene Chan
Superintendent's Office Address: 98-50 50th Avenue, Flushing, NY 11368
Superintendent's Email Address: Mchan2@schools.nyc.gov
Phone Number: 718-592-3357 Fax: 718-592-3770

Borough Field Support Center (BFSC)

BFSC: Queens North Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North, Long Island City, NY 11101
Director's Email Address: LPender@schools.nyc.gov
Phone Number: 917-225-2020 Fax: 718-391-6152

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)
Laura La Sala, I.A.	*Principal or Designee	
Amy Selzer	*UFT Chapter Leader or Designee	
Cristina Furlong	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Elisa Pimental	CBO Representative, if applicable	
Karen Creditor	Member/ Teacher	
Monika Hannon	Member/ Teacher	
Mel Gezlev	Member/ Teacher	
Maryann Walter	Member/Teacher	
Tracy Feeney	Member/Teacher	
Shamima Sultana	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Subratha Saha	Member/ Parent	
Omar Ayala	Member/ Parent	
Maria Elena Barrera	Member/ Parent	
Norma Ximena Mendez	Member/ Parent	
	Member/ Parent	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Vision

We envision P.S. 89Q to be a school community that exemplifies the best in teaching practices which will empower all students with the necessary critical thinking, problem solving and communication skills to be fully contributing members of society.

Mission

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

Contextual Information About the School's Community and its Unique/Important Characteristics

- P.S. 89, is one of the largest elementary schools in New York City. It is situated in an area of Elmhurst, Queens, and comprised of a culturally diverse student population. The community is home to many new immigrants to the United States, which directly effects the language proficiency of our student body. Currently our school consists of an English Language Learner (ELL) population that is equal to about forty-two (42%) percent of our entire enrollment of approximately 2,000 students.
- Despite numerous challenges, including nearly 86% of our students population being of low socio-economic status, our overall performance on the New York City (NYC) Progress Report Cards reflects that we have made significant progress. We have been recognized in having achieved an 'A' on our Progress Report Card for six (6) of the past seven (7) school years and a 'Well-Developed' in our Quality Review for the 2013-14 school year. The Framework for Great Schools Report 2015 shows the Student Progress Rating (EMS) as Meeting Target. Having met our targets in both ELA and Math, we earned a score of 76 in Rigorous Instruction. These achievements have been a result of our entire school community's commitment to providing exemplary methods of instruction, our willingness to improve individual student outcomes, and our high expectations that have been established for overall student achievement.
- Although P.S. 89 has been standing for over 100 years in the Elmhurst community, we pride ourselves on the attractive, supportive, and child-centered learning environment that we have created for our students. This is also reflected in the Framework for Great Schools Report 2015 where high scores in safety and order, as well as social emotional learning have led to a score of 76 in Supportive Environment. Our attendance rate has been consistently above the 95% range.
- For the past eleven (11) years, we have established a partnership with Teacher's College Reading and Writing Project (to support literacy instruction through professional development for our teachers and school leaders in order to improve the overall student academic achievement and standardized test scores. We employ two literacy coaches to support curriculum and instruction, and to provide training and support to new staff members.

- We have a long standing partnership with Child Center of NY (CCNY). This community based organization (CBO) provides after school, vacation and summer programs for our students. The program offers homework help, academic support, and enrichment activities such as dance, drama, and arts and crafts. They also provide workshops for parents and counseling referrals to families in need. The site director from CCNY sits on the School Leadership Team, and she works closely with the principal and administrators to develop and align programs that meet our students' needs.
- In order to enrich the learning experience for students, there has been a great deal of emphasis in updating the school's technology in both hardware and software. This past school year we have purchased 75 laptop computers, 225 tablets, for student use during day school and after school programs. There is a Smart Board in nearly 100% of classrooms, including the English as a New Language (ENL) Lab, Special Education Teacher Support Services (SETSS) labs, and Library Media Center.
- PS 89's Framework for Great Schools Report 2015 shows areas for celebration. For example, in the category of Collaborative Teachers, there was a 96% positive responses in reflective dialogue. This is most likely due to the implementation of Advance teacher evaluation system which allows for frequent cycles of teacher observation and feedback. During feedback conferences, teachers reflect on their practice with their supervisor. They also share and reflect on practices with their colleagues during unit planning, and professional development. Another area for celebration can be found under Effective School Leadership, where there was a 90% positive response in Program coherence. This is a direct result of monthly, collaborative grade level unit planning. Teachers are provided with unit plans that include many resources useful to the implementation of the unit. The unit plans for every grade are available on the staff website, and may be used as a resource to provide scaffolds and extensions. We also performed well in the area of Trust. Parent-teacher trust had a 95% positive response and parent-principal trust had a positive response of 97%.
- While PS 89's Framework for Great Schools Report 2015 was mostly positive, it did show three areas of focus. First, in the area of Rigorous Instruction, the quality of student discussion had a 73% positive response, only earning a score of 14 points. Under the indicator of Collaborative Teachers, school commitment only received 65% positive responses, earning a score of just 13 points. The final area of concern lies in the indicator Strong Family-Community Ties. Although there was a 92% positive response on teacher outreach to parents, parent involvement in the school only received a 66% positive response, earning a score of just 12 points.

24Q089 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	1973	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	87.1%	% Attendance Rate		96.4%
% Free Lunch	67.5%	% Reduced Lunch		0.7%
% Limited English Proficient	41.4%	% Students with Disabilities		15.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American		0.2%
% Hispanic or Latino	76.5%	% Asian or Native Hawaiian/Pacific Islander		21.6%
% White	1.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	13.75	# of Assistant Principals (2014-15)		6
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.8%	Average Teacher Absences (2013-14)		7.73
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	29.9%	Mathematics Performance at levels 3 & 4		41.5%
Science Performance at levels 3 & 4 (4th Grade)	90.8%	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		YES
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		YES
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		YES
White	N/A	Multi-Racial		YES
Students with Disabilities	YES	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.

This year’s goal builds upon the work of 2014-15 by strategically targeting our English Language Learners (ELLs). Student data reflects that the English Language Learner (ELLs) subgroup performs significantly lower than our non-ELLs in English Language Arts. To deepen and broaden our commitment to closing the achievement gap, our Assistant Principal for Curriculum and Professional Development continues to be assigned to supervise the ESL Department. With the increased support of a curriculum specialist, four (4) ENL teachers were rated Highly Effective in Measures of Teacher Practice. This year our goal will be to continue to improve ENL instruction in order to accelerate student progress in this high needs subgroup.

For several years a major area of concern has been the academic achievement of our English Language Learner subgroup. Historically, the English Language Learner subgroup has performed significantly lower on the New York State English Language Arts (NYS ELA) exam. More recent historical data shows that there has been a shift in this trend. For example, in the 2011-12 school year, 30.3% of English Language Learners scored at the 75th Growth Percentile or Higher in ELA; however, in the 2012-13 school year, this percentage increased to 45.2%. For this 14.9% increase, the school earned additional credit for closing the achievement gap on the annual school report card. This increase in performance of English Language Learners (ELLs) in ELA may be attributed to the implementation of focused academic interventions and improved instructional programs. It has led to the Limited English Proficient (LEP) subgroup meeting the state performance criteria from 2007 to 2014.

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

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.

Goal #1: English Language Arts (ELA) - English Language Learners

To continue to focus sharply on developing strategies to raise the achievement of English Language Learners in English Language Arts, teachers will utilize formative and summative assessments to provide targeted multiple entry points and Universal Design for Learning (UDL) strategies for ELLs so that by June 2015, the number of ELL students

performing at Levels 3 and 4 (195 students) will increase by ten (10) percent to a total of 215 ELL students performing at Levels 3 and 4 as measured by the June TCRWP Reading 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>
<ul style="list-style-type: none"> • Curriculum units of study in Reading and Writing continue to be revised monthly at collaborative unit planning team meetings to include UDL strategies and scaffolds for English Language Learners • Assistant Principal of Curriculum and Professional Development Initiatives will continue to supervise the ENL Teachers in order to improve instructional methods and student outcomes • ENL teachers will continue to be included in all professional development workshops, including unit planning • TC Staff Developers will provide a customized professional development cycle, for all ENL teachers • ELL students in grades 3-5 who are new to the country are provided with beginner ENL instruction in order to facilitate their transition into an English language school system through the Mondo Balanced Literacy After School Program • Newcomers kits will continue to be provided as additional ELA resources to classroom teachers of students in grades 2-5 who are new to the country 	<p>Class, ENL SETSS & Speech teachers</p> <p>ENL Teachers</p> <p>ENL Teachers</p> <p>ENL Teachers</p> <p>Newcomer</p> <p>ENL Students grades 3-5</p> <p>Newcomer</p> <p>ENL Students grades 2-5</p> <p>Level 1 and Level 2 ELLs grades 3-5</p> <p>Level 1 and 2 ELLs all grades</p> <p>ELLs grades 2-5</p>	<p>Sept. 2015 – June 2016</p> <p>December 2015</p> <p>Sept. 2015 – June 2016</p> <p>Sept. 2015 – June 2016</p> <p>October 2015 – May 2016</p> <p>Sept. 2015 – June 2016</p>	<p>AP Curriculum, Literacy Coaches</p> <p>AP Curriculum</p> <p>AP Curriculum, Literacy Coaches</p> <p>TCRWP Staff developers</p> <p>TCRWP Staff developers</p> <p>AP Curriculum, Per session Teachers</p> <p>ESL Coordinator</p> <p>Assistant Principals, Per session teachers</p>

<ul style="list-style-type: none"> • An after school program will be implemented for all level 1 students, including ELLs, in grades 3, 4 and 5 in order to provide targeted instruction in English Language Arts • Tier I academic intervention services (AIS) are provided to ELLs in all grades, either in small groups and/or individually, who are performing well below grade level in English Language Arts • Rosetta Stone language learning web-based software has been purchased and is being implemented for all entering ELLs in grades 2-5 • In order to build capacity by increasing the number of teachers with ESL license extensions, teachers are encouraged to apply to ITI programs • Subscriptions have been renewed for Enhanced ELL Resources from Learning A-Z in order to provide all classroom teachers with additional resources to support their ELL students <p>- All students, including ELLs, who are performing at level 1 in grades 3-5 will receive iReady account logins. This online program is customized to meet students individual needs in English Language Arts.</p> <p>- Three (3) additional ENL teachers were added to our staff for the 2015-16 school year, in order to meet the new state servicing mandates</p> <p>- An after school program was added in February, 2016 for level 1 students, including ELLs in grade 2, in order to provide targeted instruction in English Language Arts.</p> <p>- Learning A-Z provided professional development for teachers on ELL resources which were purchased to support ELL</p>	Classroom teachers	Sept. 2015 – June 2016	Assistant Principals RTI Team, Classroom Teachers
	Classroom and ENL Teachers	Sept. 2015 – June 2016	Technology Teacher, Classroom teachers, ESL Coordinator
	Level 1 ELLs grades 3-5	Sept. 2015 – June 2016	Assistant Principal
	ENL Teachers	Oct. 2015- May 2016	Assistant Principal, Classroom Teachers
	Level 1 ELL students in grade 2	Sept. 2015- June 2016	Assistant Principal, Classroom Teachers, Parents
	Classroomteachers, ENL teachers	Sept. 2015 - June 2016	Principal, Assistant Principal, ENL Teachers
	Parents	Nov. 2015- Dec. 2015	Principal, Assistant Principals, ENL Teachers
	Parents	Oct. 2015- June 2016	Assistant Principal, Coaches, Teachers
	ENL Teachers	Jan. 2016- June 2016	ENL Teachers, Parents

<p>- ENL teachers are holding parent meetings and workshops for parents during the Tuesday afternoon parent engagement time</p> <p>- The primary Instructional coach is conducting a series of four (4) workshops for parents on how to support their child's literacy development. Workshops are being provided in English and Spanish.</p> <p>- All ENL teachers were provided with NYSESLAT test prep professional development</p>		Feb. 2016	<p>PC, Coach, Parents</p> <p>ENL Coordinator, ENL Teachers</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>
<ul style="list-style-type: none"> • AP of Curriculum and Professional Development along with Instructional Coaches provide ongoing PD for the teachers • Staff Developers from TCRWP have been contracted to provide cycles of PD for all teachers, including a dedicated cycle for ENL teachers • Materials will be purchased and teachers will be hired per session for an after school program targeting our lowest performing ELLs in grades 3-5 • Materials will be purchased and teachers will be hired per session for the after school Mondo Program for newcomer ELLs • AIS will be provided to Advanced ELLs who are performing at Level 1 in reading using Leveled Literacy Intervention • Teachers use assessment data to provide Response to Intervention RtI to ELL students. The data is used small group and individual instruction based on the needs of their students. Students’ progress in RtI is tracked online by teachers using our pupil monitoring system • The School Leadership Team (SLT) meets to review school-wide data to evaluate the effectiveness of programs and structures • Teachers meet with the principal semi-annually to review and discuss program and curriculum effectiveness

- The administrative cabinet meets weekly to review and discuss program and curriculum effectiveness and revisions are made based on all available data
- Teacher evaluations are reviewed to determine the teachers' level of implementation of curriculum and initiatives, and additional support/professional development is provided as needed

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

X	Tax Levy		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 February 2016, the number of ELL students performing at Levels 3 and 4 will increase by five (5%) percent, as measured by the Teachers College ITA Reading Assessment. A review of the mid-point benchmark data at this time reveals the following results:

In October 2015, 195 ELLs were performing at levels 3 and 4 on the TC Reading Assessment, and in January 2016, 199 ELLs were performing at levels 3 and 4 on the TC Reading Assessment. The increase of five (5) students reflects a 2.5 % increase from the October assessment. Although this is not the 5% increase that was set for a mid-point checkpoint, historically it is the third quarter assessment window where the students have shown significant gains. Therefore this data does not directly correlate to a lack of end of year progress and we believe that this goal will be met. To insure continued progress toward achieving the goal, we have made some revisions and additions to the action plan. Please see revisions to Part 3 above.

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.

This year’s goal builds upon the work of 2014-15 by continuing to purposely target our lowest performing students in English Language Arts. A significant number of our students perform far below grade level in ELA. To deepen and broaden our commitment to closing the achievement gap, we will provide targeted academic intervention services using a Response to Intervention (RtI) model.

Data from P.S. 89’s 2012-13 NYC Progress Report, 2013-14 School Quality Guide, and the Framework for Great Schools 2015 report all show positive trends for all students in ELA; however, we must continue to improve educational outcomes for ‘at-risk’ students in English Language Arts. The subgroups of English Language Learners (ELLs) and Students with Disabilities (SWDs) have historically been the majority of students performing at Level 1 in ELA at PS 89Q. In order to reduce the number of students performing at Level 1 in English Language Arts, we will continue to provide targeted Academic Intervention Services (AIS) programs within the school day using the Response to Intervention Model (RtI). Interventions following the Response to Intervention (RtI) plan occur in a three (3) tiered approach. Tier I interventions occur at the classroom level with the classroom teacher. At the Tier I level, lessons should be differentiated for students based on learning styles and instructional need. Teachers must insure that identified students are provided with Tier I interventions for a minimum of three (3) times each week.

Tier I interventions are as follows:

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

Teachers will monitor the progress of students receiving Tier I interventions every six weeks. For this purpose, we have created an online progress monitoring system on the school website. The dates for Progress Monitoring are October 23, December 4, January 22, March 11 and May 6. Students who are progressing well in Tier I interventions will have those services reduced or removed. Students, who are not making progress with Tier I interventions, will be moved to Tier II interventions based on the outcome of a Pupil Personnel Committee (PPC) meeting. Tier II interventions will be scheduled for a minimum of three (3) times each week.

Tier II interventions are as follows:

- Imagine Learning, RazKids, Rosetta Stone, Great Leaps, Leveled Literacy Intervention (LLI),

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

Tier III interventions are as follows:

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

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

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.

Goal #2: English Language Arts - Lowest third

To continue to improve educational outcomes for students performing in the lowest third in English Language Arts, including ELLs and SWDs, teachers will provide targeted academic intervention based on summative and formative data so that by June 2016, the number of students in grades K-5 performing at Level 1 on TCRWP Reading Assessments (517 students) in September will decrease by 10% to (465 students), as measured by the June TCRWP Reading Assessment.

Part 3 – Action Plan

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • Students who were designated as Promotion in Doubt for the 2014-15 school year were identified and will be provided with Tier I interventions • Academic intervention services (AIS) are provided using Leveled Literacy Intervention (LLI) for students who are performing well below grade level in grades K, 1 and 2. Administrators utilize summative and formative data for all students to determine eligibility for AIS and to create AIS rosters based on student need. 	PID students Level I students K-2 Level I students in grades 3-5	Sept. 2015 – June 2016 Sept. 2015 – June 2016	Assistant Principals (APs), Teachers APs, Teachers APs, Teachers APs, Teachers

<ul style="list-style-type: none"> • After school programs have been created based on the results of summative and formative data for students in grades 3-5. - An after school program was added in February, 2016 for level 1 students, including ELLs in grade 2, in order to provide targeted instruction in English Language Arts. • To provide early intervention, Imagine Learning web-based software program will continue to be implemented with SWDs in self-contained and ICT classrooms in grades K and 1. - To provide additional literacy intervention, Imagine Learning Web-based software program was purchased for the entire student body. Teachers were given professional development on program implementation, including the use of program data to provide targeted instruction. • Tier I academic intervention services (AIS) are provided by classroom teachers to all at-risk students in small groups. This instruction includes, but is not limited to, guided reading, strategy lessons, guided writing, shared reading and writing, and component work for a minimum of three (3) times each week. Student progress is entered into an online system by teachers and is tracked by school administrators. Students not making adequate gains in Tier I are moved to Tier II. • For students who require additional support, Tier II academic intervention services are provided by classroom teachers to individual students, based on students' needs. Teachers will utilize technology-based interventions, such as RazKids, Lexia, Starfall.com and Imagine Learning. • Student progress in RTI is reported every six (6) weeks using an online data reporting system. The assistant principals will closely monitor this system in order to insure adequate student growth. • A full time data specialist collects data on all intervention services/programs quarterly. Administrators review the data to monitor the progress of students within each AIS program, and then make revisions to rosters as needed. • In each academy, Pupil Progress Committees (PPC) meet regularly to discuss individual students who despite Tier I interventions are not making adequate progress toward grade level benchmarks. Tier II and Tier III Academic interventions may be provided to those students such as Kindergarten Oral Language Intervention, Leveled Literacy Intervention, Rosetta Stone, and Mondo Oral Language Reading Program. In addition, students who 	Level I students in grade 2	Sept. 2015 – June 2016		
			Feb. 2016- June 2016	APs, Teachers APs, Teachers
		SWDs in K and 1		
		Level 1 students K-5	Sept. 2015 – June 2016	
			Jan. 2016- June 2016	
		Level 1 students K-5		APs, Teachers
		Tier II RTI students		APs, Teachers, Technology Team APs
		Teachers	Sept. 2015 – June 2016	Data Specialist, APs, AIS teachers
		Students receiving AIS	Sept. 2015 – June 2016	APs and teachers
		Tier III RTI students	Sept. 2015 – June 2016	
	SWDs	Sept. 2015 – June 2016	AP of SWDs, Special Education Teachers	
	SETSS teachers			

<p>continue to struggle will be offered Tier III interventions such as at-risk SETSS and Speech/Language Instruction. When warranted, students may be referred for further educational evaluation to determine if special education services are necessary.</p> <ul style="list-style-type: none"> • The Special Education Assistant Principal will continue to closely monitor special education services, and will work closely with Special Education Teachers to improve UDL strategies. In order to better service students needs two (2) additional ICT classrooms and two (2 additional 12:1:1 class will be added for the 2015-16 school year. • Two (2) Learning Labs will continue to provide an instructionally supportive environment for our students receiving Special Education Teacher Support Services (SETSS) <p>- Special Educaiton teachers attend professional developoement workshops at Teachers College Reading and Writing Project specifically designed for providing strategies to best serve students with disabilities</p> <p>- Teachers Assistants participate in Professional Development sessions designed to provide training in best practices for literacy instruction and behavior management.</p>	Spec, Ed. teachers	Sept. 2015 – June 2016	AP of SWDs, Special Education Teachers
		Sept. 2015 – June 2016	
	Teachers Assistants	Sept. 2015 – June 2016	AP of Curriculum, AP SWDs, Spec. Ed. Teachers
		Sept. 2015 – June 2016	AP of SWDs, IEP Teacher, Spec. Ed. Teachers, Teacher Assistants
		Sept. 2015 - June 2016	
	Sept. 2015- June 2016		

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> <ul style="list-style-type: none"> • Hire three (3) additional special education teachers • Fund after school programs including per session for teachers, APs, and purchase materials • Continue to employ a full time data specialist
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy		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

<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, the number of at risk students performing at Level 1 will decrease by five (5%) percent, as measured by the Teachers College ITA Reading Assessment. A review of the mid-point benchmark data at this time reveals the following results:</p> <p>In October 2015, there were 517 students performing at level 1 on the TC Reading Assessment, in January 2016 the assessment results revealed 518 students performing at level 1 on the TC Reading Assessment. The increase of 1 students shows a 0.05 % increase in the number of student performing at level 1. Although this is not the 5% decrease that was set for a mid-point checkpoint, historically it is the third quarter assessment window where the students have shown significant improvement. Therefore this data does not directly correlate to a lack of end of year progress and we believe that this goal will be met. To insure continued progress toward achieving the goal, we have made some revisions and additions to the action plan. Please see revisions to Part 3 above.</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 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.

This year’s goal builds upon the work of 2014-15. At the end of the 2012-13 school year, the school community had come to a consensus that the Everyday Mathematics, which we had been using for many years, was no longer adequate in meeting the CCLS. Therefore, a committee was formed to research and review Math programs with the objective of finding the best program to provide students with the instruction necessary to meet the higher demands of the CCLS. The committee chose GoMath!, which was also the program recommended by the DOE. The materials were purchased, and the teachers received professional development, so that the program could be implemented beginning with the 2013-14 school year. After receiving the results of the NYS Math Exam for 2013-14, there were some concerns. For the first time in many years our students progress in Mathematics was lower than the students progress in ELA. An analysis of the data found that In terms of math student progress, our school fell within 40.6 percentile of the “Peer Range” and 39.5 percentile of the “City Range”. We were able to earn only 6.7 out of 16.7 available points.

Upon further analysis, we found that it was primarily our lowest third and special education students that brought down our average in math. We fell within 28.9 percentile of the “Peer Range” and 28.1 percentile of the “City Range”. We were able to earn only 4.8 out of 16.7 available points in this category. While we have not yet received Therefore, in order to improve student performance in Mathematics, we have created this goal.

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.

Goal #3: Mathematics

To focus sharply on developing strategies to raise the achievement of all students in Mathematics, including ELLS and SWDs, teachers will utilize Universal Design for Learning (UDL) strategies in GoMath! instruction to provide multiple entry points including scaffolds and extensions, to insure that all students are provided with rigorous CCLS aligned instruction, so that by June 2016, the average score for students in grades 1-5 on the GoMath! Benchmark assessments will increase by 10 percent from the September average score.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Assistant Principals and coaches will continue to visit classrooms during GoMath instruction in order to assess and provide feedback on instructional practices being implemented during GoMath lessons. • Student progress in mathematics is monitored triennially in grades 1-5 using GoMath grade level benchmark assessments. The data is collected and analyzed for patterns and trends. Item analysis data is provided to teachers in order to differentiate instruction. • The Math Inquiry Team conducted an item analysis for the June 2015 GoMath benchmark assessments for each grade level and created remediation packets for each grade based upon the students’ needs to be utilized for the 2015-16 school year. • Labsites were be created to use as models for improving instruction in mathematics. Teachers of labsites were selected due to their exemplary practices. Intra-visitations will be arranged for teachers to visit labsites to effect change and improve GoMath instruction. • Teachers were provided with Math professional development time in each grade level unit planning sessions. Teachers will use the time to analyze student data and plan differentiated activities for each unit. Classroom teachers will also participate in a dedicated cycle of professional development around mathematics instruction. This cycle will include revisions to the program, implementation and differentiation for ELLs, SWDs, and at-risk students. <p>- Teachers participated in GoMath professional development provided by GoMath representatives</p>	<p>Teachers</p> <p>Teachers and students in grades 1-5</p> <p>Members of the Data Inquiry Team</p> <p>Classroom Teachers</p> <p>Classroom Teachers</p> <p>Teachers</p> <p>Teachers</p>	<p>Sept. 2015 – June 2016</p> <p>Sept. 2015</p> <p>Sept. 2015</p>	<p>APs, Coaches</p> <p>APs, Data Specialist</p> <p>AP, Data Inquiry Team</p> <p>APs, coaches, labsite teachers</p> <p>APs, Coaches, Teachers</p> <p>APs, Coaches, Teachers</p> <p>AP Curriculum, Data Specialist, Coaches, Teachers</p>

<p>- Video demonstrations of Math lessons by labsite teachers were uploaded to the staff website so that teachers may access them when needed to promote their professional learning.</p> <p>- Professional Learning Teams will be established to conduct action research in best practices in Mathematics</p>	Teachers	Nov. 2015- June 2016	Principal, APs, Coaches, Teachers

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		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

<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, the schoolwide average score on the GoMath! benchmark assessment will increase by 5% percent from 39 percent to 44 percent as measured on the Midyear GoMath benchmark assessment. The results of the midyaar GoMath benchmark assessment shows a school-wide average score of 51.4% this is a 12% increase from the September which has exceeded our midpoint benchmark by 7%, and has already exceeded our end of year benchmark. To this end, we will continue with our current action plan.</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.

The school has an active Parent Teacher Association (PTA) and School Leadership Team (SLT). We also have successfully recruited and trained parent volunteers through the Learning Leader Program. Currently, 25 Learning Leaders volunteer from 2-3 days each week, assisting teachers in the classrooms, and/or assisting office and administrative staff. A Title I Parent Involvement Committee supports programs such as morning Adult ENL Classes for parents and the Parent-Toddler Language Intervention Program. Teachers reach out to parents through a home-school communication folder, and inform parents of students strengths and areas of focus monthly on progress reports and/or report cards. Providing parents with frequent feedback on student performance along with face-to-face meetings during Tuesday’s parent engagement time resulted in a 92% positive response on the Framework for Great Schools 2015 report. Under the indicator for parent involvement, the school only received a 66% positive response, earning a score of just 12 points, therefore parent involvement will be an area of focus.

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.

Goal #4: Parent Involvement

Through active outreach efforts, staff members will seek to make the school a more hospitable and welcoming environment for parents. These efforts will lead to an increase in parent involvement in school activities, so that by June, 2016 the percentage of positive responses on the the School Survey on parent involvement will increase by 5%, from 66% to 71% as indicated on the Framework for Great Schools Report 2016.

Part 3 – Action Plan

<p>- A Kindergarten Orientation Workshop will be held for parents of incoming Kindergarten students. To assist with the transition from PreK to Kindergarten parents and children will be invited on a school tour to visit classrooms, lunchroom, gym and library.</p> <p>- To improve parent participation in the PTA, meetings are being conducted in the evenings as well as the morning to accommodate parents' work and family schedules. Interpretation is provided in Spanish, Mandarin and Bangla for parents who speak a language other than English.</p>	<p>Parents/ Guardians, Incoming students</p> <p>Parents/ Guardians</p>	<p>June 2016</p> <p>March 2016-June 2016</p>	<p>Principal, Parent Coordinator, Coaches and Teachers</p> <p>Principal, Parent Coordinator, Teachers, Parents</p>
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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>											
<ul style="list-style-type: none"> • Contract with Learning Leaders organization to provided training program • Apply for permits, purchase snacks, and materials for evening events • Provide refreshments and materials during parent workshops and Parent Club meetings 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I 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

<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>Using the questions from the school survey, a mid-point survey will be administered to teachers and parents to determine the amount of parent involvement so that by February 2016, the percentage of favorable responses will increase by two and a half (2.5%) percent, moving form 66% to 68.5%..</p> <p>A simple mid-year survey was created for parents and teachers using the questions that were rated low in the 2014-15 school survey. Thus far, 83 parents responded to the survey and only 30 % rated these components unfavorably. We are optimistic that the revisions to the action plan noted above, along with recent training on how to take the</p>

survey online, will continue to show an increase both the number of parents/guardians participating in the survey and the percentage of favorable responses.

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

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

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>

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.

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

	Tax Levy		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.

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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)	<p>Advanced ELLs and non-ELL students in grades K, 1, and 2 performing at level 1 on TCRWP assessments</p> <p>ELL students performing at Level 1 ELLs in K, 1 and 2</p> <p>All students performing at Level 1 and 2 on TCRWP and NYS ELA exam in grades 3-5</p> <p>Newcomer ELL Students in grades 2-5</p>	<p>Leveled Literacy Intervention (LLI)</p> <p>Ready to Read - shared reading, guided reading, language and literacy skills</p> <p>iReady</p> <p>Mondo Language and Literacy Program</p>	<p>Small group with reading specialist</p> <p>12-15 students per class</p> <p>15-18 students per class</p> <p>12-15 Students per class</p>	<p>1 period, 3-5 days each week, during school day</p> <p>After school 2-3 times each week</p> <p>After school 2-3 times each week</p> <p>After school 2-3 times each week</p>
Mathematics	<p>All students in grades 1-5 performing in the lowest third on the GoMath Benchmark Assessment</p> <p>Students who scored level 1.00-1.99 on the NYS Math exam in grades 4 and 5. Students in grade 3 scoring in the lowest quartile on the GoMath Benchmark Assessment.</p>	<p>Tier I Strategy lessons/tutoring</p> <p>Khan Academy – Using iPads and netbooks to improve math fluency and problem solving. Strategy lessons/tutoring</p>	<p>Small groups of 3-6 students</p> <p>15-18 students per class</p>	<p>During the school day in GoMath workshops</p> <p>After school or Saturdays</p>
Science	<p>Students performing in the lowest quartile on the unit test</p>	<p>Strategy lessons</p>	<p>Small groups of 3-6 students</p>	<p>During the school day in Science lessons</p>

Social Studies	Students performing in the lowest quartile on the baseline assessment	Strategy lessons, shared/interactive writing, tutoring	Small groups of 3-6 students	During the school day in Social Studies lessons
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students in crisis, and students with behavioral/social issues	Counseling	Small group and one-on-one	Weekly, bi-monthly or as needed

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"> • Each year the administration receives hundreds of prospective candidates for open positions. Resumes are carefully reviewed and hiring fairs are attended to recruit from the pool of candidates. The hiring manager chooses the brightest and most promising applicants to interview at Level I. Those showing the greatest potential complete writing samples to show their knowledge and basic writing skills, if exemplary, they are moved to Level II. Level II candidates then interview with the principal who further assesses the candidates' skills, knowledge and potential. If candidates pass the Level II phase of the interview process, they are invited to conduct a demonstration lesson. During the lesson, the principal and assistant principals assess the candidates skills and potential in order to determine whether or not they are the right fit for our school. Many qualified teachers are interested in our school due to the level of support provided, the school's 'A' performance rating, and the professional development offered. Choosing exemplary faculty to join the professional development staff as P.S. 89 furthers the professional climate and deepens our learning community. • To support new teachers in the readers, writers, and mathematics workshop we have created a New Teacher Institute. The New Teacher Institute (NTI) provides an intensive two-day overview of the curriculum and expectations. Support continues with a yearlong, New Teacher Professional Development course, that meets for two periods each week. The course explores each component of the workshops more thoroughly in order to deepen the teachers' understanding. The New Teacher Professional Development groups are divided by grade level, K - 2, and 3- 5 to allow for more differentiated, grade-specific support during Professional Development meetings. • We have made a concerted effort to build capacity in our school by encouraging leadership among teachers. Teachers are selected to create labsites for their colleagues learning and professional growth. Teachers who exhibit exemplary practices, are videotaped in action, and the videos are made available to the rest of the staff on the school's staff website. This video library is an excellent resource and serves to celebrate the exemplary efforts of staff members. • PS 89 continues to implement a focused and ongoing professional development program in literacy. We continually gather data from the staff regarding their needs in professional development in order to improve the quality of instruction. • All classroom and OTP teachers will continue to be afforded the opportunity to participate cycles of professional development, around various topics, provided by TCRWP staff developers.

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

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).

All teachers, including ESL, Special Education teachers, AIS teachers and Speech Teachers participate in rigorous ongoing CCLS aligned professional development during monthly grade level Unit Planning Team meetings. Teachers also receive cycles of Professional Development provided by Teachers College Reading and Writing Project (TCRWP) Staff Developers. Dedicated professional development cycles are created for specific groups such as ESL teachers and second grade teachers based on their professional needs. Many teachers attend Calendar Day Workshops at TCRWP in areas of interest and need. The information gleaned at the calendar days is disseminated to the other teachers via the AP of Curriculum and/or Instructional Coaches. In-house professional development is provided on Monday afternoons based on staff needs as determined by the Professional Development Committee. The Professional Development Committee consist of an equal number of teachers and administrators.

Paraprofessionals attend Monday professional development sessions on various topics, including but not limited to, Paraprofessional responsibilities, how to effectively implement Behavioral Intervention Plans, SESIS-basics, Encounter Attendance, and helping students achieve IEP goals.

Below is the Professional Development Plan for the 2014-15 school year. The plan will be revised and posted to this document in September, 2015.

2015-2016 Professional Development Plan:

Curriculum Planning Professional Development K-2

Presenter(s)	Goals of Each Cycle				Group of Teachers
K-2 Instructional Coach: Marcia Elwarari	To work collaboratively with colleagues to plan for upcoming units of study in reading and writing workshop. Teachers read about, discuss, and revise curriculum to address the needs of their students and to work toward long-term school goals.				K-2 Classroom Teachers ENL Teachers K-2 AIS Teachers K-2 Service Providers K-
Kindergarten Dates					
October 1	November 3	December 1	January 12	March 1	
First Grade Dates					
September 21	November 3	December 8	January 19	March 8	
Second Grade Dates					
October 6	November 3	December 17	February 23		

Curriculum Planning Professional Development 3-5

Presenter(s)	Goals of Each Cycle				Group of Teachers
3-5 Instructional Coach: Kathleen Webber	To work collaboratively with colleagues to plan for upcoming units of study in reading and writing workshop. Teachers read about, discuss, and revise curriculum to address the needs of their students and to work toward long-term school goals.				3-5 Classroom Teachers ENL Teachers 3-5 AIS Teachers 3-5 Service Providers 3-5
Third Grade Dates					
September 25	November 3	December 3	January 14	February	TBD
Fourth Grade Dates					
September 18	November 3	November 24	January 5	February	TBD
Fifth Grade Dates					
September 29	November 3	December 10	January 21	February	TBD

Curriculum Planning Professional Development for Arts and Humanities

Presenter(s)	Goals of Each Cycle	Group of Teachers
A. Aperans J. Dorgan A. Lieberson L. Chacon L. Gregory G. Halliday K. Danielson	To work collaboratively with colleagues to plan for upcoming units of study. Teachers read about, discuss, and revise curriculum to address the needs of their students and to work toward long-term school goals.	Art Teachers Music Teacher Theater Teacher Social Studies Teacher
Dates		
October 9	December 11	February 2
		April 20
Professional Development for The Science Department		
Presenter(s)	Goals of Each Cycle	Group of Teachers
K. Webber M. Elwarari	To work collaboratively with colleagues to plan for upcoming units of study. Teachers read about, discuss, and revise curriculum to address the needs of their students and to work toward long-term school goals.	D. Clark K. Lamparillo J. Delph E. Maier
Dates		
October 20		
Teachers College Professional Development K-2		
Presenter(s)	Goals of Each Cycle	Group of Teachers
TC Staff Developer Lindsay Mann	To support our teachers' professional learning and development in reading and writing instruction and to work toward long-term school goals.	K-2 Classroom Teacher ENL Teachers K-2

				AIS Teachers K-2
				Service Providers K-2
Cycle 1 Dates				
December 2		December 9		
Cycle 2 Dates				
March 9		March 23		March 30
				April 22

Teachers College Professional Development 3-5

Presenter(s)	Goals of Each Cycle	Group of Teachers	Scope
TC Staff Developer Kristin Smith	To support our teachers' professional learning and development in reading and writing instruction and to work toward long-term school goals.	3-5 Classroom Teachers ENL Teachers 3-5 AIS Teachers 3-5 Service Providers 3-5	October-February
Cycle 1 Dates			
October 28		November 4	
		November 20	
Cycle 2 Dates			
January 27		January 29	
			February 3

Teachers College Professional Development Second Grade

Presenter(s)	Goals of Each Cycle	Group of Teachers	Scope
TC Staff Developer Lindsay Mann	To increase the level of rigor across second grade classrooms and to work toward long-term school goals.	Second Grade Classroom Teachers ENL Teachers Service Providers	October
Dates			
October 7		October 21	

Teachers College Professional Development ENL Teachers

Presenter(s)	Goals of Each Cycle	Group of Teachers	Scope
TC Staff Developer Kristin Smith	To support our ESL staff's professional learning and development in reading and writing instruction and to work toward long-term school goals.	ENL Teachers K-5	December
Dates			
January 4	January 21	February 24	

Teachers College Professional Development Calendar Days

Presenter(s)	Goals of Each Cycle	Teacher	Dates
Teacher's College Staff	Engaging Children More Deeply with Nonfiction: Structures, Strategies, and Methods to Deepen Comprehension and Engagement Across ELA and Content Areas	A. Aperans	September 30
Teacher's College Staff	Supporting an Important New Unit, <i>Reading the Weather, Reading the World</i> (Text Complexity and Research) and Lifting the Level of Our Essay Writing Instruction	W. Cohen	October 2
Teacher's College Staff	Teaching an Important Unit on Word Detectives	B. Rainstein	October 5
Teacher's College Staff	Reading Nonfiction and Writing Nonfiction Chapter Books	J. Blum	October 6
Teacher's College Staff	Toolkits for Supporting Diverse Learners: Developing Data-Based Tools and Methods that Help You Adapt Your Workshop Structures and Upcoming Units to Provide Potent Help for Kids with IEPs and All Learners	V. Mishkin	October 6
Teacher's College Staff	The Art of Teaching with Digital Literacies	C. Ikin	October 6
Teacher's College Staff	Strengthening Structures to Support the Teaching of Phonics and Spelling All Year Long	M. Fischer	October 8

Teacher's College Staff	A Day Together for Families: Supporting a Child's Literacy Development Takes ALL of Us, Working Together	N/A	October 14
Teacher's College Staff	Fifth Grade Nonfiction Text Complexity	Katharine Sherman	October 20
Teacher's College Staff	English Language Learners: Ways to Use Nonfiction Texts to Develop Oral Language and Support Informational Reading	K. Haran	October 23
Teacher's College Staff	The Secrets that Primary Teachers Know (Designed for Upper Grade Teachers)	Maggie Tatum	October 27
Teacher's College Staff	Bringing Kindergarteners Into Conventional Reading: Super Powers and Writing for Readers	H. Park	October 28
Teacher's College Staff	Taking the Arts Seriously: Tapping the Power of the Intersection of the Arts and Your Literacy and Social Studies Instruction to Heighten Critical Thinking, Discourse, and Global Awareness		November 2
Teacher's College Staff	What You Need to Know About Teaching Foundational Skills in Reading (and Writing, Too!)		November 19
Teacher's College Staff	What You Need to Know About Teaching Foundational Skills in Reading (and Writing, Too!)		November 19
Teacher's College Staff			

	Writing About Reading and Baby Literary Essay		November 24
Teacher's College Staff	Tap the Power of Books: Read Alouds, Mentor Texts, Close Reading, and Reading Plans Can Make a Difference (Co-Sponsored with Booksource)		November 24
Teacher's College Staff	Supporting Transitional Readers Moving Into Chapter Books		December 8
Teacher's College Staff	"Argumentative" Reading and Writing: Supporting Students' Argument Practices Through Two Paired Units of Study for Fifth Grade		December 15
Teacher's College Staff	Strengthening Opinions Across the Day in Content Area, Read Aloud, Reading and Writing		January 15
Teacher's College Staff	Scenes to Series: Writing Fiction with Young Writers		February 9
Teacher's College Staff	ELA Testing Grades 3-5	3-5 Instructional Coach K-2 Instructional Coach Christina Psihogios, AP	February 9 (Three Tickets)
Teacher's College Staff	Preparing Children with IEPs for the State Exams in NY, NJ, and CT- Teaching with a Knowledge of Data, IEP Information, and the Tasks of the Tests		February 9
Teacher's College Staff	Persuasive Writing of All Kinds		February 23

New Teacher Professional Development

Presenter(s)	Goals of Each Cycle	Group of Teachers
<p>K-2 Instructional Coach: Marcia Elwarari</p> <p>3-5 Instructional Coach: Kathleen Webber</p>	<p align="center">To support our new teachers' understanding of school protocol, procedures, and curricula throughout the year.</p>	<p>New Teachers to Our Building:</p> <p>K. Wind</p> <p>K. Navin</p> <p>A. Mattia</p> <p>N. Zito</p> <p>S. Skutzka</p> <p>M. Wittman</p> <p>L. Daly</p> <p>K. Sweet-Byrnes</p> <p>S. Palacino</p> <p>S. Bolivar</p> <p>G. Gong</p> <p>G. Kravitz</p> <p>B. Carranza</p> <p>D. Reed</p> <p>D. Dunas</p> <p>N. Turner</p> <p>N. Schindlar</p> <p>T. Hamermesh</p> <p>M. Erying</p>

D. Lentini

N. Pignataro

A. Lieberson

K. Danielson

J. Erichsen

R. Koenig

R. Somers

Leave Replacements:

M. Katim

K. Thomas

Dates

Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April
11	5	2	7	4	1	7	4
18	X	9	14	11	X	14	11
28	19	16	21	X	X	21	18
X	26	23	28	25	22	28	X
X	X	30	X	X	29	X	X

Monday After-School Professional Development

Presenters/Facilitators	Goals of Each Cycle	Group of Teachers
N/A	MOSL-related work/professional time	K-5 Classroom Teachers, including ESL, SETSS & All Teachers
N/A	Developing Curriculum	Social Studies, Art, Drama Music Science, and Physical Education Teachers
Jillian Goldberg, Go Math!	Go Math! Updates to ThinkCentral and Print Changes	All Staff
N/A	Developing Curriculum	Social Studies, Art, Drama Music Science, and Physical Education Teachers
Sadlier Representative, Ellen Edmonds	Sadlier Phonics	All Staff

N/A	Developing Curriculum	Social Studies, Art, Drama Music Science, and Physical Education Teachers
Sadlier Representative, Ellen Edmonds	Sadlier Grammar	All Staff
N/A	Developing Curriculum	Social Studies, Art, Drama Music Science, and Physical Education Teachers
Sadlier, Sadlier Representative Ellen Edmonds	Sadlier Vocabulary, and Introduction to Vocabulary Workshop On-line Assessments	All Staff
N/A	Developing Curriculum	Social Studies, Art, Drama Music Science, and Physical Education Teachers

Tuesday Voluntary After-School Professional Development

Presenters/Facilitators	Goals of Each Cycle	Group of Teachers Offered/Attended
A. Aperans J. Dorgan	Overview Social Studies Curriculum	Second Grade Teachers
A. Aperans J. Dorgan	Overview Social Studies Curriculum	Third Grade Teachers

Other Professional Development from External Vendors

Presenter(s)	Goals of Each Cycle	Group of Teachers	Dates
K. Roberts C. Lehman	Fall in Love with Close Reading	C. Ikin D. Harrison	October 26

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.).

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

PS 89 is proud to offer an early intervention service to siblings of currently enrolled students. Siblings, who are two to three years old, are able to attend our First Steps Parent-Toddler Language Intervention Program . This program provides parents and/or guardians and toddlers with the opportunity to come to school each week to play and learn together. The program, which is run by the Parent Coordinator, uses volunteer facilitators to promote quality language activities between parents and children. The facilitators utilize toys and books to model interactions that will build vocabulary and expressive language for the children. Sessions are conducted in the home language whenever possible in order to maximize transfer of skills. The program provides a lending library of toys and books for the parent to take home each week, so that they may apply the same techniques that they observed with the First Steps facilitator . Enrollment in the program was fifty-three (53) children for the 2014-15 school year. Data shows that students who were in the First Steps Language Intervention Program perform at levels 3 and 4 on TCRWP reading assessments in grades K-2.

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.

- Assessments are a key component of the instructional program at PS 89. We regularly administer assessments that align with our core curriculum and have created data collection systems that allow the monitoring of student progress. We monitor student progress in reading quarterly, writing triennially in three genres, and mathematics triennially.
- A Data Inquiry Team was created to collect and analyze assessment data aligned to our school goals for the 2014-15 school year. This team will be in place again for the 2015-16 school year. The team was divided into subgroups and assigned an area of focus. They will continue to meet each week, and play a crucial role in helping to determine program effectiveness. They present their findings to the administrative cabinet, so that informed decisions can be made based to revise curriculum implementation and or instructional strategies as needed.
- The MOSL committee was formed to explore the various assessment options available for selection for this year and will continue to meet for this function. The MOSL Committee will carefully review the MOSL data from the previous year, and consider it along with the instructional programs and student outcomes. The Committee, which includes four (4) assistant principals and four (4) teachers, collaborates to select the assessments that align with our school-wide goals and our shared beliefs about how students learn best. After careful consideration, the MOSL Committee present their recommendations for multiple measures of student learning to the principal for approval.
- The principal will publish the MOSL selections in the weekly newsletter so that the school community would be informed of the decision in a timely manner.

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	1,108,194.00	X	5, 6, 7
Title II, Part A	Federal	170,645.00	X	5, 6, 7
Title III, Part A	Federal	92,632.00	X	5, 6, 7
Title III, Immigrant	Federal	0	X	5, 6, 7
Tax Levy (FSF)	Local	10,401,493.00	X	5, 6, 7

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities

funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

(Required for All Title I Schools)

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

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

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

P.S. 89Q – The Elmhurst School

Parent Involvement Policy

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

I. General Expectations

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

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

Definition:

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

II. Implementation

1. P.S. 89Q has established a Title I Parent Involvement Committee. This committee is responsible for the creation of the Parent Involvement Policy; therefore, parents are involved in the development of the policy.
2. P.S. 89Q involves parents in school review and improvement by having parents complete School Surveys, participate in school leadership, participate in the parent involvement committee and volunteer as Learning Leaders.
3. P.S. 89Q will inform parents of current units of study in reading, writing, science, social studies, and math through a centrally located bulletin board, as well as, a monthly curricular calendar. The school will inform parents of new units of study and teachers will invite parents to end of unit curriculum celebrations throughout the year.
4. P.S. 89Q will review the School Survey results to determine the effectiveness of its parental involvement policy for all parents, especially for parents of limited income, special needs, limited English proficiency, limited literacy and including all ethnic groups.

The results of this survey will be used to plan parental involvement activities and programs to meet their needs.

5. The school website www.ps89q.org provides important information to parents in an electronic format.

6. P.S. 89Q will build school and parent capacity by providing the following activities:

- Inform parents of state academic standards, benchmarks, standardized testing requirements, and promotional criteria. Parents also receive academic feedback on a monthly basis either through report cards, or student progress reports. Parents are assisted in creating a NYC Schools Account to access their child's information online.
- Provide materials and training to foster literacy and parental involvement through programs such as: Learning Leaders, "First Steps" Parent Toddler Program, ENL, Math and Literacy Workshops, and library programs.
- Coordinate and integrate parent involvement programs with pre-school students: kindergarten orientation, First Steps Parent Toddler Program, inviting Universal Pre-K parents to attend P.S. 89Q parent workshops.
- P.S. 89Q makes every effort to insure that information is made available in the parents' language of understanding through written translation of fliers, memos, parent notices and provides oral interpretation during parent workshops and meetings. The school has created an in-house translation & interpretation committee comprised of volunteers and professionals. In addition, P.S. 89Q utilizes the DOE over-the-phone interpretation services.
- PS 89Q continues to maintain and expand its collection of native language literature to promote family literacy.

III. Discretionary Activities

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

- Creating and maintaining a parent lending library

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

IV. Adoption

This school parental involvement policy has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs, as evidenced by the P.S. 89Q School Leadership Committee agenda. This policy has been adopted by P.S. 89Q – The Elmhurst School and will be in effect for the period of **2015-16** school year. The school will distribute this policy to all parents of students participating Title I, Part A in their language of understanding.

School-Parent Compact

Mission Statement

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

Student Pledge

As a student, I will strive to:

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

Family Pledge

As a parent, I will strive to:

- Stay aware of what my child is learning and communicate regularly with the school staff and my child.
- Reach out to the school community.

- Assist with homework, read with my child every day, and sign the daily reading log.
- Monitor the content and amount of my child’s television viewing, video gaming, and online activities.
- Make sure my child arrives to school on time every day, attends regularly, and follows the school’s discipline and dress codes.
- Attend parent teacher conferences, workshops, Parent Teacher Association meetings, and participate in school activities.
- Monitor my child’s progress by carefully reviewing my child’s progress reports, report cards and NYC Schools Account.

Faculty/Staff Pledge

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

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

 Student’s Signature Parent’s/Guardian’s Signature Teacher’s Signature

 Principal’s Signature

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>265</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>15</u>
of certified ESL/Bilingual teachers: <u>5</u>
of content area teachers: <u>10</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: _

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

-
* Small Group Instruction, including Oral Language

* Targeted web-based instruction

-
Program Description:

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

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

-
Components of Mondo will be:

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

Program Descriptions:

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

- Oral Language
- Benchmark Text Level
- Fluency
- Print Concepts
- Phonemic Awareness

Part B: Direct Instruction Supplemental Program Information

- Letter/Sound Knowledge
- Letter/Sound Correspondence
- Word Knowledge

II. Mondo Intervention for Extended Learning

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

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

III. Let's Talk About It!

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

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

To maximize oral language development, teachers will:

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

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

Students will learn:

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

Levels 1 & 2 will help students:

- Learn English (American) basics

Part B: Direct Instruction Supplemental Program Information

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

Common Core Standards:

*The Mondo and Rosetta Stone programs address the following:

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

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

* Follow agreed-upon rules for discussions

* Continue a conversation through multiple exchanges

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

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

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

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

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

-

-

Part C: Professional Development

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

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

Begin description here: _____

Professional Development Program

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

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

Session 1- Introduction to the Mondo program

Session 2- Oral Language

Session 3- Differentiation

Teachers working in the i-Ready Diagnostic & Instructional program will receive one 1 hour session of professional development after school before the start of the program. The team will also meet one (1) Tuesday each month from 3:00 p.m. – 4:00 p.m. for academic inquiry. The inquiry workshops will focus on studying the student data (from the assessments administered beforehand) to develop questions regarding student achievement. The questions will be analyzed in order to develop theories for effective instruction. Teachers will plan differentiated lessons and customize instruction as determined through the inquiry. The professional development sessions will be facilitated by Laura Kimball, Assistant

Part C: Professional Development

Principal.

-
-

Part D: Parental Engagement Activities

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

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

Begin description here: _

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

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

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

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Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> 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*.

Part I: School ELL Profile

A. School Information

District 24	Borough Queens	School Number 089
School Name Elmhurst School		

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 Laura La Sala	Assistant Principal Eileen Banks
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Meirong Xu	School Counselor Luis Betancourt
Teacher/Subject Area Edward Maier	Parent Jennifer Ochoa
Teacher/Subject Area	Parent Coordinator Mayra Soto
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent Madelene Chan	Other (Name and Title)

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	15	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	7	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	2	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	2020	Total number of ELLs	830	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	830	Newcomers (ELLs receiving service 0-3 years)	610	ELL Students with Disabilities	204
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	16	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									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	74		1	0	0	0	0	0	0	0
ENL	716	0	179	40	0	24	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 33

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE	32	43	20	42	12	51	7	57	2	59	1	60							0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>312</u>	Number of students who speak three or more languages: <u>29</u>
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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	166	139	135	123	78	58								0
Chinese	2	5	2	2	4	1								0
Russian														0
Bengali	9	12	7	7	3	7								0
Urdu		1		2	1	1								0
Arabic	1	1		1										0
Haitian														0
French														0
Korean	1													0
Punjabi														0
Polish														0
Albanian														0
Other	19	11	17	2	9	3								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	5	4	8	7	3	4								0
Emerging (Low Intermediate)	10	21	15	12	8	7								0
Transitioning (High Intermediate)	20	25	14	17	8	10								0
Expanding (Advanced)	125	106	94	51	41	55								0
Commanding (Proficient)	33	25	33	15	30	17								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	6	8								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	77	52	57	26	64	49								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	50	27	9	3	0
4	43	32	7	0	0
5	47	20	5	1	0
6					0
7					0
8					0
NYSAA			2		0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	47	1	30	1	12	0	7	0	0
4	45	2	32	2	9	0	1	0	0
5	44	0	17	0	19	1	3	0	0
6									0
7									0
8									0
NYSAA					2				0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	6	1	18	0	44	5	11	1	0
8									0
NYSAA Bilingual (SWD)					1				0

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

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	1	0	0	18	34	16	39
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 early literacy skills of ELLs is the Teachers College Reading and Writing Project (TCRWP) reading assessment. TCRWP evaluates the literacy skills of all of students, including the ELLs. The assessment is an efficient method of assessing readers in letter naming, letter/sound recognition, sight words, decoding, reading comprehension and fluency. The tool is used to determine students' strengths and weaknesses in the area of reading, and matches students to the appropriate level independent reading texts. Teachers record the students' results on the assessment which are then entered into an Access database. The school's data specialist creates reports using the TCRWP data and merges that information with reports provided by ATS, such as ELL proficiency level, NYSESLAT scores, ELA scores, years in NYC school, etc. This allows us to quickly identify student groups and tailor intervention services for students whose academic needs may be similar. In addition, the Dual Language Spanish program assesses students through EL SOL, Estrellita, Rigby PM (Programa De Evaluacion). Detailed data is provided in Assessment Data sections.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 A review of New York state English as a Second Language Achievement Test (NYSESLAT) scores for the school year of 2014-2015 resulted in the following findings:
 ELLs in all grades, in general, need to continue to improve in all areas, particularly in listening, reading and writing. A small number of ELL newcomers across the grades need to strengthen their English oral language and listening skills as well as reading and writing skills.
 In Kindergarten, 193 ELLs took the test. 33 (17.1%) of these students achieved the Commanding/Proficiency level; a great majority, 125 (64.8%) obtained the Expanding/Advanced level; 20 (10.4%) scored at the Transitional/High Intermediate level; 10 (5.2%) performed at Emerging/Low Intermediate level and 5(2.5%) at the Entering/Beginning level. However, it is noticed that many ELLs scored the lowest in the modalities of writing, followed by listening and reading.

 In grades 1-2, 345 ELLs were tested. 58 (16.8%) of these ELLs achieved the Commanding/Proficiency level; 201 (58.2%) scored at the Expanding/Advanced level; 40 (11.5%) reached Transitioning/High Intermediate level; 34 (10%) scored at the Emerging/Low Intermediate level, and 12 (3.4%) scored at the Entering/Beginning level.

The data patterns across the performance levels and grades 1 & 2 reveal the following: writing, listening and reading are the areas where ELLs in grade 1 received the lowest scores while ELLs in grade 2 scored the lowest in the areas of writing, reading and listening.

In grades 3-4, 192 ELLs were tested. 45 (23.4%) obtained the Commanding/Proficiency level; 91 (47.3%) reached the Expanding/Advanced level; 23(12%) scored at the Transitional/High Intermediate level; 24 (12.5%) performed at the Emerging/Low Intermediate level, and 9 (4.6%) at the Entering/Beginning level.

The data patterns indicates that ELLs in grade 3 performed lower in writing, reading and listening while ELLs in grade 4 performed lower in writing, listening and reading.

In grade 5, 93 students took the test. Of these 93 ELLs, 17 (18.2%) performed at the commanding/Proficiency level; 55 (59.1%) reached at the Expanding/Advanced level; 10 (10.2%) obtained the Transitional/High Intermediate level; 7 (7.5%) scored at the Emerging/Low Intermediate, and 4 (4.3%) at the Beginning level.

The data patterns in grade 5 indicate that ELLs scored the lowest in the order of writing, listening and reading.

The results of the NYSESLAT are encouraging and show that students are making consistent progress in their English language proficiency. This testing data further demonstrate that ELLs at PS89Q met the Annual Measurable Achievement Objectives (AMAO 2-achieving proficiency) target of 15% for the school year 2014-2015. *18.63% of our ELLs attained Commanding/Proficiency on the NYSESLAT, surpassing the target by 3.63%.

*Please note this data is not including the ELLs in the Fifth grade who graduated to Junior High schools in June 2015.

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

PS 89Q utilizes the information on the Data Analysis report on the AMAO tool to keep track of the academic growth and achievement of all students, including ELL subgroups. The data yielded from the AMAO help us to analyze student progress in all subject areas including English as a New Language and allows teachers to provide students with small group/differentiated instruction.

The AMAO data reveal that 18.63% of our ELLs attained Commanding/Proficiency on the NYSESLAT and surpassed the AMAO 2 target of 15.00% by 3.63%.

The data, however, also reveal the following information that we will need to focus our attention on:

- Of 730 ELLs (not including the Fifth grade students who graduated in June 2015) who took the NYSESLAT test in Spring 2015, 10 ELLs scored at or below 25th growth percentile and scored at level 1 or 2 on ELA; 15 scored at or below 25th growth percentile and scored at level 1 or 2 on Math.
- 62 ELLs are at-risk level 3, and 43 ELLs are at risk level 5.
- 62 ELLs with 2 or more years of service scored at first quartile on the NYSESLAT.
- 24 ELLs scored at first quartile in NYSESLAT for 2 or more years in a row.

This data analysis allows us to identify instructional and programmatic needs for specific groups and to design effective instructional programs and/or interventions for targeted students, especially for students who are at the risk of lower academic achievement.

4. For each program, answer the following:
- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

the New York State English as a Second Language Achievement Test (NYSESLAT)

The NYSESLAT data indicates that our ELLs in all grades have made significant overall progress in the English language acquisition in the past year; 18.63% of our ELLs attained Commanding/Proficiency on the NYSESLAT surpassing the AMAO 2 target of 15% for the school year 2014-2015 by 3.63%; A majority of the ELLs in all grades achieved Expanding level; The number of ELLs who scored at Entering level remains low across all grade levels (about 3.7%).

the New York State English Language Arts Exam (ELA)

In grade 3: eighty-nine (89) ELLs took the 2015 New York State English Language Arts Exam. 50 (56%) students scored at level 1; 27 (30%) scored at level 2; 12 (13.4%) achieved levels 3 & 4.

In grade 4, eighty-two (82) ELLs participated in the NYS ELA test. 43 (52%) scored at level 1 ; 32 (39%) scored at level 2; 7 (8.5%) scored at level 3.

In grade 5, seventy-three (73) ELLs took the NYS ELA test. 47 ELLs (64%) scored at level 1; 20 (27%) scored at level 2; 6 (8.2%) scored at levels 3 & 4.

In grade 3 one(1) ELL took the NYS ELA NYSAA and scored at level 3.

In grade 4 one(1) ELL took the NYS ELA NYSAA and scored at level 3.

A great number of our ELLs (42.6%) in grades 3, 4, and 5 performed at level 2 and levels 3 & 4 on the New York State English Language Arts Exam (ELA). However, there are more ELLs performing at level 2 than performing at level 3 or 4. About thirty percent (30.3%) of third grade ELLs scored at level 2, and approximately thirteen percent (13.4%) reached levels 3 & 4. Thirty-nine percent (39%) of Fourth grade ELLs attained level 2, and about nine percent (9%) achieved level 3. About twenty-seven percent (27.4%) of Fifth grade ELLs scored at level 2, and about eight percent (8.2%) at level 3 or 4.

New York State Mathematics Exam.

In grade 3, ninety-eight (98) ELLs took the NYS Math exam. 48(48.9%) students scored at level 1; 31(31.6%) scored at level 2; 19(19.3%) scored at levels 3 & 4.

In grade 4, 91 ELLs took the NYS Math exam. 47(51.6%) students scored at level 1; 34(37.3%) scored at level 2; 10(10.9%) scored at levels 3 & 4.

In grade 5, 84 ELLs took the NYS Math exam. 44(52.3%) scored at level 1; 17(20.2%) scored at level 2; 23(27.3%) scored at levels 3 & 4.

In grade 3 one(1) ELL took the NYS Math NYSAA and scored at level 3.

In grade 4 one(1) ELL took the NYS Math NYSAA and scored at level 3.

Forty-nine percent of our ELLs (49%) in grades 3, 4, and 5 achieved levels 2 and 3. However, there are more ELLs who performed at level 2 than those performing at levels 3 & 4 in both Third and Fourth grades. Thirty-two percent (32%) of Third grade ELLs scored at level 2; about nineteen percent (19.4%) scored at levels 3 & 4; About thirty-seven percent (37.3%) of Fourth grade ELLs performed at level 2, and eleven percent (11%) at levels 3 & 4. Our ELLs in grade 5, however, fared better. Twenty percent (20%) of Fifth grade ELLs scored at level 2 while about twenty-seven percent (27.3%) obtained levels 3 & 4.

Two (2) ELLs in grade 3 took the Mathematics test in their home language. one(1) ELL scored at level 1; one(1) obtained level 2.

Four(4) ELLs in grade 4 took the Mathematics test in their home language. two(2) student scored at level 1 and two(2) scored at level 2.

One(1) ELL in grade 5 took the Mathematics test in her home language and scored at level 3.

The number of students who took the test in their home language is very small compared to the number of students taking the test in English. The comparison of the test results achieved by these two groups might not be accurate or validated due to the large margin in student sample size. However, it is noted that newly arrived ELLs who are literate in their native language and have adequate education in their native country performed better in the test when taking the test in their home language than taking the test in English.

New York State 4th Grade Science Exam

86 ELLs in grade 4 took the NYS Science exam. The following is the outcome of their performance:

Performance Level	Number of ELLs taking the test in English	Number of ELLs taking the test in Native Language
Level 1	6 (7%)	1 (1.2%)
Level 2	18 (21%)	0 (0%)
Level 3	44 (51%)	5 (5.8%)
Level 4	11 (12.7%)	1 (1.2%)

one (1) student took the NYS 4th Grade Science NYSAA and scored at level 3.

Approximately seventy-one percent (71%) of our Fourth grade ELLs achieved levels 3 & 4, around twenty percent (21%) scored at level 2, and eight (8 %) at level 1.

7 ELLs who took the test in their home language, 6 (85.7%) of them scored between level 3 and 4. This is compared to 79 ELLs who took the test in English and 55 (69.6%) of them scored between Levels 3 & 4. Nevertheless, There are no glaringly apparent patterns across performance levels due to the small sample size of ELLs who took the NYS Science Test in their home language. This sample size is an insufficient sample size to retain any respectable level of credibility.

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.*]

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

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

In addition, Pupil Progress Committees will meet regularly to discuss individual students who despite Tier I interventions are not making adequate progress toward grade level benchmarks. Tier II academic interventions will be provided to those students such as Kindergarten Oral Language Intervention, Leveled Literacy Intervention and Rosetta Stone. Furthermore, students who continue to struggle will be offered Tier III interventions such as at-risk SETSS and Speech/Language instruction. When warranted, students may be referred for an educational evaluation to determine if special education services are necessary.

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

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

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

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?

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

After reviewing and analyzing the performance data on the 2015 ELE by our English Proficient (EP) students, the following is noted: In grade 3, 54 students took the ELE test. 8 students scored at 0-25%; 17 EPs scored at 26-50%; 10 EPs scored at 51-75% and 19 at 76-100%

In grade 4, 53 students took the ELE test. 10 scored at 0-25%; 17 scored at 25-50%; 6 at 51-75% and 20 at 76-100%.

English Proficient (EP) students are making steady and consistent progress in Spanish, with 51.4% of EP students performing in the 3rd and 4th quartile on the ELE exam. The data further shows that more English proficient students (36.4%) in the Dual Language Program achieved the 4th quartile, the highest performance category.

The following data reflects how English Proficient (EP) students in the Dual Language Program have performed on the New York State Assessments:

2015 NYS ELA Exam

In grade 3, 59 students took the NYS ELA exam. 2 students scored at level 1; 18 scored at level 2; 29 at level 3 and 10 at level 4;

In grade 4, 60 students were tested. 4 scored at level 1; 20 at level 2; 21 at level 3 and 15 at level 4;

In grade 5, 60 students were tested. 1 scored at level 1; 18 at level 2; 28 level 3 and 13 at level 4;

2015 NYS Math Exam

In grade 3, 59 students took the test. 1 scored at level 1; 15 scored at level 2; 20 at level 3 and 23 at level 4

In grade 4, 60 students took the test. 2 scored at level 1; 16 scored at level 2; 18 at level 3 and 24 at level 4

In grade 5, 60 students took the test. No students scored at level 1; 9 scored at level 2; 31 at level 3 and 20 at level 4

NYS 4th Grade Science Exam

60 students took the NYS 4th Grade Science Exam. No students scored at level 1; 1 student scored at level 2; 9 scored at level 3 and 50 scored at level 4

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

The success of our ENL program is measured through both formative and summative assessments such as On Our Way to English Unit Assessment, teacher observations and conference notes, Oral Language Assessment, Teacher's College Reading and Writing Assessment, the annual New York State English as a Second Language Achievement Test (NYSESLAT), the New York State Standardized tests such as the English Language Arts exam, the Mathematics exam, and the 4th Grade Science exam. All students at P.S.89Q, including ELL subgroups, have made Adequate Yearly Progress (AYP) and our school's accountability status is "Good Standing".

English as a New language Program

The findings on the NYSESLAT data analysis indicates that our ELLs in all grades have made remarkable progress in the English language acquisition in the past year; 18.63% of our ELLs attained Commanding/Proficiency on the NYSESLAT surpassing the AMAO 2 target of 15% for the school year 2014-2015 by 3.63%; A majority of the ELLs (57.4%) achieved Expanding level; The number of ELLs who scored at Entering level remains low across all the grade levels (3.7%).

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

On the 2015 New York State English Language Arts (ELA) exam and the 2015 New York State Mathematics Exam, our English language learners performed on a par with and/or better than their peers both district wide and city wide.

New York State ELA exam

- 13.5% of our Third grade ELLs achieved levels 3 & 4 vs. 8.8% of the ELLs district (24) wide and 8.0% city wide
- 13.6% of our Fourth grade ELLs achieved levels 3 & 4 vs. 8.2% district (24) wide and 6.8% city wide

- 11.3% of our Fifth grade ELLs achieved levels 3 & 4 vs. 5.0% district (24) wide and 3.7% citywide

New York State Math Exam

- 19.2 of our Third grade ELLs performed at levels 3 & 4 vs. 18.7% district (24) wide and 19.4% citywide
- 16.5% of our Fourth grade ELLs achieved levels 3 & 4 vs. 17.3% district (24) wide and 17.7% city wide
- 29.7% of our Fifth grade ELLs obtained levels 3 & 4 vs. 17.5% district (24) wide and 16.1% city wide

NYS Science Exam

- About 71% of our 4th grade ELLs achieved levels 3 & 4.

As indicated by the results of the 2015 New York State 4th Grade Science Exam, where about 71% of our ELLs achieved levels 3 & 4, the Science program at P.S. 89 Q has been very successful for ELLs. In addition to utilizing the New York State Science Exam results as a consistent source for evaluation through data analysis and comparison, our Science program is evaluated in other multiple ways as shown below:

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

Dual Language Program

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

Part IV: ELL Identification Process

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

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.

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

ELL Identification

At enrollment, all parents or guardians of newly enrolled students are required to complete a Home Language Information Survey, which is translated in fifteen languages, to determine the student's home language as part of general intake procedures. A licensed English as a New Language (ENL) teacher conducts an informal oral interview with both the parents and student in their home language and/or in English. If the Home Language Identification Survey (HLIS) indicates that the Home Language of the student is other than English or student's home language is other than English, the ENL teacher conducts a more in-depth interview with the student, review his/her report card and/or school work (if available), and review the individualized Education Program (if applicable) to determine if the student should take the New York State Identification Test for English Language Learners (NYSITELL). If the student is eligible to take the NYSITELL, the test will be administered to the student within 10 school days of enrollment.

Initial Assessment

A licensed English as a New Language teacher administers the NYSITELL to the student who speaks a language other than English and/or speaks limited or no English. Performance on this test determines the student's entitlement to English language development

support services. If the student scores at the Proficient Level, the student is not an English Language Learner (ELL) and is placed in the general education program, and is not eligible for English Language development support services. If the student scores at Entering, Emerging, Transitioning or Expanding level, the student is identified as an English Language Learner (ELL), thus entitled to English Language development support services. Furthermore, If the NYSITELL results show that the student is an ELL, and Spanish is the dominant language spoken at home, he or she is also administered a Spanish LAB at the same time of initial enrollment during the same 10-day testing window. Spanish LAB results are used to support our instructional planning in providing Spanish/English dual language and English as a new language services to the students.

Newly identified ELLs are placed in the most appropriate program within ten days of enrollment.

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).
Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. At enrollment, a certified pedagogue reviews the HLIS and conducts an in-depth interview with the parent and the student in English and/or student's home language. If there are indications that a student has had an interruption or inconsistency in their formal schooling, the following SIFE Identification Process is implemented within 30 days of student enrollement to further assess student's SIFE status:

1. Review student's report card, prior school work in reading, writing, and mathematics, if available.
2. Administer the Oral Interview Questionnaire.
3. Administer th Literary Evaluation for Newcomer SIFE (LENS).

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).

The ELL identification for newly enrolled students with IEPs begins with the administration of the Home Language Identification Survey (HLIS) to determine the student's home language, which is a part of general intake procedures. A licensed English as a New Language teacher reviews the HLIS and conducts an informal interview with both the parent and student. If the student's home language is other than English, the Language Proficiency Team (LPT), which is comprised of the assistant principal in charge of students with special needs, the ENL coordinator, the IEP coordinator and the student's parent or guardian, reviews the evidence of the student's English language development and information provided by the Committee on Special Education (CSE) regarding whether the student's disability is the determinant factor affecting their English language development. Based on the evidence, the LPT makes determination as to whether the student may have new language acquisition needs. If the LPT determines that the student may have English lanaguage acquisition needs, the student is administered the NYSITELL. The results of the NYSITELL determines if the student will be entitled to the English as a New Langauge (ENL) services and/or the units of the ENL services that the student receives if he/she is eligible for the services.

If the LPT determines that the student does not have English language acquisition needs and shoud not take the NYSITELL, the recommendation is sent to the principal for review, and, subsequently, submitted to the superintendent or superintendent's designee for a final decision. The parent or guardian were notified within 3 school days of the decision in the parent's/guardian's preferred language.

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.
After the NYSITELL is scanned and score is determined, parent notification letters in the parents' preferred language are sent home by the ENL teachers to inform the parents of the results of their child's NYSITELL and ELL status within 5 school days. Entitlement Letter is sent home to notify the parents of their child's entitlement to receiving the English as a New Language (ENL) services while Non-entitlement Letter is sent to inform parents that their child has passed the NYSITELL and is not entitled to ENL services. A copy of the dated Entitlement Letter or non-Entitlement Letter is retained in the student's cumulative folder. An additional copy of this letter is kept in a binder located in the school ENL Coordinator's office.
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 Parent Orientation meetings, parents are informed by the ENL teachers that they have the right to appeal ELL status within 45 days of enrollment if a parent or guardian believes that a student may have been misidentified as an ELL or non-ELL. A student's parent or guardian must make a written request to school to initiate a review of the ELL status determination. School will review all documents related to the student's initial or reentry identification process and complete the Re-identification Process within 10 school calendar days of receipt of the parent's written request. Furthermore , parents are advised of additional detailed information in

reference to the Re-identification Process. Parents of the students who pass the NYSITELL test are also informed of their right to appeal via the Non-Entitlement Letter. All these parent notification letters are sent home in parent's preferred language.

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.

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

The meetings take place starting in August of the incoming school year, and continue throughout the year. At the beginning of the school year, especially in September, the workshops are conducted by the ENL teachers on a daily or weekly basis to allow the parents of new students to be informed and make the best possible program choice for their children. In addition, as early as January, when registration begins for the new school year, parents are also afforded the opportunity to familiarize themselves with the different educational programs offered by the city, as well as at the school, through individual interviews conducted by the trained pedagogues and/or the ENL teachers.

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

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

The parent orientation meetings are conducted by the ENL teachers in the cafeteria at approximately 8:00 in the morning, around 12 PM in the afternoon, every Tuesday afternoon during Parent Outreach time, during the parent-teacher conferences, and/or at a parent's requested schedule. An agenda is provided, as well as a sign-in-sheet for parents as proof of their attendance. Also, a parent guide in different languages is given out outlining all the different programs that are available for their children.

The orientation meeting starts with an introduction in which the purpose of the meeting is explained, followed by a video presentation from the Department of Education of the City of New York. The video introduces parents to the three programs available in the New York City public schools. It provides them with a full detailed description of the programs, and offers an explanation of their right to choose such programs. Following the video, parents are afforded the opportunity to ask questions, with the help of a translator and/or a native speaker, regarding the programs and the choice options for their children. In addition, during the orientation, parents are also provided with information on the Common Core Learning Standards, curriculum, assessments, and school expectations for English language learners.

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

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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

To ensure that Parent Survey and Program Selection forms are returned in a timely manner, the ENL teachers send the entitlement letters together with the parent orientation invitation letters home via the children's home-school-connection folders. A return slip is attached to the letter for parents to check the attendance or non-attendance at the workshop. Parent responses are used to determine who will be attending, and who can not attend. With the results, a new meeting is planned to accommodate the parents' requests.

The ENL teachers at the parent orientation meetings help and guide the parents in completing the parent survey and program selection forms distributed at the meetings. The returned forms are then used to place children in the respective programs according to the parents' choice. Parents, who do not return the forms or need more time to make decisions, are given time to bring them home to discuss and think about the program choice for their children. Parents have the option of returning the forms at a later date to the ENL teachers, the Parent Coordinator, the child's classroom teacher, or to bring it to the school at a convenient time. If a parent does not return the form within 5 school calendar days, a telephone call is made by the workshop staff and/or a reminder note is sent home to the parent.

If the parent defaults in returning the form within the designated time frame, the student is placed in a bilingual program, if the

minimum thresholds for opening a bilingual program established by CR Part 154 are met. Otherwise, the student is placed in the ENL program.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. PS 89Q documents detailed information regarding Parent Survey and Program Selection forms, including attempts to gather initial parent selection preference. We keep an attendance record that shows when parents attend the Parent Orientation meetings, their child's name, class and ENL scores. Our PS 89Q Parent Orientation Meetings Record Keeping document records if a parent has returned the Parent Survey and Program Selection Form within 5 school calendar days. If a parent has not returned the Parent Survey and Program Selection Form, the ENL teachers and/or school personnel who speak the home language of the parent make phone calls to remind the parent to return the form, and notice in parent's preferred language is sent in mail as well if necessary. PS 89Q makes every effort to ensure that parents complete and return the Parent Survey and Program Selection forms. All the completed Parent Survey and Selection forms are kept in a binder stored in the ENL Coordinator's office.
9. Describe how your school ensures that placement parent notification letters are distributed. Once a student's ELL Identification Process is completed and the student's program is determined based on the parent choice, we send parents a placement letter in the parents' preferred language indicating the program in which their child has been placed. A copy of the placement letters are organized by class and retained in a binder.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL-related documents are kept in the student's cumulative record folder including, but not limited to, Home Language Identification Survey, Parent Survey and Selection Form, Program Placement Letter, Entitlement letter for newly identified ELLs and Continued Entitlement Letter for continuing ELLs, Non-Entitlement letter, and Language Proficiency Team NYSITELL Determination Form for students with IEPs. ELL binders of critical documents which contain copies of these documents are created and stored in the ENL coordinator's office for easy review.
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 federal No Child Left Behind Act (NCLB) mandates that all English Language Learners from kindergarten through grade 12 be assessed every year to measure their English language proficiency in listening, speaking, reading, and writing. The New York State English as a Second Language Achievement Test (NYSESLAT), which is designed to measure the English language proficiency of the English Language Learners, is administered annually in Spring to all ELLs in grades K-5 at P.S. 89. ATS reports such as the NYSESLAT Eligibility Roster (RLER) is utilized to ensure that all ELLs be administered the NYSESLAT. The Speaking subtest of the NYSESLAT is administered to students individually in a separate location by fully certified ENL teachers. The Listening, Reading and Writing subtests are administered to groups of students across three days by fully certified ENL teachers and/or common branch teachers. CD players are provided by the school for administering the Listening subtest to students in grade 3 and above. ELLs with disabilities are provided with testing accommodations specified in their IEP or Section 504 Accommodation Plan (504 Plan), and/or specified in the NYSESLAT Test Administration Manual. Absentees are provided with the opportunity to take the test on the make-up dates, which are part of the primary administration period. Each student's performance on this test will be the basis for determining whether the student continues to be classified as an English Language Learner. As determined by the results of the test, the student's English language performance levels are classified as Entering, Emerging, Transitioning, Expanding or Commanding. Students who perform at Entering, Emerging, Transitioning or Expanding level will continue to receive the required units of language arts instruction and English as a New Language (ENL) services prescribed under Part 154.2 of the Regulations of the Commissioner of Education.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continued Entitlement Letter, which has been translated into thirteen different languages, are prepared and distributed by the ENL teachers to these students who continue to be in the ENL program as determined by their performance on the most recent NYSESLAT. The students who passed the NYSESLAT in the most recent two years are considered former ELLs and continue to be entitled to 90 minutes of integrated ENL in ELA or content area instruction. To ensure that the students bring the continued entitlement letters home and their parents read them, parent signature is required on the letters to indicate that they have read the information. After the students bring back the signed continued entitlement letters, the letters are collected by the ENL teachers and placed in the students' Cumulative Record Folder. A copy of these letters are kept in a binder by class, which is maintained in the office of the ENL Coordinator.
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).

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

It is noticed that in the past few years there is a slightly increased number of parents who are interested in choosing the Dual Language program (English/Spanish) for their child. The need to know different languages in the constantly changing world, in which we reside, is the motivation for many parents. We have discovered that this trend seems to apply not only for those students of a Spanish background, but also for those of other languages and cultures such as Chinese, Bengali, Indian, Nepali, and Filipino.

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

DL 27

ENL 197

The staff at P.S. 89Q makes a concerted effort to align the programs offered at the school with those chosen by the parents. In the school year 2014-2015, we added one additional Dual Language (English/Spanish) class in Kindergarten. There are currently three (3) Dual Language (English/Spanish) classes in Kindergarten and two (2) Dual Language (English/Spanish) classes on every grade from First grade through Fifth grade.

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

At P.S. 89Q, the English as a New Language instruction for ELLs in K-5 is aligned with the state Bilingual Common Core Initiative and the state Common Core Standards for the English Language Arts (ELA) and content areas. The ENL program ensures the continuity of rigorous instruction on all academic areas, and is implemented mainly through a push-in/integrated ENL model. In an integrated ENL model a certified ENL teacher and the classroom teacher co-teach the class for the mandated minutes as described in CR Part 154.2. All English Language Learners are heterogeneously grouped from the entering, emerging level, to the transitioning level, and the expanding level in their respective classes. Teachers support students' language development and participation in content areas by utilizing ENL methodologies and instructional strategies such as Total Physical Response, Natural Approach, Language Experience Approach, Cooperative Learning, modeling, Differentiated/Small Group Instruction and scaffolding within the framework of Reader's and Writer's Workshop, Math Workshop, and the Rigby ENL program, On Our Way to English. The ELLs are grouped heterogeneously and flexibly for targeted areas of instruction according to the NYSITELL and the NYSESLAT scores as well as a wide-ranging other reliable assessment measures such as unit assessments, teacher conference notes, and Teacher's College Reading and Writing Assessments. Teachers model the use of language in ways that offer opportunities for students to participate by listening, speaking, reading and/or writing. Teaching materials include a wide range of texts, visual and digital-resources, including Smart Boards, document cameras, CD players, computers with CDs along with corresponding English books for increasing English language proficiency. Informational texts, trade books of different genres, and leveled library books are part of the Reader's and Writer's Workshops. Fluency centers, which focus on students' oral language development, are being implemented for students in grades Kindergarten through 5th grade. In addition to the push-in/integrated ENL model, stand alone ENL is also provided for some classes through both push-in and pull-out models. In grades 1-5 stand alone ENL is provided in the classroom by the ENL teachers. In Kindergarten, standalone ENL instruction is delivered via a pull-out program in the English as a New Language Lab to support the ELLs in their language acquisition. Furthermore, the ENL teachers regularly diagnose the students instructionally and use the Rigby On Our Way to English Program to provide small group/differentiated balanced literacy instruction. To increase comprehensible input, ENL Read Aloud Pocket Charts, visuals, realia, manipulatives, pictures, pantomime, Smart Boards, and document cameras are utilized in teaching all subject areas to help develop/promote both social and academic vocabulary, concept learning and comprehension skills as well as reinforcing the four language skills of listening, speaking, reading and writing. Art, music and drama are also integrated into the lessons

to reinforce these four language skills. Furthermore, educational software and instructional technology, home language literature and bilingual dictionaries are available to the students to enhance their language proficiency and academic performance. Teachers use all the resources available to support student's understanding of the main academic content. Language functions and structures are incorporated as key elements of the lesson within the context of each lesson.

- b. TBE program. *If applicable.*

N/A

- c. DL program. *If applicable.*

The organizational model in Dual Language Program at P.S. 89 is self-contained, with ENL instruction provided by the Bilingual/ENL certified classroom teacher(s). There are two teachers for each grade level. One teacher in a grade partnership is a certified Bilingual/ENL teacher. All ELLs are receiving instruction as mandated by CR Part 154.2.

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

2. How does the 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)?

As per CR Part 154.2 regulation requirements, all ELLs at Entering stage of language development receive 360 minutes of ENL instruction per week (180 minutes of standalone ENL and 180 integrated ENL/ELA); Students at Emerging level also receive 360 minutes of ENL instruction per week (90 minutes of standalone ENL, 180 minutes of integrated ENL/ELA and 90 minutes of integrated ENL in ELA or any other content area); Students at Transitioning level receive 180 minutes of ENL instructional time per week (90 minutes of integrated ENL /ELA, 90 minutes of standalone ENL or intergrated ENL in ELA or Content Area); Students at Expanding level receive 180 minutes of ENL instruction per week (90 minutes of ENL/ELA, 90 minutes of Stand-alone ENL or intergrated ENL in ELA or Content Area). Students who reach Commanding level in the NYSESLAT are former ELLs and entitled to 90 minutes of integrated ENL per week for two years after testing out.

The ENL program at PS89Q is implemented mainly through a push-in/co-teaching model. ELLs at Entering and Emerging levels are provided with 90 minutes of ENL instruction four times a week by fully certified ENL teachers and/or 90 minutes of integrated ENL in ELA and/or content area instruction (e.g. Math) per day by the classroom teachers. ELLs at Transitioning and Expanding levels receive 45 minutes of ENL instruction four times a week from licensed ENL teachers and more than 90 minutes of instruction in Integrated ENL/ ELA and/or Integrated ENL/content area per day from the classroom teachers. An English as a New Language Lab is established to provide ENL services to the ELLs in Kindergarten, especially the ELL beginners. All our ELLs are serviced according to the CR Part 154.2 regulations.

The organizational model in Dual Language Program at PS89 is self-contained, with ENL instruction provided by the ENL certified classroom teacher(s). There are two teachers for each grade level. At least one teacher in a grade partnership is certified Bilingual/ESL teacher. All ELLs in the program are receiving adequate amount of instruction in ENL and/or integrated ENL in ELA or Content area as mandated by CR Part 154.2.

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.

Content area in the ESL program is aligned with the New York State Common Core Learning Standards. The instructional language is English. Teachers of the subject areas are provided with professional development on second/new language acquisition and ENL methodologies and techniques throughout the school year. ENL methodologies and strategies are permeated through the lessons to help make the content comprehensible. Materials in the content areas are carefully chosen to foster language development as well as content learning. Content area teachers regularly diagnose students instructionally through observation, conferencing, unit assessments, and other various reliable assessment measures. Instructional plans are adapted accordingly to meet the individual needs of the students. The instructional materials used in the content areas for ELLs are as follows: Go Math, Social Studies Program "Trade Book Series", Delta Science Program.

Content area instruction in the Dual Language Program is aligned with the New York State Common Core standards in Math, Science and Social Studies. It is provided in both English and the Native Language (Spanish) by the classroom teachers according to the school's Language Allocation Policy. The instruction is also supported by instructional materials in both English and Spanish such as Go Math in Spanish, Social Studies "Trade Book Series" in Spanish and Delta Science Program in English. In addition, students receive at least 3 periods of content instruction per week from content specialists in English. The content specialists utilize the workshop model and employ ENL methodologies during the lessons. Some of the content specialists are licensed in Teaching English As A New Language.

Select ELLs who are at risk are receiving AIS in mathematics, as well as AIS in literacy through the Early Intervention Reading Labs, through the Rosetta Stone computer-based program, Leveled Literacy Intervention program to further support their academic learning, as well as language acquisition.

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

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

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

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

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
- A. SIFE: Currently there are no students identified in this category.

B. Newcomer: Newcomers, who have been in an English language school system fewer than three years, are provided with small group/differentiated instruction in all grades. Teachers of ELL newcomers regularly diagnose them instructionally and then use the data to determine their academic progress and needs. To facilitate their language and content learning, teachers employ a wide variety of ENL strategies such as Total Physical Response, language experience, modeling, graphic organizers, pictures, technology, including audio/visuals and Smart Boards, hands-on activities, and gestures to scaffold the lessons. One English as a New Language Lab has been maintained to further develop and/or enhance the English language skills of these ELLs in Kindergarten, where the ENL teachers use the Rigby On Our Way to English Program to provide differentiated/small group balanced literacy instruction. In addition, a custom-made ENL Newcomer's Kits/Program created by the ENL Coordinator continues to provide teachers with valuable academic resources to support the needs of the ELLs who have been in the English language school system for less than one year. This Newcomer's Kits/Program contains developmentally appropriate language support materials for students who are new to the country. The materials in the kits may also be used by the student with teacher's support and independently to support their language development during English Language Arts and English as a New Language instruction. The Newcomer's Kits contain materials that include visual aides, auditory devices and tactile materials that provide repetition and adequate practice for the ELL Newcomer. In addition, Rosetta Stone, a computer-based English as a New language learning software is implemented in all the classrooms for all the beginners in grades 2-5 to develop/improve their English social and academic vocabulary and communication skills. Furthermore, newcomer ELLs are also provided with the opportunity to attend the after school Mondo Oral Language Reading Program.

C. Developing ELLs: In addition to being provided with the high quality standards-based literacy and mandated ENL instruction, small group/differentiated instruction is implemented 2-3 times per week by the classroom teachers to address the needs of these ELLs receiving ENL services for 4-6 years, utilizing ENL strategies and methodologies. Peer-support system such as partnership reading, book club is also established to assist them to expand their English Language Arts skills. Furthermore, technology-based literacy and content area programs such as Raz-Kids, Pebble-Go and Khan Academy have been purchased for all the students including the ELLs. Students have access to these programs both inside in school and at home. Student progress is periodically assessed, and instructional plans are modified based on the evidence and data to further strengthen

their language acquisition process and academic learning. In addition, some identified "at-risk" ELLs receiving service for 4-6 years are provided with targeted Academic Intervention Services within the Response to Intervention (RtI) framework. Their academic growth is assessed and reviewed regularly during RtI team meetings by the Pupil Progress Committee, which consists of the Assistant Principal, the guidance counselor and the classroom teacher, to determine the effectiveness of such interventions. If the interventions do not result in sufficient progress, students who require additional interventions may be referred for an evaluation for Special Education services. In the interim, all Title III afterschool programs, such as iReady, a technology-based reading program, are available to the students. The Parent Coordinator is also instrumental in arranging for additional academic intervention, both in school and at home, through the Supplemental Educational Services (SES).

D. Long Term: Currently no ELLs are identified in the category.

E. Former ELLs: Former ELLs achieving proficiency on the NYSESLAT continue to receive transitional support in enhancing their

English language and literacy skills. They are provided with more than 90-minute instruction per week in Integrated ENL in English Language Arts and/or content area based on their instructional needs, as determined by formal and informal assessments, and the results of the NYSESLAT modalities. Non-fiction texts such as "National Geographic", "Scholastic News" have been purchased every month for all students including these former ELLs to help advance their content-based knowledge and academic language. Peer-support systems such as book clubs and partnerships have been established to provide additional support. All Title III programs (subject to availability), after school and before school, are also available to recently proficient ELLs in order to continue to support their language acquisition and literacy advancement. In addition, former ELLs are provided with testing accommodations, including extended time and a separate location, as recommended.

7. 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.

Within 6-12 months after a student's re-identification appeal has been approved, the principal, Ms. La Sala, will review the Re-identification Process decision to ensure that student's academic progress has not been adversely affected by the determination. The principal will review the student's academic work, consult the student's teachers, the parent/guardian, and the student. If the principal, based on the evaluation of the student's work, the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student as defined in CR Part 154-2.3 (j) and may reverse the determination within this same 6-12 month period. Final decision notification will be in writing to the parent/guardian, student a and/or in the parent's preferred language within 10 school calendar 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?

Teachers of ELL-SWDs use a variety of instructional strategies and grade level materials through the Teacher's College Reading and Writing units, GO Math and Orton Gillingham programs that both provide access to academic content areas and accelerate English language development. Teachers of ELL-SWDs utilize such instructional strategies as, simplified instructions, providing handouts and visual aids, when appropriate, pairing a reader with a non-reading student during in-class assignments, use more than one way to demonstrate or explain information, breaking information into small steps when teaching many new tasks in one lesson (state objectives, review previous lesson, summarize periodically). Teachers of ELL-SWDs also allow time for clarification of directions and essential information. Technology-based ENL programs such as Imagine Learning, Rosetta Stone and other educational programs are implemented in the daily curriculum. In addition, smart boards, document cameras, Front Row, CD players, and computers with internet access are utilized to teach all content areas including the English as a new language.

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?

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

Chart

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*
Chart	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(u) of this Title. All programs must be provided during the school day.					

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



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

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

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

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

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

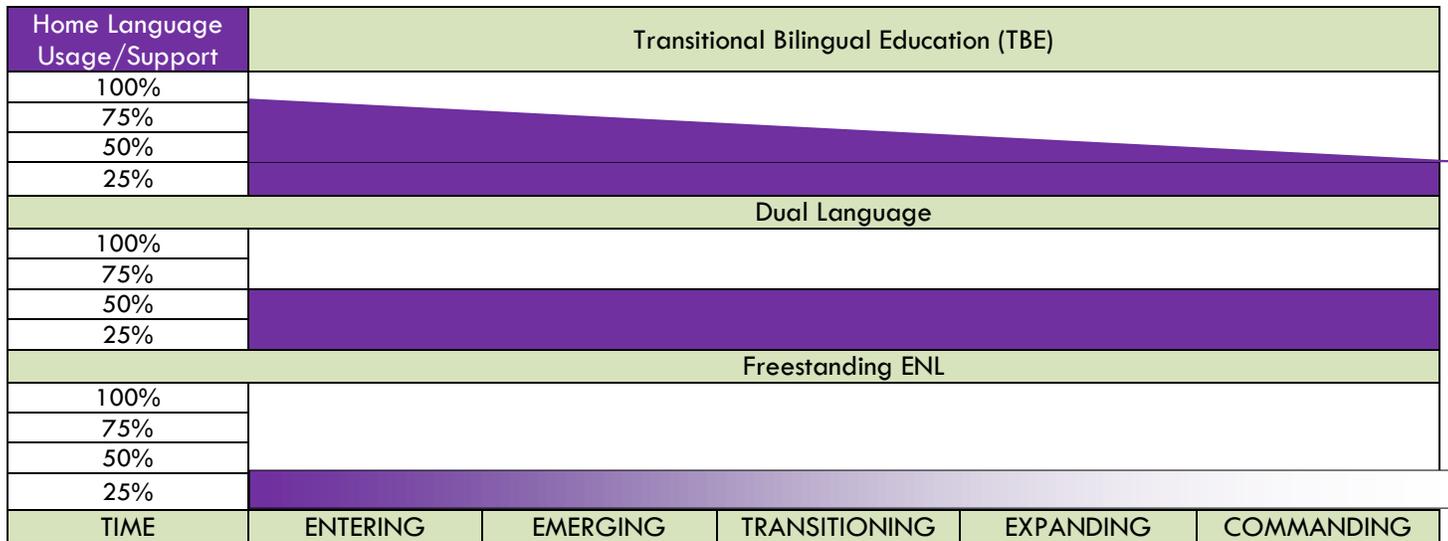


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. The following Academic Intervention Services (AIS) are in effect for all ELLs who require additional support and improvement in academic performance:

- Small group and individualized instruction
 - Oral Language Program (grades K-2) targeting the development of the oral language of ELLs
 - Lectura, a technology-based Spanish phonics program for SSL students in the Dual Language Program
 - Rosetta Stone, a technology-based English as a New Language learning program, aiming to develop/improve English vocabulary and listening skills of the ELLs
 - Progress-monitored online literacy/content area programs such as Raz-Kids, Starfall, Pebble-Go and Khan Academy have been implemented to develop/improve concept learning, academic language and reading comprehension skills as well as listening skills.
 - Three SETSS Learning Labs have been established to provide "at risk" students, including "at risk" ELLs with small group/differentiated instruction in Math and Literacy skills
 - Early intervention Reading Labs
 - AIS Math
 - Tier 1 Intervention support by content area teachers in Science, Social Studies and Math through small group/differentiated instruction
 - Tier 1 and Tier 2 Intervention support by classroom teachers in Science, Social Studies and Math via small group instruction
 - Tier 3 Intervention support with Khan Academy in Math for students who need additional support
- Kindergarten "At-Risk" speech language intervention program has been established to provide early intervention to those ELLs whose home language is Spanish, but scored significantly below proficiency in Spanish LAB and NYSITELL. The identified students are provided with 30 minutes of speech and language therapy 1-2 times per week for 6-8 weeks.

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

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

- Speech /Language Therapy, a program designed to address deficits in a student's auditory processing, articulation/phonological skills, comprehension and use of semantics, syntax, pragmatics, and voice production and fluency.
 - Special Education Teacher Support Services, which combine the services of Consultant Teacher and Resource Room and provide specially designed instruction to support the participation of the student in the general education classroom with consultation with the student's general education teacher and other providers.
 - Occupational Therapy that maintains, promotes and/or restores function of students in all educationally related activities through the use of purposeful activities, adaptive equipments as well as assisted technology, as needed.
 - Physical Therapy emphasizing physical function and independence in various settings including the classroom, gym, and staircase to enable students to benefit from instruction.
 - Counseling, an interpersonal activity designed to improve students' social and emotional school functioning in the areas of appropriate school behavior and discipline, social skills, and self-esteem, to enable students to succeed in school.
 - Professional support, which, on an individual case-by-case, is provided for the ELLs.
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 for ELLs has proven effective as evidenced by both formative and summative data such as NYS Performance Assessments, teacher observation and evaluation and New York State standardized exams results. Our ELLs have made Annual Yearly Progress (AYP).

Our 2015 NYSESLAT data indicates that our ELLs in all grades have made significant overall progress in the English language acquisition in the past year; 18.63% of our ELLs attained Commanding/Proficiency on the NYSESLAT surpassing the AMAO 2 target of 15% for the school year 2014-2015 by 3.63%; A majority of the ELLs in all grades achieved Expanding level; The number of ELLs who scored at Entering level remains low across all grade levels (about 3.7%)

In the 2015 NYS ELA test, a great number of our ELLs (42.6%) in grades 3, 4, and 5 performed at level 2 and levels 3 & 4 on the New York State English Language Arts Exam (ELA). About thirty percent (30.3%) of third grade ELLs scored at level 2, and approximately thirteen percent (13.4%) reached levels 3 & 4. Thirty-nine percent (39%) of Fourth grade ELLs attained level 2, and about nine percent (9%) achieved level 3. About twenty-seven percent (27.4%) of Fifth grade ELLs scored at level 2, and about eight percent (8.2%) at level 3 or 4. Our English language learners performed better than their peers both district wide and city

wide.

In the 2015 NYS Mathematics test, Forty-nine percent of our ELLs (49%) in grades 3, 4, and 5 achieved levels 2 and 3. Thirty-two percent (32%) of Third grade ELLs scored at level 2; about nineteen percent (19.4%) scored at levels 3 & 4; About thirty-seven percent (37.3%) of Fourth grade ELLs performed at level 2, and eleven percent (11%) at levels 3 & 4. Our ELLs in grade 5, however, fared better. Twenty percent (20%) of Fifth grade ELLs scored at level 2 while about twenty-seven percent (27.3%) obtained levels 3 & 4. Overall, our ELLs performed on a par with and/or better than their peers both district wide and city wide.

In the NYS 4th Grade Science test, approximately seventy-one percent (71%) of our Fourth grade ELLs achieved levels 3 & 4, around twenty percent (21%) scored at level 2, and eight (8 %) at level 1.

To accelerate achievement in both content areas and academic language development for all ELLs, PS 89Q has continued to increase non-fiction units for all grades and provide all the students, including the ELLs, in grades K-5 with the access to a research-based and progress-monitored on-line non-Fiction reading program Pebble Go. The literacy program "Junior Great Books" continues to be implemented in grades 2-5 to cultivate students' higher-order literacy skills, problem solving skills and advanced expressive language skills as well. In addition, PS 89Q makes an effort in purposefully hiring strong ELL specialists and subject-matter teachers with training and/or backgrounds in literacy, ENL and/or bilingual education. Current teachers, in addition to receiving the on-going schoolwide professional development opportunities, are encouraged to participate in the Intensive Teacher Institute (ITI), where they receive training in teaching English as a New Language.

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

The curriculum at P.S. 89 is revised as needed each month during collaborative unit planning based on the results of student assessment data in order to better support students with the common core learning standards.

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

N/A

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

All ELLs at P.S. 89Q are afforded equal access to all school programs. Currently all ELLs are participating in the following school programs:

- Mondo Oral Language and Reading Program
- Teacher's College Reading and Writing Project
- Rigby's On Our Way to English
- Foundations
- Sadlier
- Junior Great Books
- GoMath!
- Delta Science Kits
- NYS Social Studies Trade-Book Curriculum
- ELL Newcomer's Kits
- Rosetta Stone, web-based ENL software
- RAZ-Kids, web-based reading program
- Starfall

In addition to the high standards-based, rigorous grade-level academic programs implemented for all students, including ELLs, ELLs are also provided with high quality English as a New Language(ENL) services and/or Integrated ENL/ELA or ENL/content area instruction as mandated by the CR Part 154.2 Regulations.

To further support the ELLs in their social and academic growth, P.S.89Q offers the following afterschool programs and supplemental services to ELLs. Invitations to each program are sent home in parent's preferred language via student's Home-School Connect folder by the classroom teachers.

- a) Afterschool Mondo Oral Language and Reading Program for ENL newcomers, targeting the development of English speaking, listening and reading skills
- b) I-Ready reading program is offered both after school and on Saturdays for all students including ELLs who need extra support in English reading skills
- c) Khan Academy, offered both after school and on Saturdays to students including ELLs who need more support in reading and mathematics skills,
- d)Afterschool Ready to Read program for Kindergarten students, including ELLs
- e) Advanced Orchestra for all students in grades 3-5, including ELLs
- f) Social Skills Group, helping students, including ELL/WSD, with difficulties in interpersonal skills to develop their social skills and English language communication skills.

- g) Drama, while developing and/or cultivating students' interest and/or potential talents in performing arts, this enrichment program provides an excellent and intriguing platform for students including ELLs to explore the functional aspect of the English language and a great opportunity for ELLs to practice their communicative skills in authentic and dynamic situations.
- h) Ballet- for grades 3, 4 & 5, including ELLs
- i) Flamenco Dance for Young Scholars in grades 4 & 5, including ELLs
- j) Gardening Club, a program to develop students' interpersonal social skills and abilities to work together as a community while promoting concept of keeping our environment/earth clean and beautiful.
- j) Title III Summer Program for newcomer ELLs (subject to funding availability)

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.

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

- A comprehensive ENL program Rigby "On Our Way to English" targeting the four English language modalities.
- Computer-based ENL program, "Rosetta Stone", which supports ELLs in developing English vocabulary, phonemic awareness, speaking, listening, reading and writing skills
- A literacy program, Columbia University's "Teacher's College Reader's and Writer's Workshop" aiming to develop and enhance students' oral language, listening skills as well as reading and writing skills
- "Junior Great Books", a literacy program to cultivate student's higher-order literacy skills
- Go Math program in both English and Spanish
- Delta Science program in English
- New York State Common Core Standards-Based Social Studies Program "Trade Book Series" in English
- New York State Common Core Standards-Based Social Studies Program "Trade Book Series in Spanish
- Technology-based reading programs RAZ-Kids and Pebble Go, aiming to improve content-based knowledge and vocabulary as well as listening and reading skills
- Computers equipped with internet access in every classroom
- Technology such as Smart Boards, document cameras and Front Row
- Student's access to borrowing books from the school library, as well as from the class library
- Listening and Fluency centers implemented in every classroom to support the ELLs, especially the newcomers
- Foundations for grades K-1 focusing on phonics and phonemic awareness
- Sadlier, focusing on phonics, vocabulary and writing skills
- Oral Language Program targeting the development of the oral language of ELLs
- Intervention Reading Labs
- AIS Math
- ELL Newcomer's Kits
- Bilingual Dictionaries/Glossaries (Spanish and English)
- Leveled Spanish Readers/Literature in fiction and nonfiction

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

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

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

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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

on professional evaluation using formative and summative assessments, and research conducted in the field. For example, Fundation, a phonics program, is used for the students in Kindergarten, grade 1 and grade 2; Sadlier phonics program is used for grades K-2; Sadlier vocabulary and grammar program is used for grades 3-5; Level literacy books are used to meet different reading levels of students, including ELLs and ELLs/SWD. In addition, Special Education Teacher Support Services (SETTS) in literacy and math skills are provided to address the needs of ELLs/SWD at different grade/age levels. Occupational Therapy (OT), Physical Therapy (PT), Speech and Language services, Adapted Physical Education (AP), and counseling are provided to ELLs with special needs. Furthermore, Integrated Co-teaching classes and small reduced-size classes are also provided to ELLs and ELLs/SWD according to their needs by age and grade level.

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).

Every year in June, our school holds a parent orientation meeting for incoming Kindergarten students. The Principal and the Assistant Principals explain the different programs offered by the school, class schedules, school rules and regulations. Translation is provided at the meeting by trained pedagogues in Spanish and Chinese as requested by parents. Parents of local preschool programs are invited to attend parent workshops at P.S. 89Q. Orientation meetings are also held for parents of newcomer ELLs at the beginning of the school year and throughout by the ENL teachers for parents to be informed and choose the program for their children. Translation in different languages is provided at the meetings by the ENL teachers, parent coordinator and other school pedagogues who are fluent in targeted workshop languages. In addition, P.S. 89Q has a Title III ELL Summer School Enrichment Program for the ELLs in grades 3-4 to ensure that these students receive continuous support during the summer months (subject to funding). This program provides ELLs with high quality instruction in English as a New Language and Mathematics.

19. What language electives are offered to ELLs?

N/A

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)?

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

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.)

All teachers, including ENL, Special Education and AIS teachers participate in rigorous ongoing CCLS aligned professional development during monthly Unit Planning Team meetings. Teachers also receive cycles of Professional Development provided by Teachers College Reading and Writing Project (TCRWP) Staff Developers, and Expertise Days from Senior TCRWP Staff Developers. Many teachers are scheduled to attend Calendar Day Workshops at Teachers College in areas of interest and need. Weekly Monday afternoon in-house professional development by school staff and/or invited guests is provided throughout the school year based on staff needs as determined by classroom observations. Workshops include topics such as curriculum planning in Literacy, Go Math, Social Studies, Science, Arts, technology, student's goals and needs. Teachers also participate in professional development on Danielson/Advance using Engage NY, teachingchannel.org, and monthly Supervisory Teacher Team Meetings. Furthermore, professional development in all curriculum areas is conducted by the literacy coaches through the New Teacher Academy to all new teachers on a weekly basis.

Please refer to our school's 2015-2016 Comprehensive Educational Plan(CEP) for the full professional development plan for all the teachers, including the teachers of ELLs, at P.S. 89Q.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

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

 - Professional development on the New York State Common Core Learning Standards
 - Professional development on Charlotte Danielson's Framework for Teaching and Advance
 - The New Teachers' Institute focusing on classroom management, workshop structure, and components of Balanced Literacy and Mathematics.
 - Providing further training in the instructionally targeted Reading and Writing Assessments
 - Using data from running records, TC Assessments, and other formative data to move struggling readers, as well as to meet the needs of the accelerated readers and writers
 - Monthly professional development/unit planning for all teachers that includes information on New Language Acquisition, ENL strategies and methodologies as well as differentiated instruction for ELLs
 - Professional development on New York State English as a Second Language Achievement Test (NYSESLAT)
 - Differentiated instruction to meet the needs of Special Education students, including ELLs with special needs
 - Attending Teacher's College study groups, calendar days, regional days and institutes
 - Attending Teacher's College Reading and Writing Project course cycles
 - An internal staff website where teachers can share, review and adopt the cross-grade curriculum plan to meet the needs of their students.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

To help facilitate the transition of our ELLs from the Elementary to Middle School, the three(3) guidance counselors at PS 89 make every effort to assist ELLs, teachers and parents throughout the entire articulation process. They provide ongoing individual and group counseling, consultation, outreach and special parent workshops related to the transition. Presentations that are related to the expectations for the middle school level, as well as how academic success can be achieved in school are also offered. Our Guidance Department not only provides our students, parents and teachers with all proper documentation, but also guides them through the entire articulation process. To help alleviate the anxiety of transitioning to a new school and grade level, arrangements are also made by our guidance counselors for student visitations and orientation meetings to their respective middle schools. In addition, the guidance counselors work in close collaboration with the middle schools' personnel to help facilitate a smooth transition for all students, including ELLs that are graduating onto intermediate school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Teachers at PS 89 receive extensive ELL-specific professional training, far surpassing the required hours by CR Part 154.2. Teachers are regularly provided with school-wide professional development on topics, which includes, but not limited to, English as a New Language Acquisition, Integrated ENL and content instruction for ELLs, ENL strategies and methodologies, Assessments for ELLs, and small group/differentiate instruction. Records are maintained for professional development attendance, location, time and agenda by the school literacy coaches. Activities include the following:

- Monthly grade unit planning on curriculum and teaching topics including small group instruction for ELLs
- Weekly professional development for new teachers to address the different needs of students including ELLs by the literacy coaches
- Monday afternoon professional development on various topics by school staff and/or invited educational specialists such as Sadlier phonics, vocabulary and grammar, Raz Kids, assessments, child abuse, OSHA, etc.
- Teacher's College regular cycles of workshops on literacy for all students by TC staff developer
- Teacher's College regular cycles of workshops on English as a New Language Acquisition and strategies by TC staff developer

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?

In addition to the ongoing Parent Orientation meetings, Teacher-Parent conferences and ENL workshops with parents, the ENL teachers at P.S. 89 hold individual meetings with the parents/guardians of their students every Tuesday afternoon during Professional Work & Parent Outreach time to discuss the goals of the program, their child's English language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. In order to best communicate with the parent, an interpreter or translator is provided for the parent at such individual parent meetings.

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.

Parent notification letters for individual meetings are sent home in advance via student's school-home connect folder by the ENL teachers. If a parent has difficulties with the scheduled time, the meeting is rescheduled to accommodate his/her needs until the parent finally attends the meeting. The ENL teachers make every effort to encourage the parent to attend the meetings via phone calls, multiple notices, individual meetings at dismissal, after school, before school and every Tuesday afternoon during Parent Outreach time. The ENL teachers maintain records for attendance, agenda of the meetings, and all the communications with parents.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents of ELLs are encouraged to be actively involved in their child's education. They are encouraged to take an active part in the Parent Involvement Committee comprised of parents, parent coordinator and an Assistant Principal. The Title I Parent Involvement Committee meets to develop and evaluate Title I services. Parents are also members of the School Leadership Team and participate in scheduled meetings; they provide input on the selection of curriculum, instructional materials for students, and assist in aligning the budget to meet the needs of our ELLs.

The parent attendance rate at our monthly Parents' Association meetings is extremely high. A telephone messenger service in different languages is utilized to notify and remind parents of important school events

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

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

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

In addition, many parents attend various parent workshops in literacy, Mathematics, addressing such topics as: familiarizing parents with the school system, the ENL and Dual Language programs, ENL/ELA standards and assessments for ELLs. and strategies to help children at home. Workshops on topics such as nutrition, diabetes, breast and cervical cancer, immigration and New York City Schools Account, school attendance and safety among others are also provided for parents.

Translation services are provided for the PTA meetings, Parent-Teacher conferences and workshops by school pedagogues and/or interpreters from a translation agency.

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

At the beginning of the school year, the parent coordinator sends a parent workshop survey to the parents in which parents can choose the workshops at school they are interested in attending as well as the time availability. In addition, another parent workshop survey is sent to parents to attend meetings outside the school. At the monthly PTA meetings, PTA committee also surveys the needs and interests of parents. To further evaluate the needs of the parents, at the end of each workshop a parent evaluation form is provided to every parent to determine how effective and informative the workshop has been. Parents are encouraged to make suggestions for future workshop topics. These parent workshops are conducted in different languages by trained workshop presenters. Translation services are always provided for the parents as needed.

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

Parents choose through parent surveys the topics of their interest. In addition, P.S. 89Q reviews the Learning Environment Survey to determine the effectiveness of its parental involvement policy for all parents, especially for parents of special needs, limited English proficiency and limited literacy, including all ethnic groups. The results of this survey are also used to plan parental involvement activities and programs to meet their specific needs. The survey forms for parents are in parent's preferred language.

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.

N/A

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Laura La Sala	Principal		10/27/15
Eileen Banks	Assistant Principal		10/27/15
Mayra Soto	Parent Coordinator		10/27/15
Meirong Xu	ENL/Bilingual Teacher		10/27/15
Jennifer Ochoa	Parent		10/27/15
Edward Maier	Teacher/Subject Area		10/27/15
	Teacher/Subject Area		
	Coach		
	Coach		
Luis Betancourt	School Counselor		10/27/15
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **24Q89** School Name: **Elmhurst School**
Superintendent:

Before you begin, please check the following:

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

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

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

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

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

The data from the school's ATS home language report, the information filled out by parents on Part III of the Home Language Identification Survey (HLIS), student Emergency Contact Cards, as well as feedback from teachers and other staff members, is compiled to determine what language services are needed in the area of written translation and oral interpretation. The data was collected and analyzed to determine the language preferences and needs and the of the school and community.

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.

P.S.89Q is a diverse, multi-cultural and multilingual school community. Parent's preferred languages are as follows:
Spanish, English, Bengali, Mandarin, Cantonese, Napali, Tibetan, Punjabi (Panjabi), Pilipino (Tagalog), Indonesian, Hindi, Urdu, Polis Gujarati, Ukrainian, Arabic, Japanese, Albanian, Korean, Thai, Burmese

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.)

In addition to the critical information about educational programs and services aforementioned that must be translated to address the language needs of the parent community, the following documents are translated and disseminated to parents every year. These documents address Chancellor's Regulation A-663, Section V, Parts A and B.

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

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

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

2. 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.

- a. Meet the Teacher Night, held in September annually, whereby teachers meet with parents to discuss school and grade expectations and promotional requirements
- b. Teacher-Parent Conference, held in November, March and May every school year
- c. Monthly PTA meetings
- d. Annual Parent Orientation for incoming Kindergarten students in June
- e. Individual meetings with parents every Tuesday afternoon during Parent Outreach time
- f. ELL Parent workshops held in November and March
- g. Ongoing Parent Orientation meetings with newcomer ELL parents throughout the school year
- h. Various workshops conducted for parents throughout the school year in Math, literacy, health, and parenting skills, etc.
- i. Weekly First Steps Parent-Toddler Program, which teaches parents how to help young children develop English oral language skills
- J. Meetings with parents held by guidance counselors and school based support team 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.

To address both the oral interpretation and written translation needs of our staff, students and families, P.S. 89Q has developed an in-house translation and interpretation system, comprised of teachers, paraprofessionals, parents and support staff. Notifications, letters and/or documents are translated to parent's preferred languages by the members of the school translation team before they are disseminated. Oral interpretation for administration, teachers and parents is also provided by the in-house translation and interpretation system. Teachers who need oral interpretation or written translation directly coordinate with the members of the in-house translation and interpretation system for their needs in advance of the event.

Teachers, parents and administration obtain translation and interpretation services through the Parent Coordinator, and the DOE Translation and Interpretation Unit. In addition, school has money allocated for translation services for parents and teachers to hire on-site interpreters for events as needed. The school also utilizes templates and translated documents provided by the DOE Translation and Interpretation Unit as appropriate.

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.

To more effectively meet the needs of our school community, P.S.89Q has established an in-house interpretation and translation system, which is comprised of teachers, paraprofessionals, parents and support staff. Mostly our interpretation services will be provided by the in-house interpretation and translation system.

Interpretation services for low incidence languages that are beyond the capacity of our in-house interpretation and translation system such as Indonesian, Nepoli, Tibetan will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, or on-site interpreters from an outside vendor, when needs arise.

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.)

P.S.89Q will make sure that all staff members are aware of the in-house interpretation and translation system, the translation services provided by the DOE Translation and Interpretation Units as well as services provided by other translation agencies. Notification of the establishment of such in-house system and the availability of the over-the-phone interpretation service via the DOE Translation and Interpretation Unit will be discussed and distributed to all staff members at the staff meetings. The

secretarial staff will create forms and letters with important information regarding translation for teachers and parents to be housed in key locations that are easily accessible to all.

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

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

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)

Each year the parents/guardians complete a school Learning Environment Survey which provides feedback on family-school connections including communication with families. We analyze the data to determine if adjustments need to be made in the translation and interpretation plan.