



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : **P.S. 89 – WILLIAMSBRIDGE SCHOOL**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): **11x089**

PRINCIPAL: **RALPH MARTINEZ** EMAIL: **RMARTIN72@SCHOOLS.NYC.GOV**

SUPERINTENDENT: **ELIZABETH WHITE**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Ralph Martinez	*Principal or Designee	
Robert Breintenbach	*UFT Chapter Leader or Designee	
Annette Alvarado	*PA/PTA President or Designated Co-President	
Valerie Rizzo	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Donna Stuart	Member/	
Ismael Rogers	Member/	
Lillian Alder	Member/	
Carrie Meacham	Member/	
Annette Caballero	Member/	
Nicole Hill	Member/	
Kim Nieves	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2012, the subgroup “Students With Disabilities” in grades 3 through 8 will demonstrate progress towards achieving the NYS standards as measured by a 3% increase in the ELA scaled score on the NYS ELA Exam.

Comprehensive needs assessment

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

	Performance Index 2008-2009	Effective Annual Measurable Objective 2008-2009	Performance Index 2009-2010	Effective Annual Measurable Objective 2009-2010	Performance Index 2010-2011	Effective Annual Measurable Objective 2010-2011
All Students	161	140	151	151	118	118
Blacks	159	137	145	147	106	115
Hispanics	159	138	145	149	113	116
Students With Disabilities	116	136	113	147	68	114
English Language Learners	155	136	142	147	109	114

For the past three years, the school has made Annual Yearly Progress (AYP) in ELA.. However, over the past two years, four subgroups, Blacks, Hispanics, Students with Disabilities, and English Language Learners did not meet the ELA Performance Objectives. During the 2009-2010 school year, the state rescaled the ELA assessment, resulting in a decline in overall student performance across the city. School-wide, we saw a decline from 64% scoring Level 3 and above (Spring 2009) to 28% of all students scoring Level 3 and above (Spring 2010). The effect on subgroups was even more pronounced. We saw the greatest decline in performance for our Students with Disabilities (SWD).

Spring 2011 testing results indicate that our SWD population scored significantly lower than students in the other three subgroups (Black, Hispanic, and ELL)

Grade	# Tested	Level 1 Percentage	Level 2 Percentage	Levels 3 + 4 Percentages
General Education				
2010-2011	671	9	52	39
2009-2010	629	11	54	35
2008-2009	688	1	25	74
SWD				
2010-2011	185	44	51	5
2009-2010	192	46	49	5
2008-2009	181	12	63	25

An analysis of the 2010-2011 data demonstrates the following:

- 39% of our general education students achieved Levels 3 and 4 as compared to 5% of our SWD population.
- Furthermore, 44% of our SWD population scored Level 1 as opposed to 9% of our general education students, representing no significant movement from Level 1 to a higher performance level for our SWD population from 2009-2010 to 2010-2011.
- Analysis also reveals that when comparing our SWD populations' performance from 2009-2010 to 2010-2011, the percentage of students scoring in each Performance Level remained essentially unchanged (46% as compared to 44%).
- Further analysis demonstrates a significant increase in the percentage of our SWD population scoring in Level 1 from 2008-2009 to 2009-2010 (12% as compared to 46%). There was a comparable decline in the percentage of our SWD population scoring in Levels 3 and 4 from 2008-2009 to 2009-2010 (25% as compared to 5%).
- When examining the three year trend in performance, from 2008-2011, it is evident that the performance of our SWD population has declined significantly and continues to be a main focus.

An examination of the performance indicators of the 2010-2011 NYS ELA exam provided useful information to target areas of need in our SWD population. The following table represents areas where less than 50% of our SWD population met grade level expectations.

	Current Grade 4	Current Grade 5	Current Grade 6	Current Grade 7	Current Grade 8
ELA Performance Indicators	Author's Purpose Collect Data Determine Meaning General Causes Graphic Organizers Important Details Main Idea Make Predictions Produce Responses Specific Evidence Story Structure	Central Idea Fact/Opinion Form Opinion Implicit Information Implied Information Literary Devices Organizational Formats Read texts	Cultural Influences Different Perspectives Literary Devices Missing Information	Author's Message Cultural Values Informational Text Poetic Elements Relevant Information Visual Language	Clear Analysis Condense Information Connect Text Context Clues Differing Viewpoints Draw Conclusions Evaluate Examples Poetic Elements Reading Purpose Support Ideas Unclear Information Visual Language Writer's Assumptions

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

The subgroup SWD continues to be our focus for this year. For three consecutive years, this subgroup has scored significantly lower than our general education population as well as other student subgroups. The difficulties that our SWD population continues to experience in ELA has impacted negatively in all other content areas. School-wide curriculum planning continues to be implemented in all content areas to support our SWD.

Professional development for special education staff will focus on: differentiating instruction, aligning the ELA curriculum to the CCLS, creating rigorous and engaging tasks for SWD, integrating technology into instruction through the use of Smartboards and laptops, developing teacher skills in writing appropriate IEP SMART goals, and implementing the RISC/iZONE model into teaching and learning. To address the issue of continued low performance by our SWD population, we will be focusing on professional development, school organization, and curriculum/instructional design and monitoring.

1. **Professional Development** – The following professional development activities will be offered to staff to improve teacher effectiveness in delivering ELA instruction.
 - Wendy Driesman (CEI-PEA consultant) will facilitate PD activities for teachers of students with disabilities. Monthly activities will include the development of reading and writing strategies in alignment with grade level curricula.
 - Sue Hakimi (Special Education Staff Developer) will facilitate workshops dealing with the development and interpretation of IEPs and the development of SMART goals. She will offer assistance to teacher teams as they develop strategies for delivering curriculum to SWD.
 - Fern Berenberg (Heart of Change consultant) will facilitate monthly professional development activities and workshops, as well as coach teachers in grades six, seven, and eight, on strategies to differentiate instruction for SWD.
 - Copper Stoll (RISC/iZONE consultant) will coach teachers as they create learner-centered ELA and Math classrooms where there is a shared vision, code of conduct, and a process for monitoring progress.
2. **School Organization** – With the restructuring of our school, special education teachers were integrated into teacher teams with general education colleagues and no longer isolated as a separate entity. Special education and general education teachers are working collaboratively to look at student work, integrate literacy across content areas in alignment with the CCLS, use data to inform and personalize instruction in ELA, and develop literacy tasks which are engaging and rigorous.
 - **Common Planning** – Teachers of SWD will work collaboratively with general education teachers during weekly grade level planning sessions. Meeting two to three periods weekly, teachers will develop curriculum units in ELA and mathematics aligned with the CCLS,

develop rigorous lessons, design common assessments to demonstrate proficiency, create systems to allow students to monitor their own progress and grade-wide and individual progress.

- **Inter-visitations** – Inter-visitations between special education staff and general education staff will be scheduled in order to build capacity concerning best practices.
 - **Inclusive Practices** – We have moved towards greater integration of SWD with general education students through the establishment of Integrated Co-Teaching Classes (ICT) from kindergarten through eighth grade. We currently have ten such classes. In addition, the following have been undertaken to increase the mainstreaming of SWD into the general education population.
 - a. Students in self-contained classes will be given the opportunity to be mainstreamed into general education classes for ELA and mathematics, as determined by performance on formal/informal assessments and teacher recommendation.
 - b. Classrooms for students with disabilities will continue to be integrated with general education classrooms within the physical plant.
 - c. Classes for students with disabilities, both self-contained and ICT, will continue to be integrated into the Arts and Humanities Academy, as well as the Science, Technology, Engineering, and Math Academy (STEM).
 - d. Our eighth grade ICT class is structured on a new model. The class is departmentalized based on content areas and the ICT teacher travels with the class.
3. **Curriculum/Instructional Design and Monitoring**– The PS 89 learning community defines rigor as excellence in the delivery of instruction facilitating the students’ capacity to understand complex concepts while focusing on what individual students find challenging. Teachers have high expectations of SWD, perceiving them as general education students first with the shared belief that all students can learn. These students are held to the same academic expectations as the general education students. Students are encouraged to take ownership of their learning and often have “choice and voice” in what and how they learn. To ensure that instruction is rigorous the following steps will be taken:
- Teachers across all grade levels collaborate in teacher teams two to three times per week to develop curriculum and assessments that are aligned with CCLS and ensure that students master skills needed for the 21st century.
 - Teachers have collaboratively designed an ELA curriculum map used as an instructional framework.
 - Teachers use assessment data, both hard and soft, to modify and direct instruction in order to address individual needs. Teachers also frequently monitor student progress in order to adjust instruction throughout the year.
 - a. NYSTART, ATS, ARIS, and SESIS reveal information on student performance on standardized tests as well as on quarterly report cards. Teacher–created, formative assessments and observations demonstrate what individual students have learned and mastered.
 - b. Teachers utilize “Jupiter Grades” to keep parents and students informed of individual student progress and needs. Additionally, parents are kept informed through telephone calls, progress reports and quarterly report cards.
 - c. An analysis of results over a three year period allows teacher teams to identify trends.
 - d. The use of NYC Survey, in-house surveys, and interviews provide information and opinions of various constituencies.
 - e. The following measures of data and systems have been put in place:

Hard Data	Collected and Analyzed By...
Teacher created formative tests	Classroom teachers, all content areas
Teacher team common assessments	Classroom teachers, ELA and mathematics
Standardized tests	Teachers, data specialist, teacher teams, coaches
Unit tests	Classroom teachers
Acuity data	Data specialist, classroom teachers, instructional teams
ARIS data	Data specialist, classroom teachers, instructional teams
Attendance data	Data specialist, guidance staff, pupil personnel secretary, attendance teacher, administrative team
Student work samples	Classroom teachers, instructional team
NYS alternate assessment data	Special education teachers, data specialist, coaches

Soft Data	Collected and Analyzed By...
Conferencing, peer editing, thumbs up	Classroom teachers
Checking for Understanding	Classroom teachers
Exit slips	Classroom teachers
One on one interviews	Classroom teachers
Interest inventories	Classroom teachers, instructional teams, parent coordinator, student council
Stop and Jot Think-Pair-Share	Classroom teachers
Jot-Pair-Share	Classroom teachers
Active participation	Classroom teachers
Checklist	Classroom teachers

- A blended teaching model will be utilized, personalizing instruction through direct teaching and the integration of technology.
- Two new writing programs geared to helping SWD meet the CCLS have been introduced and are currently being integrated into the curriculum. The “Basic Writing Skills Program”, based on the work of Judith C. Hochman, Ed.D of the Windward Teacher Training Institute in White Plains is a “systematic and direct instruction program”. “Writing Aviator” by America’s Choice is a sequenced instructional system that allows students to work on grade level while strengthening writing fluency and effectiveness.
- Students will be empowered through project-based learning. Using an inquiry model and technology students will seek answers to issues or questions they would like to explore.
- Our lowest performing SWD have been targeted for additional small group instruction during the school day in both ELA and mathematics. This instruction is provided by content-area specialists.
- A Saturday Academy will also provide support to our SWD population in ELA and mathematics.
- The Dream Academy, a partnership with BELL, provides a 5 day per week, six week summer program to our SWD population, with an instructional component, trip component, and parent involvement. This will be offered again for the summer of 2012.
- Community outreach programs are utilized whenever available/appropriate.

Strategies to increase parental involvement

Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP. *(By June 2012, the subgroup “Students With Disabilities” in grades 3 through 8 will demonstrate progress towards achieving the NYS standards as measured by a 3% increase in the ELA scaled score on the NYS ELA Exam.)*

To achieve this goal the following strategies and activities will be implemented during the 2011- 12 school year:

- Workshops will be provided on the utilization of on-line tools to help parents/guardians monitor their child’s progress throughout the year.
- Parents will have opportunities to participate in workshops designed to make them aware of ELA strategies used by ELA staff to improve student achievement. In addition, they will be introduced top on-line tools such as Study Island.
- Classroom and ELA teachers will facilitate workshops focused on ways in which parents can help their children at home.
- In consultation with the PTA and the Administrative Team, the Parent Coordinator will create and disseminate a monthly calendar designed to keep parents/guardians aware of activities designed to improve all around academic achievement.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

To ensure that staff is qualified to deliver high quality instruction in ELA to Students with Disabilities, the following strategies and activities will be implemented:

Professional Development Activities

Area	Audience	Facilitator	Timeframe	Workshop Topics/Activities
Danielson Framework For Teaching	All Staff	Luis Quan –consultant – CEI-PEA	Sept. 2011 - June 2012	*Introduction to the Danielson Framework and Rubrics *Self-Assessments and Teacher Resources
Early Childhood Ed	Pre K - 1	Dorothy Cusack-consultant- CEI-PEA	Sept. 2011 - June 2012	*Curriculum and tasks development *Assessment and feedback
ELA	Pre K - 5	Brian Green – consultant- CEI-PEA	Nov. 2011 – Jun. 2012	*Unpacking the Common Core Learning Standards in Reading and Writing
ELA	Pre-K-5	Nadine Ruzzier - consultant Literacy Support Systems	Sept. 2011- Jun. 2011 (weekly)	*Curriculum and tasks development *Demonstration Lessons *Assessment and feedback
ELA	K - 8	Julia Figueroa - Data Specialist	Sept. 2011 - June 2012	*Data Analysis/Interpretation
ELA	4-8	Shamel Farley-consultant America’s Choice	Sept. 2011 – Jan. 2012 (monthly)	*Curriculum and tasks development *Demonstration Lessons
ELL - ELA	K- 8	Yvonne McCawley-ELL Coordinator	Sept. 2011 – June 2012	*Curriculum Integration of ELL Strategies
SPED - ELA	K - 8	Sue Hakimi - Coach	Sept. 2011 – June 2012 (weekly)	*Curriculum Integration of strategies for Students with Disabilities
ELA	STEM 6 - 8	RISC/IZONE	Sept. 2011 – June 2012	*Development of School-wide Vision * Authentic Education *Curriculum Alignment *Personalization of Instruction
ELL	ELL Team	Rosa Delgado – consultant Literacy Support Systems	Sept. 2011 – June 2012	*Development of ELL strategies in alignment with grade level curriculum units and the CCLS

ELA	SPED Team	Wendy Driesman – Consultant CEI-PEA	Sept. 2011 – June 2012	*ELA/Math strategies for SWD *Curriculum Alignment with CCLS
ELA	SPED Team	Sue Hakimi	Sept. 2011 – June 2012	*IEP Development & Interpretation *Curriculum Development
Middle School	6 - 8	Fern Berenberg - Consultant Heart of Change	Sept. 2011 – June 2012	*Differentiated Instruction
STEM	K - 3 6- 8	Copper Stoll – Consultant – RISC/ IZONE	Sept. 2011 – June 2012	*RISC model *Authentic Education

Feedback to Teachers

The Principal and Assistant Principals will develop a calendar for formal and informal observations using rubrics based on RISC/IZONE and the Danielson model. Feedback will be provided on an on-going basis to help teachers improve their craft.

1. Supervisors will conduct a minimum of six informal observations, per teacher, using selected elements from the Danielson rubric.
2. There will be a 10 % increase in the number of teachers indicating on the NYC Survey that school leaders provide them with regular feedback about their teaching as compared to the 2010 – 2011 school year.
3. Teachers will take self-assessments on selected components from the Danielson framework.
4. Teachers and administrators will collaboratively design personalized professional development plans, for each teacher, based on results from self-assessments and administrative observations.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

The following partnerships have been established to support our efforts in improving student achievement in the area of English Language Arts:

- Einstein Hospital – Health and Nutrition Program
- Children’s Hospital at Montefiore – CHAM JAM (Joining Academics and Movement)
- 21st Century After School Clubs and Saturday Literacy/Math Academy (21st Century Grant)
- The Leadership Program – Anti-bullying Program
- ELL/SWD Dream Academy (Title I)
- Bell After-school Program – This SES provider collaborates with P.S. 89 staff to provide support for our Level 1 and Level 2 students.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title 1 funds have been allocated for professional development activities throughout the year. Utilizing the expertise of consultants from CEI-PEA, Heart of Change, Literacy Support Systems and America's Choice teachers will enhance their ability to delivery quality instruction in ELA.

Tax Levy – NYSTL - Texts & materials

Title 1, Title III – Extended-day activities (ELL Dream Academy and Saturday Academy)

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2012, the ELL student group will demonstrate progress towards achieving state standards as measured by a 3% increase in students scoring at Performance Levels 3 and 4 on the NYS ELA Assessment.

Comprehensive needs assessment

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

	Performance Index 2008-2009	Effective Annual Measurable Objective 2008-2009	Performance Index 2009-2010	Effective Annual Measurable Objective 2009-2010	Performance Index 2010-2011	Effective Annual Measurable Objective 2010-2011
All Students	161	140	151	151	118	118
Blacks	159	137	145	147	106	115
Hispanics	159	138	145	149	113	116
Students With Disabilities	116	136	113	147	68	114
English Language Learners	155	136	142	147	109	114

For the past three years, our school has made Annual Yearly Progress (AYP) in ELA. However, over the past two years, four subgroups (Blacks, Hispanics, Students with Disabilities, and English Language Learners) did not meet the ELA Performance Objectives. During the 2009-2010 school year, the state rescaled the ELA assessment, resulting in a decline in overall student performance across the city. School-wide, we saw a decline from 64% (Spring 2009) scoring Level 3 and above to 28% (Spring 2010) of all students scoring Level 3 and above. The effect on subgroups was even more pronounced, resulting in our ELL population not meeting the AYP two consecutive years (2009-2010 and 2010-2011).

Spring 2011 ELA testing results indicate that school-wide, our ELL population scored significantly lower than general education students in Levels 3 and 4 (18% compared to 39%) while a greater percentage of ELL students scored in Level 1 as compared to general education students (28% versus 9%).

Table A: Results of 2011 ELA

Grade	# Tested	Level 1 Percentage	Level 2 Percentage	Levels 3 + 4 Percentages
General Education				
2010-2011	671	9	52	39
2009-2010	629	11	54	35
2008-2009	688	1	25	74
ELL				
2010-2011	156	28	54	18
2009-2010	149	33	48	19
2008-2009	142	5	44	51

Table B: Students Scoring in Levels 3 and 4 on 2011 ELA

	Current Grade 4		Current Grade 5		Current Grade 6		Current Grade 7		Current Grade 8	
	# Tested	%	# Tested	%	# Tested	%	# Tested	%	# Tested	%
English Proficient	92	32	91	34	92	42	142	41	131	31
Limited English Proficient	31	39	30	17	30	13	22	23	19	0

An analysis of the 2010-2011 ELA assessment (Table A) demonstrates the following:

- 39% of the general education students achieved Levels 3 and 4 while only 18% of the ELL population scored in Levels 3 and 4.
- 9% of our general education students scored in Level 1 while 28% of our ELL students scored in Level 1. This represents a three-fold difference.
- Over the three year period 2008-2011, the percentage of ELL students scoring in Levels 3 and 4 shows a significant decline from 51% to 18%. The percentage in Level 2 increased by 10% over the same period from 44% to 54%. While the percentage of ELL students in Level 1 decreased by 5% from 2009-2010 to 2010-2011, there was a 23% increase in Level 1 ELL students from 2008-2009 to 2010-2011.

An analysis of the 2010-2011 ELA Assessment (Table B) demonstrates the following:

- In our current grade 4, a higher percentage of ELL students scored in Levels 3 and 4 as compared with our English proficient students, 39% versus 32%.

- In our current grade 5, 17% of ELL students scored in Levels 3 and 4 as compared to 34% of English proficient students
- In our current grade 6, 13% of ELL students achieved Levels 3 and 4 as compared with 42% of English proficient students.
- In our current grade 7, 23% of ELL students scored Levels 3 and 4 as compared with 41% of English proficient students.
- In our current grade 8, there were no students who achieved Levels 3 or 4 while 31% of English proficient students were able to do so.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

PS 89 has a large ELL population which continues to increase. It is important to note that many of our incoming ELL students, particularly in the middle school, are arriving with little or no formal education. This presents a unique instructional challenge. Therefore, the subgroup of ELL students continues to be a targeted population. School-wide curriculum planning continues to be implemented in all content areas to support our ELL students. Professional development for ELL staff will focus on: language acquisition, differentiating instruction, aligning the ELA curriculum to the CCLS, creating rigorous and engaging tasks for ELL students, integrating technology into instruction through the use of Smartboards and laptops, and implementing the RISC/iZONE model into teaching and learning for specific grades. To address the issue of continued low performance by our ELLs, we will be focusing on professional development, school organization, and curriculum/instruction.

1. **Professional Development** – The following professional development activities will be offered to ELL staff to improve teacher effectiveness in delivering instruction in ELA and mathematics.
 - Rosa Delgado (Consultant-Literacy Support Systems) will facilitate bi-weekly workshops with the ELL team (grades k-8) to provide teachers with the skills and strategies necessary to deliver the ELA and mathematics grade level curriculum to English language learners, focusing on English language acquisition and differentiation of instruction.

- Yvonne McCawley (ELL Coordinator) will assume the role of ELL coach and provide teachers with demonstration lessons and feedback regarding ELL strategies used in conjunction with the ELA and math curricula. She will support teacher teams as they develop ELA units and tasks for ELLs as well as the development of relevant SMART goals.
 - Copper Stoll (RISC/iZONE consultant) will coach select teachers as they create learner-centered ELA and math classrooms that reflect a shared vision, code of conduct, and a process for monitoring progress.
 - Luis Quan (CEI-PEA consultant) will facilitate professional development opportunities for ELL staff in designing coherent instruction and engaging student in learning through differentiated instruction and project based activities.
 - Teachers will receive in-house professional development focused on our school-wide initiative to teach non-fiction reading and writing across content areas using strategies such as scaffolding with an emphasis on academic rigor.
2. **School Organization** – With the restructuring of our school, ELL teachers were integrated into teacher teams with general education colleagues and no longer isolated as a separate entity. They are, however, given the opportunity to meet as a separate unit to share best practices. ELL teachers and general education teachers are working collaboratively to look at student work, integrate literacy across content areas in alignment with the CCLS, use data to inform and personalize instruction in ELA, and develop literacy tasks which are engaging and rigorous.
- **Common Planning** – Teachers of ELLs will work collaboratively with general education teachers during weekly grade level planning sessions. Meeting two to three periods weekly, teachers will develop curriculum units in ELA and mathematics aligned with the CCLS, addressing the specific needs of ELL students, develop rigorous lessons, design common assessments to demonstrate proficiency, create systems to allow students to monitor their own progress and grade-wide and individual progress.
 - **Inter-visitations** – Inter-visitations between ELL staff and general education staff, as well as between ELL teachers, will be scheduled in order to build capacity concerning best practices.
 - **Licensing** – Although some of our ELL teachers are licensed as such, the remainder are currently working towards ELL certification with a goal towards 100% licensing in area.
3. **Curriculum/Instructional Design** – The PS 89 learning community defines rigor as excellence in the delivery of instruction facilitating the students’ capacity to understand complex concepts while focusing on what individual students find challenging. Teachers have high expectations of ELLs, focusing as language acquisition as a foundation for all content areas. Students are encouraged to take ownership of their learning and often have “choice and voice” in what and how they learn. To ensure that instruction is rigorous the following steps will be taken:
- Teachers across all grade levels collaborate in teacher teams two to three times per week to develop curriculum and assessments that are aligned with CCLS and ensure that students master skills needed for the 21st century.
 - Teachers have collaboratively designed an ELA curriculum map used as an instructional framework.
 - Teachers use assessment data, both hard and soft (see Table A and B from Goal #1), to modify and direct instruction in order to address individual needs. Teachers also frequently monitor student progress in order to adjust instruction throughout the year.
 - a. NYSTART, ATS, and ARIS reveal information on student performance on standardized tests as well as on quarterly report cards. Teacher-created, formative assessments and observations demonstrate what individual students have learned and mastered.

- b. Teachers utilize “Jupiter Grades” to keep parents and students informed of individual student progress and needs. Additionally, parents are kept informed through telephone calls, progress reports and quarterly report cards.
- c. An analysis of results over a three year period allows teacher teams to identify trends.
- d. The use of NYC Survey, in-house surveys, and interviews provide information and opinions of various constituencies.
- An after-school program designed to combine academic intervention and the Arts for our ELL students will meet twice a week (Monday/Friday). The program is devoted not only to core curriculum areas but will also focus on the Arts with parent involvement as a component.
- The Dream Academy, a partnership with BELL, provides a 5 day per week, six week summer program to our ELL population. The academy consists of an instructional component, trip component, and parent involvement all geared towards facilitation of acquisition of language. This will be offered again for the summer of 2012.
- Parents are kept involved concerning student progress and activities in their home language through our multi-lingual staff members which include the ESL coordinator, data specialist, bilingual and ESL teachers, paraprofessionals, parent coordinator, and principal.
- Community outreach is utilized whenever available and appropriate.
- All ELL classrooms are equipped with Smartboards and students will be given the opportunity to become more proficient using software appropriate for their needs.

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

To achieve this goal the following strategies and activities will be implemented during the 2011- 12 school year:

- Workshops will be provided on the utilization of on-line tools to help parents/guardians monitor their child’s progress throughout the year.
- Parents will have opportunities to participate in workshops designed to make them aware of ELA strategies used by ELA staff to improve student achievement. In addition, they will be introduced top on-line tools such as Study Island.
- Classroom and ELA teachers will facilitate workshops focused on ways in which parents can help their children at home.
- In consultation with the PTA and the Administrative Team, the Parent Coordinator will create and disseminate a monthly calendar designed to keep parents/guardians aware of activities designed to improve all around academic achievement.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Teachers of English Language Learners will participate in the following professional development activities to enhance their ability to deliver quality

instruction utilizing ELL strategies.

Curriculum Area	Grade (s)	Facilitator	Timeframe	Activities
ELA	K-5	Nadine Ruzzier - consultant Literacy Support Systems	Sept. 2011- Jun. 2011 (weekly)	*Curriculum and tasks development *Demonstration Lessons *Assessment and feedback
ELA	K - 8	Data Specialist	Sept. 2011 - June 2012	*Data Analysis/Interpretation
ELA	4-8	Shamel Farley- consultant America's Choice	Sept. 2011 – Jan. 2012 (monthly)	*Curriculum and tasks development *Demonstration Lessons
ELA/ELL	K- 8	Yvonne McCawley- ELL Coordinator Luis Quan – CEI-PEA, consultant Rosa Delgado – CEI-PEA, consultant	Sept. 2011 – June 2012	*Curriculum Integration of ELL Strategies
ELA	STEM 6 - 8	RISC/IZONE Authentic Education	Sept. 2011 – June 2012	*Development of School-wide Vision *Curriculum Alignment *Personalization of Instruction

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

The following partnerships have been established to support our efforts in improving student achievement in the area of English Language Arts:

- Einstein Hospital – Health and Nutrition Program
- Children’s Hospital at Montefiore – CHAM JAM (Joining Academics and Movement)
- 21st Century After School Clubs and Saturday Literacy/Math Academy (21st Century Grant)
- The Leadership Program – Anti-bullying Program
- ELL/SWD Dream Academy (Title I)

Bell After-school Program – This SES provider collaborates with P.S. 89 staff to provide support for our Level 1 and Level 2 students.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title I funds have been allocated for professional development activities throughout the year. Utilizing the expertise of consultants from CEI-PEA, Heart of Change, Literacy Support Systems and America's Choice teachers will enhance their ability to delivery quality instruction in ELA.

Tax Levy – NYSTL - Texts & materials

Title 1, Title III – Extended-day activities (ELL Dream Academy and Saturday Academy)

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2012, all administrators will conduct a minimum of four formative observations for each teacher focusing on student engagement, discipline and academic proficiency, differentiated instruction and the RISC/iZONE model using a rubric design based on the Danielson “Framework for Teaching”.

Comprehensive needs assessment

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

In order to improve the instructional focus across all classrooms, certain procedures must be put in place. They include the setting of clear expectations, providing evidence-based feedback from frequent classroom observations, and a common view of instruction and curriculum. As a result, teachers will learn to recognize what effective teaching looks like, what’s working and what’s not, and what types of strategies will improve their practice. The results of past school-wide surveys and conversations indicated that post-observation feedback was not given in a timely fashion and therefore had limited impact on improving the effectiveness of instructional practices. By offering clear guidance, administrators can help staff develop the skills needed to increase the academic rigor in their classrooms.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- We will use a research-based teaching framework (Danielson’s “Framework for Teaching”) to define clear expectations for teacher practice and as a guide for teacher development. The Professional Development Team, consisting of administrators, coaches, and teacher leaders, in collaboration with RISC/iZONE consultants, will develop a year-long plan to introduce teachers to classroom design and delivery in a

learner-centered environment. The components of the Danielson framework will be utilized to provide high quality feedback to teachers .

Professional Development

1. CEI-PEA consultant, Luis Quan, will facilitate professional development opportunities during the 2011-2012 school year designed to;
 - a. introduce teachers to the research-based Danielson framework.
 - b. develop teacher understanding of the four domains of the Danielson Framework.
 - c. support teachers as they conduct and evaluate self-assessments.
 - d. support administrative staff, in their role as coach, to help facilitate meaningful conversations about teaching.
2. RISC/iZONE consultant, Copper Stoll, will coach teachers as they design learner-centered classrooms focusing on;
 - a. the alignment of school and classroom shared visions and code of conduct.
 - b. implementation of Plan-Do-Check-Adjust (PDCA).
 - c. development of competency based learning and assessments.
 - d. differentiated and multiple modes of learning.
3. Principals and Assistant Principals will develop a calendar for formative observations using rubrics based on RISC/iZONE and the Danielson model.
4. Administrators and staff will avail themselves of on-line professional development and explore feedback protocols in ARIS Learn.
5. Supervisors and coaches, in collaboration with teachers, will develop individual professional development plans for each teacher focusing on individual components of the Danielson Framework.
6. Utilizing a tool containing elements of the Danielson framework, teacher teams will participate in vertical walk-throughs to assess best practices. The following competencies will be focused on this year;
 - a. Design coherent instruction
 - b. Establish a culture for learning
 - c. Manage student behavior
 - d. Use questioning and discussion techniques focusing on higher-level thinking
 - e. Engage students in learning
 - f. Use assessment to inform instruction

Evidence

1. Supervisors will conduct a minimum of four formative observations for each teacher using selective elements of the Danielson Framework.
2. There will be a 10% increase in the number of teachers indicating on the NYC Survey that school leaders provide them with regular feedback about their teaching as compared to the 2010-2011 school year.
3. Teachers will take self-assessments from selected components of the Danielson Framework.
4. Teachers and administrators will collaboratively design personalized professional development plans for each teacher based on results from self-assessments and administrative observations.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

To achieve this goal the following strategies and activities will be implemented during the 2011- 12 school year:

- Workshops will be provided on the utilization of on-line tools to help parents/guardians monitor their child's progress throughout the year.
- Parents will have opportunities to participate in workshops designed to make them aware of ELA strategies used by ELA staff to improve student achievement. In addition, they will be introduced top on-line tools such as Study Island.
- Classroom and ELA teachers will facilitate workshops focused on ways in which parents can help their children at home.
- In consultation with the PTA and the Administrative Team, the Parent Coordinator will create and disseminate a monthly calendar designed to keep parents/guardians aware of activities designed to improve all around academic achievement.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

The Principal and Assistant Principals will develop a calendar for formal and informal observations using rubrics based on RISC/IZONE and the Danielson model. Feedback will be provided on an on-going basis to help teachers improve their craft.

1. Supervisors will conduct a minimum of four informal observations, per teacher, using selected elements from the Danielson rubric.
2. There will be a 10 % increase in the number of teachers indicating on the NYC Survey that school leaders provide them with regular feedback about their teaching as compared to the 2010 – 2011 school year.
3. Teachers will take self-assessments on selected components from the Danielson framework.
4. Teachers and administrators will collaboratively design personalized professional development plans, for each teacher, based on results from self-assessments and administrative observations.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

The following partnerships have been established to support our efforts in improving student achievement in the area of English Language Arts:

- Einstein Hospital – Health and Nutrition Program
- Children's Hospital at Montefiore – CHAM JAM (Joining Academics and Movement)
- 21st Century After School Clubs and Saturday Literacy/Math Academy (21st Century Grant)
- The Leadership Program – Anti-bullying Program

➤ ELL/SWD Dream Academy (Title I)

Bell After-school Program – This SES provider collaborates with P.S. 89 staff to provide support for our Level 1 and Level 2 students.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title I funds have been allocated for professional development activities throughout the year. Utilizing the expertise of consultants from CEI-PEA, Heart of Change, Literacy Support Systems and America's Choice teachers will enhance their ability to delivery quality instruction in ELA.

Tax Levy – NYSTL - Texts & materials

Title 1, Title III – Extended-day activities (ELL Dream Academy and Saturday Academy)

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Title 1 funds have been allocated for professional development activities throughout the year. Utilizing the expertise of consultants from CEI-PEA, Heart of Change, Literacy Support Systems and America's Choice teachers will enhance their ability to delivery quality instruction in ELA.

Tax Levy – NYSTL - Texts & materials

Title 1, Title III – Extended-day activities (ELL Dream Academy and Saturday Academy)

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	49	30	N/A	N/A	8	2	6	5
1	82	57	N/A	N/A	9	4	5	4
2	97	86	N/A	N/A	5	7	7	6
3	71	71	N/A	N/A	7	8	4	3
4	85	83	50		4	5	6	5
5	103	103			9	2	14	9
6	121	102			10	4	16	16
7	124	104			5	7	23	15
8	109	89	55		13	16	31	25
9	N/A	N/A						
10	N/A	N/A						
11	N/A	N/A						
12	N/A	N/A						

At-risk Health-related Services	
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**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

P.S. 89 – WILLIAMSBRIDGE SCHOOL

PARENT INVOLVEMENT POLICY (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, P.S. 89, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

P.S. 89's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to

more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator, Marina Morales, or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. Ms. Morales will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home. The following workshops and activities will be facilitated by the Parent Coordinator, PTA and school staff:
 1. SES Provider Fair – October 2011
 2. PTA Meetings – Monthly
 3. Technology- ARIS- Jupiter Grades – November/December 2011

The following parent workshops will be facilitated by the Leadership Program throughout the year:

1. Successful Communication – Family Talk
2. Coping With Change
3. Responding to Challenging Behaviors
4. Keeping it Cool – Managing Conflict and Anger
5. High School/College Search
6. SMART Goal Setting – Prioritizing and Organizing Life
7. Time Track – Techniques for Managing Time at Home & Work
8. Common Cents – Financial Management
9. Safe Streets Drug/Gang Awareness
10. Empowerment and Motivation

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 20th of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

P.S. 89 – Williamsbridge School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 20th of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 11X089 **School Name:** THE WILLIAMSBRIDGE SCHOOL

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

ELA 3-8

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
 - Professional development opportunities for all teachers which will focus on new strategies to help struggling students; consultants from CEIPEA, Literacy Support System, Heart Of Change, Americas Choice will provide ongoing PD
 - A longer school day with an early morning start three days a week that will focus on at-risk students;
 - Literacy and mathematics coaches in our school who will work with teachers every day to improve the quality of their teaching; teacher and students programs are designed for common planning time for all teaching cohorts K- 8
 - New teaching strategies and smaller class sizes for struggling students; SWD, ELL, Black and Hispanic. Innovative and researched based programs such as Achieve 300, IReady diagnostic and Instruction in ELA will supplement this initiative in the classroom.
 - Continued recruitment of highly-qualified and certified teachers to staff our classrooms;
 - More classroom time devoted to reading skills;
 - Strategies to increase daily attendance; Two school aides are assigned to monitor attendance on a daily and follow-up on struggling students.
 - Expanded parental involvement programs to include workshops for Aris, 21 st Century, Jupiter
 - Saturday Academy and extended programs for ELL, SWD, Black and Hispanic students devoted to reading skills ,
 - A restructuring plan that resulted in the implementation of two academies in the middle school- Stem and Humanities – the focus will be on smaller learning environment.
 - An lzone school that will focus on a personalize learning community by scheduling instruction and technology around the needs, motivation and strengths of individual students.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

Staff a literacy coach


2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

In House mentoring by experienced staff, coaches, and consultants from Ceipea, Literacy Support System, Heart Of Change, Americas Choice Inc.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Parents will be notified at parent meeting on December 13, 6-8 pm during a town hall session.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Ben Soccodato	District 11	Borough Bronx	School Number 089
School Name The Williamsbridge School			

B. Language Allocation Policy Team Composition

Principal Ralph Martinez	Assistant Principal Jared Kreiner
Coach Shelly Flisser	Coach type here
ESL Teacher Yvonne McCawley	Guidance Counselor Maria Guzzone
Teacher/Subject Area Nicol Pirrazzi	Parent Anette Alvarado
Teacher/Subject Area Carmen Perez	Parent Coordinator Marina Morales
Related Service Provider type here	Other type here
Network Leader Ben Soccodato	Other type here

C. Teacher Qualifications

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


Number of certified ESL teachers	3	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	5
Number of teachers who hold both a bilingual extension and ESL certification	3	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2		

D. School Demographics

Total number of students in school	1320	Total Number of ELLs	235	ELLs as share of total student population (%)	17.80%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

P1. When an ELL student is admitted into P.S. 89x, the ESL coordinator reviews the Home Language Information Survey to determine eligibility, as per the new regulations. An informal oral interview is given to the child in English given by the ESL coordinator, and if needed, in the child's native language (Spanish). Those students whose home language is other than English are given a formal assessment within 10 days of enrollment with either the LAB-R, Spanish LAB, or both by an ESL teacher or coordinator. Based upon the results of these tests, entitlement is determined, either bilingual education or ESL. All identified ELLs from grades K thru 8th are evaluated by ESL or Bilingual teachers using the NYSESLAT in all four areas: speaking, listening, reading and writing during the month of May. At P.S. 89 we ensure that all ELLs are administered the NYSESLAT annually using the reports for identification from the ATS system. The Speaking portion of the test is administered to each student individually also by an ESL teacher. By mid May, the Listening, Reading and Writing tests are administered as a group (8-10 students each) per section and per grade by an ESL teacher.

2. P.S. 89x promotes parental involvement encouraging parents to become active participants in the children's education. All parents of newly enrolled and former ELLs are invited to attend a parental workshop, given in the fall and spring or as the need arises, and is presented by the ESL and Parent Coordinator in which they view a video in English and then in the parent's native language explaining the programs available to them through the Department of Education. Parents are given the opportunity to learn the procedures used in the identification and placement of new ELL students in NYC public schools. The parents are notified of these meetings during registration and a letter is sent to the homes by backpack in several languages to notify them.

During the meeting, pamphlets in the parents' native languages are distributed to further clarify the programs that are available at P.S. 89x and the DOE. Parents or guardians are also given several compliance letters in their native language (Spanish, Arabic, Albanian, Chinese, Urdu, Bengali, Korean and Punjabi) identifying their child as an ELL student and indicating the language proficiency level for the student. Following a thorough explanation of the programs, Transitional Bilingual, Dual Language and Freestanding ESL by the ESL coordinator, parents are given the opportunity to sign the appropriate entitlement letter (Appendix D) from the LAP kit indicating their program of choice, and placement is made for their child within 10 days.

3. The ESL coordinator along with the ESL teachers keep an updated list making periodic adjustments to ensure that all identified ELL students have a signed entitlement letter (Appendix D) and the placement letters and are kept on file. These files are kept in the ESL Coordinator's office. The ESL coordinator updates these lists making periodic changes of all new admits making sure the program selection letters are returned. If not returned, parents will be contacted by phone and second notice will be sent home. If no letter is returned, we attempt to have them sign and select the program of choice during Parent Teacher Conferences or during the dismissal procedure and inform them of the Parent Orientation meetings. At PS 89, 99% of the entitlement letters are returned signed and dated. Our program model is aligned with parental choice.

4. In cases where Spanish is the dominant language, parents are given the option of placing their children in a Transitional Bilingual Spanish class, which we offer for third grade only, all other grades must go through the Regional office. However, if more than 15

students in one grade or two consecutive grades who chose bilingual as a choice and that speak the same language, PS 89 is prepared to open up another Transitional Bilingual program for those grades.

At PS 89X, ESL classes are offered from K through 8. The LAB-R and NYSESLAT assessment scores are used to place identified ELLs in the appropriate ESL level of instruction. At the time of enrollment, program options are explained to parents in their native language, if needed.

5. It has been a trend at P.S. 89x that parents have chosen the Freestanding ESL program. Of the 235 students identified as ELLs, roughly 227 parents chose the ESL program as opposed to Bilingual and Dual language programs. We do however offer a third grade bilingual CTT class.

6. Based on parental request, our ESL self-contained classes are organized as follows to accommodate our needs: Kindergarten - 2 classes, Grade 1 - 2 classes, Grade 2 - 2 classes, Grade 3 - 2 classes, Grade 4 - 2 classes, Grade 5 - 1 class, Grade 6 - 1 class, Grade 7 - 1 class and Grade 8 - 1 class. Program models at P.S. 89x are aligned with parent requests. We also provide all Special Education students a push-in/pull-out program. These students will have a set schedule as to when they go into an ESL classroom to receive the mandated tailored amount of time required for his/her level of proficiency.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes*	No●	If yes, indicate language(s): Spanish
Dual language program	Yes●	No*	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>				1										1
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	2	2	2	2	2	1	1	1	1					14
Push-In				0										0
Total	2	2	2	3	2	1	1	1	1	0	0	0	0	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	235	Newcomers (ELLs receiving service 0-3 years)	85	Special Education	19
SIFE	11	ELLs receiving service 4-6 years	97	Long-Term (completed 6 years)	34

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 special education. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE				3						3
Dual Language										0
ESL	85	3	3	97	5	7	34		9	216
Total	85	3	3	100	5	7	34	0	9	219

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish				3										3
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	3	0	0	0	0	0	0	0	0	0	3

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	
	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP
Spanish																			0	0
Chinese																			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	
	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	11	12	23	21	19	7	12	9	8					122
Chinese		1	2	2			2	2	1					10
Russian														0
Bengali														0
Urdu	1	2				2	3	2	1					11
Arabic	2	6	2	8	5	4	6	1	4					38
Haitian														0
French					1			1						2
Korean														0
Punjabi														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian	5	4	3	12	7	8	3	1						43
Other			1			3	2		3					9
TOTAL	19	25	31	43	32	24	28	16	17	0	0	0	0	235

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-4 here

1a & b. The ELL program in place at P.S. 89x is composed of 14 self-contained heterogeneously grouped ESL classes across the grades as previously stated (K - 8). We also have a push-in/pull-out model for those students who are not in an ESL self contained classroom. Students in a special ed setting are serviced through the pull-out/ push-in model by a certified ESL teacher. A certified ESL teacher also services the students in which the classroom teacher is not yet fully certified. The teachers, 5 in all, are currently enrolled in a TESOL program for appropriate certification. Students at the beginning and intermediate level of language proficiency receive the mandated 360 minutes per week and the students at the advanced level receive 180 minutes of ESL instruction.

2. In our self-contained ESL model, all students at the beginning and intermediate levels of language proficiency, as assessed by the LAB-R and NYSESLAT, receive two units of ESL (360 minutes) and five periods of ELA instruction per week by a certified ESL or bilingual teacher. Students in the advanced level receive one unit of ESL (180 minutes) and five periods of ELA instruction per week as per CR Part 154. The students in the Transitional Bilingual class also receive the mandated units of ESL according to their proficiency levels.

3. Content areas are delivered in English with classroom and enrichment teachers using ESL methodologies throughout the day. The ESL

A. Programming and Scheduling Information

program at P.S. 89x increases the students' English language acquisition in a non-threatening environment through listening, speaking, reading and writing activities. Some instructional strategies that the ESL / TB teacher employ in their classrooms are the Language Experience Approach, Peer Tutoring, Cooperative Learning and Differentiated Instruction. The materials used in the ESL classes are English at Your Command, Treasure Chest, On My Way to English and Achieve 3000.

4. At P.S. 89, we ensure that all students are evaluated in their native language. If a student did not pass the LAB-R, Spanish LAB is administered within the 10 day period to determine eligibility. Also, students who are enrolled on a testing grade (3-8), the NYS Mathematics tests is ordered in their native language, if available. Students are able to use glossaries and dictionaries in their native language when being assessed within the school during all academic areas.

5. The ESL program focuses on small group instruction using reading or language proficiency levels in all content areas. Students identified as SIFE, newcomers and long-term ELLs (4-6 years) are offered placement in programs such as the ELL after-school program, morning school (37 1/2 minutes), AIS, and NYC Chancellor's SES programs at P.S.89 :BELL for K-8 and READ for K-1. Students identified with special needs are offered the same programs with additional services as identified in their Individualized Education Plan (IEP). Classroom paraprofessionals are placed in classes when indicated, to facilitate small group instruction. Small group instruction is used in every classroom across content areas. Instruction is delivered systematically and is structured to develop cognitive skills, achieve comprehensive learning and maximize students' English acquisition. Accepted ESL teaching strategies are used for all ELL students. P.S. 89 incorporates the use of departmentalized classes in grades 6, 7, and 8. Teachers on the grade will pair up, with one teacher teaching literacy while the other one teaches mathematics or any other content. This allows for all students including ELLs to transition easily in middle school while being prepared for high school.

6. Instructional Programs and grade level materials teachers use to provide academic content areas to ELLs and SWD are: Teasure Chest, English at your Command and On My Way to English for the lower grades. Small group instruction is used in every classroom across content areas. Instruction is delivered systematically and is structured to develop cognitive skills, achieve comprehensive learning and maximize students' English acquisition. Accepted ESL teaching strategies are used for all ELL students.

7. P.S. 89 use curricular, instructional and scheduling to meet the diverse needs of ELL-SWD by providing small group instruction, differentiating and using ESL strategies to enhance students' learning. Students with disabilities are mainstreamed into an ESL class for specific periods of the day to receive the mandated units of instruction as per their NYSESLAT scores.

Courses Taught in Languages Other than English ⓘ

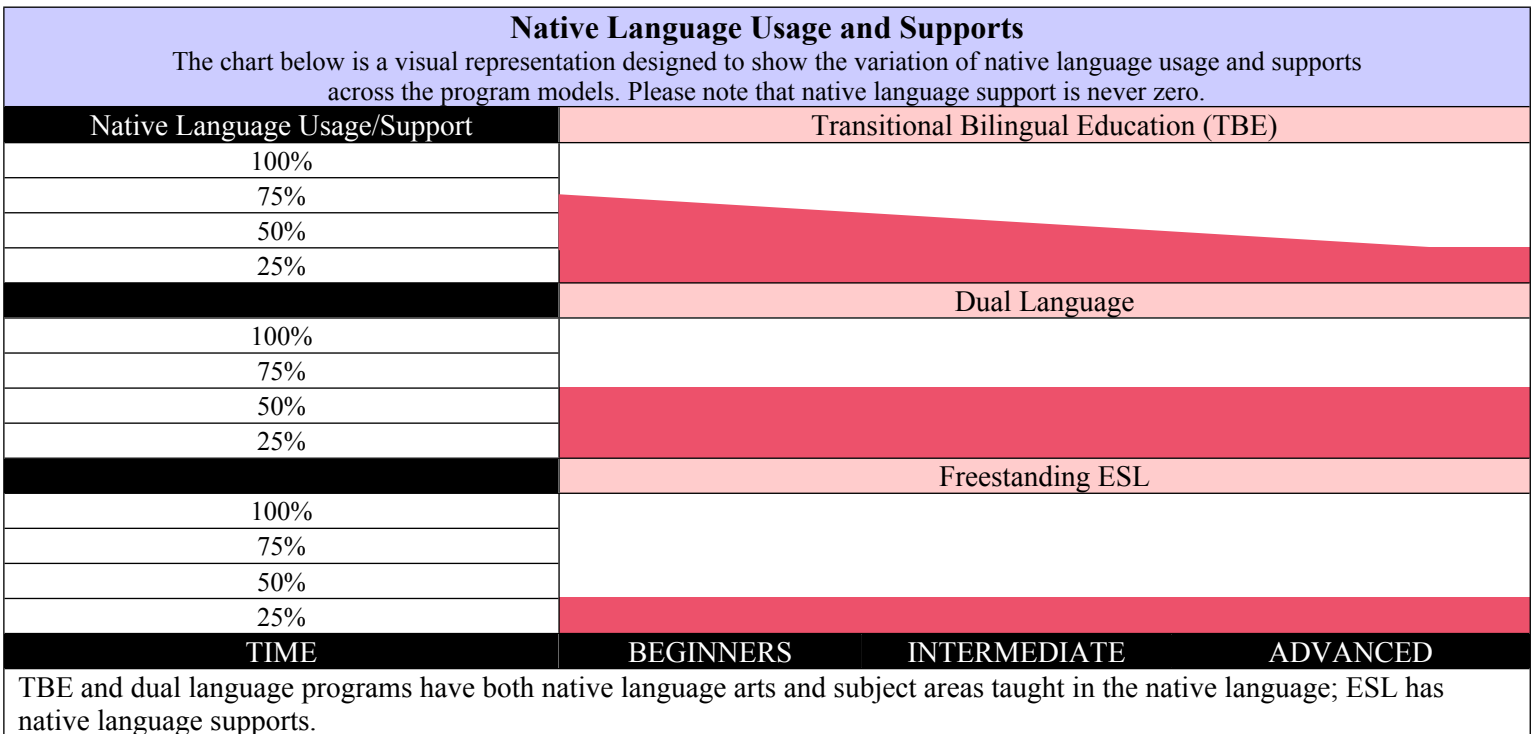
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

8. The following intervention programs are offered for ELL students : Morning program (37 1/2 minutes), ELL academy, AIS, Saturday Test Prep in ELA, Math, and Science, BOOST, Spaulding, Achieve 3000 and SES programs (READ and BELL). All students in grades 4-8 also participate in clubs of their choice (Visual Arts, Sport, Drums, Drama and Technology), through our Century 21 grant.

9. ELL students who reached proficiency level on the NYSESLAT exam are given transitional support with testing accommodations on all assessments which include extended time, special location, a third reading on the listening portion of the ELA test for two years. Exams are provided in the students native language, if needed.

10. For the upcoming year, P.S. 89x plans to incorporate more technological tools including student laptops and the use of SMARTBOARDS in all classrooms. Interactive programs such as Safari Montage, Brainfuse, Study Island, and Pearson Right to Learn will be used throughout the school building (K - 8).

11. Due to the large population of ELLs at P.S. 89x (281 students), we foresee that NO programs or services will be discontinued.

12. At P.S. 89x ALL students identified as English Language Learners can participate in programs offered to students at their grade level including after-school programs, special assemblies, trips and any other activity offered. They are not excluded from any programs offered at PS 89. These programs are offered to ALL students (SWD, ELLs, Monolingual PreK -8). We invite the students and explain these programs to them through an orientation, letters sent home describing the program in different languages and phone calls.

13. Instructional materials used at P.S. 89x are Computers, SMARTBOARDS, laptops, textbooks, workbooks, dictionaries in the student's native language, thesaurus, novels (when possible in native language). Leveled libraries are used to support instruction and allow for differentiated learning for the ELLs. P.S. 89 is also beginning to install the Panasonic audio surround system throughout the school building.

14. Native language support is delivered in the self contained ESL program and TB with the use of dictionaries in the native language, novels and when possible, oral translation by either a "buddy" student or the teacher.

15. At P.S. 89x all required support services, materials and resources corresponds to the ELLs ages and grade levels. In each classroom there are leveled books to meet the needs of the students (Beginners - Proficient). We also provide students especially new admits, with a desktop dictionary in their native language for clarification during the lessons.

16. Before the beginning of the school year, newly enrolled Kindergarten ELLs are invited to a Cookie Hello facilitated by our kindergarten teachers. Also, newly enrolled ELLs are invited to attend summer school, if space is permitted.

17. P.S. 89 elementary school offers French to students from grades 1- 5.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

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9. ELL students who reached proficiency level on the NYSESLAT exam are given transitional support with testing accommodations on all assessments which include extended time, special location, a third reading on the listening portion of the ELA test for two years. Exams are provided in the students native language, if needed.

10. For the upcoming year, P.S. 89x plans to incorporate more technological tools including student laptops and the use of SMARTBOARDS in all classrooms. Interactive programs such as Safari Montage, Brainfuse, Study Island, and Pearson Right to Learn will be used throughout the school building (K - 8).

11. Due to the large population of ELLs at P.S. 89x (281 students), we foresee that NO programs or services will be discontinued.

12. At P.S. 89x ALL students identified as English Language Learners can participate in programs offered to students at their grade level including after-school programs, special assemblies, trips and any other activity offered. They are not excluded from any programs offered at PS 89. These programs are offered to ALL students (SWD, ELLs, Monolingual PreK -8). We invite the students and explain these programs to them through an orientation, letters sent home describing the program in different languages and phone calls.

13. Instructional materials used at P.S. 89x are Computers, SMARTBOARDS, laptops, textbooks, workbooks, dictionaries in the student's native language, thesaurus, novels (when possible in native language). Leveled libraries are used to support instruction and allow for differentiated learning for the ELLs. P.S. 89 is also beginning to install the Panasonic audio surround system throughout the school building.

14. Native language support is delivered in the self contained ESL program and TB with the use of dictionaries in the native language, novels and when possible, oral translation by either a "buddy" student or the teacher.

15. At P.S. 89x all required support services, materials and resources corresponds to the ELLs ages and grade levels. In each classroom there are leveled books to meet the needs of the students (Beginners - Proficient). We also provide students especially new admits, with a desktop dictionary in their native language for clarification during the lessons.

16. Before the beginning of the school year, newly enrolled Kindergarten ELLs are invited to a Cookie Hello facilitated by our kindergarten teachers. Also, newly enrolled ELLs are invited to attend summer school, if space is permitted.

17. P.S. 89 elementary school offers French to students from grades 1- 5.

4. How do your parental involvement activities address the needs of the parents:

Paste response to questions 1-4 here

1. The Parent Coordinator of P.S. 89x provides on going workshops for ELL parents to attend. Workshop topics include Parent

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

1. The Parent Coordinator of P.S. 89x provides on going workshops for ELL parents to attend. Workshop topics include Parent Orientation for ELLs, Test Taking Strategies, Eating Disorders, and Community Involvement. During all the events, translators are available to assist parents of ELLs with any language challenges. Letters are sent home to parents informing them of the availability of translators during the parent teacher conferences and workshops given at P.S. 89x.
2. Jacobi Hospital and the Bronx Lebanon Hospital provide counseling to ELL students and their parents, if needed.
3. At P.S. 89x, parental needs are evaluated through surveys given by the Parent Coordinator and the PTA. This information is used to plan and organize workshops which best meet the needs of our ELL population.
4. Parent workshops are conducted to provide them with information and materials they need to assist them in guiding their children's education. Students and families are referred to appropriate outside agencies, if needed.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here N/A

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

1. At P.S. 89x, we provide all ESL, bilingual, monolingual, support staff such as: paraprofessionals, guidance counselors, psychologist, occupational/physical therapist, speech, secretaries, parent coordinator with ongoing opportunities to attend both on-site and off-site workshops which reflect current theory based learning practices used for ESL instruction. Providing teachers with effective learning opportunities is the key to increasing student performance. As a result of these workshops, teachers have adopted many of the learning models that support achievement for our ELL population. They are encouraged to work collaboratively in developing and refining their instructional skills. Grade conferences, Vertical and Horizontal meetings keep staff members abreast of ongoing changes in the Language Allocation Policy document. These workshops are provided by our principal, assistant principal, team leaders, ELA and MATH staff developers, coaches, ELL specialists, and Literacy Support consultants. Some topics that will be addressed are: Overview of the ESL Program, LAP document, Use of assessments for the ELLs, Data Driven Instruction (NYSESLAT), Writer's Workshop, NYSESLAT and LAB-R, Common Core State Standards. In addition, during our Title III program we offer workshops to parents. Some topics could be, but are not limited to Testing Accommodations for ELLs, How to Help Your Child be Successful on State tests, and Identifying your child as an ELL and placing into a program of choice.

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2. Professional Development is provided to all staff keeping them abreast of changes in state regulations for the ELLs. During the month of June, teachers and administrators meet to discuss the incoming students and how they can collaborate to ease the children's transition from one grade to another. They meet to discuss placement, special needs and status of any evaluation that is pending. According to the New York State recommendations, our students may remain in an ESL class for three years. Once proficiency is achieved, students may remain for an additional two years as transitional students. Students are then moved into monolingual classes the following year and may receive services through our Title I program, if needed.
3. P.S. 89x will continue to provide ongoing professional development for all teachers to attain the 7.5 hours of ELL training either in-house or off site when offered, as mandated by the Jose P. legislation. Teachers will have the opportunity to attend workshops such as: Q-Tel, NYSABE, NYSTESOL, and CEI Education Consortium . All teachers attending workshops will keep an ongoing log of the hours.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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1. The Parent Coordinator of P.S. 89x provides on going workshops for ELL parents to attend. Workshop topics include Parent Orientation for ELLs, Test Taking Strategies, Eating Disorders, and Community Involvement. During all the events, translators are available to assist parents of ELLs with any language challenges. Letters are sent home to parents informing them of the avialability of translators during the parent teacher conferences and workshops given at P.S. 89x.
2. Jacobi Hospital and the Bronx Lebanon Hospital provide counseling to ELL students and their parents, if needed.
3. At P.S. 89x, parental needs are evaluated through surveys given by the Parent Coordinator and the PTA. This information is used to plan and organize workshops which best meet the needs of our ELL population.
4. Parent workshops are conducted to provide them with information and materials they need to assist them in guiding their children's education. Students and families are referred to appropriate outside agencies, if needed.

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4. Parent workshops are conducted to provide them with information and materials they need to assist them in guiding their children's education. Students and families are referred to appropriate outside agencies, if needed.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

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

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. The assessment tools our school uses to assess the early literacy skills of ELLs are ECLAS, EPAL, DRA and Acuity. These results allow us to evaluate where our ELLs stand with regards to their English speaking peers.

An analysis of the 2011 NYS ELA assessment for the ELLs revealed the following information:

Additional Information

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

Paste additional information here Additional Comments

At P.S. 89x, it has been a proud accomplishment of our ELL program and its students that over the past years either the Valedictorian or Salutatorian for our eighth grade graduation has been an ELL or a former ELL student. We are committed to the principle that every student deserves a high quality education in a safe and supportive environment. Our program for the ELLs had been designed to reflect our shared commitment, along with our parents, to educate our youngsters, excite them about learning and shape them into contributing members of our society.

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	23	2	3	4	3	3	3	2	8				
	I		8	3	1	1	1	3	2	3				
	A		8	14	24	9	8	11	9	1				
	P		4	9	15	15	17	12	4	9				
READING/ WRITING	B	23	5	9	8	4	6	7	4	10				
	I		12	10	21	5	9	6	1	4				
	A		3	8	15	18	14	17	7	7				
	P		1	2	0	1	0	0	5	0				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	14	12	0	29
4	4	11	8	0	23
5	7	22	19	0	48
6	5	8	5	5	23
7	2	16	2	0	20
8	3	15	5	0	23
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3		12		14		3		32
4	4		10		6		4		24
5	4		14		29		6		53
6	4		3		10		2		19
7	4		1		13		6		24

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8	3		8		12		2		25
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		5		8		7		23
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
ELE (Spanish Reading)									

Native Language Tests								
Test)	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1.The assessment tools our school uses to assess the early literacy skills of ELLs are ECLAS, EPAL, DRA and Acuity. These results allow us to evaluate where our ELLs stand with regards to their English speaking peers.

An analysis of the 2011 NYS ELA assessment for the ELLs revealed the following information:

- In grade 3, 41.4% of ELL students scored at level 3 or 4.
- In grade 4, 35% of ELL students scored at level 3 or 4.
- In grade 5, 39.6% of ELL students scored at level 3 or 4.
- In grade 6, 28% of ELL students scored at level 3 or 4.
- In grade 7, 10% of ELL students scored at level 3 or 4.
- In grade 8, 22 % of ELL students scored at level 3 or 4.

A similar analysis of the 2011 NYS Mathematics assessment for the ELLs revealed the following:

- In grade 3, 53% of ELL students scored at level 3 or 4.
- In grade 4, 42% of ELL students scored at level 3 or 4.
- In grade 5, 66% of ELL students scored at level 3 or 4.
- In grade 6, 63% of ELL students scored at level 3 or 4.
- In grade 7, 79% of ELL students scored at level 3 or 4.
- In grade 8, 56 % of ELL students scored at level 3 or 4.

In comparing data, 58.8% of our current ELL students scored a level 3 or 4 as compared with 48.2% of the remaining students school-wide scoring at level 3 or 4. They outperformed our general ed student population in Mathematics by 10 percentage points.

At P.S. 89x, ongoing assessments are used to determine movement toward achieving content standards. These assessments include, but are not limited to: ELA and MATH ITA and Predictive assessments, ECLAS-2 (K - 3) , E-PAL (2-3), NYSESLAT (K -8), NYS ELA and Math, NYS Science, LAB-R, Spanish LAB, DRA and teacher assessments and observations. Data is analyzed and interpreted for student placement as well as to differentiate instruction. Student work is evaluated on an ongoing basis by teams consisting of grade level teachers and A.P's in a collaborative effort to assess student progress.

Additional Information

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

Paste additional information here Additional Comments

At P.S. 89x, it has been a proud accomplishment of our ELL program and its students that over the past years either the Valedictorian or Salutatorian for our eighth grade graduation has been an ELL or a former ELL student. We are committed to the principle that every student deserves a high quality education in a safe and supportive environment. Our program for the ELLs had been designed to reflect our shared commitment, along with our parents, to educate our youngsters, excite them about learning and shape them into contributing members of our society.

Part VI: LAP Assurances

School Name: <u>The Williamsbridge School</u>		School DBN: <u>11X089</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ralph Martinez	Principal		1/1/01
Jared Kreiner	Assistant Principal		1/1/01
Marina Morales	Parent Coordinator		1/1/01
Yvonne McCawley	ESL Teacher		1/1/01
Annette Alvarado	Parent		1/1/01
Nicol Pirrazzi	Teacher/Subject Area		1/1/01
Carmen Perez	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Maria Guzzone	Guidance Counselor		1/1/01
Ben Soccodato	Network Leader		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 11X089

School Name: P.S. 89 The Williamsbridge School

Cluster: 5

Network: CEI PEA 532

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

Part A: Needs Assessment Findings

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

At Public School 89X, 17.80% of the students are identified as ELLs using the LAB-R and NYSESLAT for identification and placement of the programs. Translation and interpretation needs were assessed through the Home Language Informational Survey that parents completed when registering their child in the school. Important information is regularly translated into the dominant language in our school, which is Spanish. The Department of Education's Translation and Interpretation services, NYC Over-the-Phone (718) 752-7373, and the NYCDOE website provide services in other languages, as needed. Additionally, in cases where oral translations are required, staff members can be called upon to provide translation services in Spanish, Albanian, Arabic, Chinese, French and Italian.

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

Of over the twenty languages spoken at Public School 89X, our dominant languages are Spanish, Arabic, Bengali and Albanian. Oral translation are made available in Spanish, Arabic and Albanian through our multi-lingual staff members, which include the ESL Coordinator, Parent Coordinator, Administrator, Assistant Principal, teachers, para-professionals and school aids on a daily basis. The Department of Education's Translation and Interpretation Services provide service in other languages, if needed. Our findings indicate that 52% of our ELL student population indicate that Spanish is their home language. The school regularly translates all home letters into Spanish.

Part B: Strategies and Activities

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

As indicated in Part A, at Public School 89, Spanish is the primary language spoken by parents. Written and oral translation and interpretations are provided to parents by our multi-lingual school personnel. The Parent Coordinator can access the Department of Education's Translation and Interpretation Services to ensure that correspondence is translated into additional languages to accommodate other non-English speaking parents, when needed.

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

As indicated in Part A, at Public School 89, non-English speaking parents are provided oral interpretation services through translations by our multi-lingual staff members. This provides non-English speaking parents and guardians increased communication opportunities in order to enhance students' academic success. P.S. 89 also employs the following oral interpretation services to meet the needs of our multi-lingual school population:

- o The use of in-house staff members to translate on a day to day basis
- o The use of the DOE's Translation Unit whenever required
- o The school's phone system is equipped with a Spanish language option

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

Attachment "A" of the Chancellor's Regulation A-633, "Important Notices for Parents Regarding Language Assistance Services" are posted in the school's main office in various languages for parents. It informs them that the school will assist them with translation services that can be provided by staff members and we will aid them in securing services provided by the Translation and Interpretation Unit. Every attempt is made to provide parents with translation and interpretation of school correspondence in their primary language.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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 as well as reduced class-size, and/or push-in services.
 - 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.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: P.S. 89x	DBN: 11X089
Cluster Leader: Deborah Maldonado	Network Leader: Ben Sacodatto
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" 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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 75
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> *3 <input type="checkbox"/> *4 <input type="checkbox"/> *5 <input type="checkbox"/> *6 <input type="checkbox"/> *7 <input type="checkbox"/> *8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 4
of content area teachers: 0

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:

Public School 89 will implement an after-school program which will combine academic interventions for our ELL students in both ELA and MATH with the arts. Staffing for this program will consist of four certified Bilingual or ESL teachers. It will serve approximately 75 ELLs and SIFE students from grades 3 - 8. The program will run for approximately 20 weeks, meeting twice a week (Monday and Friday) beginning on October 24, 2011. The first hour, from 3:00 to 4:00 pm, will be devoted to instruction in the core curriculum areas. During the last hour the children will be involved in the arts. Our instructional model will be conducted in English and will consist of small group instruction, guided practice using ESL strategies and methodologies, as well as using technology to support instruction in mathematics, science, social studies and ELA. Our focus will be on teaching strategies that will help students become more successful in the area of non-fiction reading and writing. Treasure Chest, by McGraw Hill will be the program used for ELLs, former ELLs and SIFE students. Differentiated instruction, using the four disciplines of language acquisition (listening, speaking, reading and writing), will be utilized to allow students to move forward attaining English language proficiency according to state standards. Parents will continue to be a part of the program. They will be invited to participate in the celebrations over the course of the program.

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:

Public School 89 will continue to provide ongoing professional development for teachers. All Bilingual, ESL, special education, monolingual teachers and supervisors will have an opportunity to attend workshops such as Q-TEL, NYSABE, NYTESOL, and ELL support workshops provided by Education Consortium, LLC, Rosa Delgado and our CEI CFN 532 ELL Support Specialist, Luis Quan. These workshops will be given on given Mondays from 7:50 - 8:40 am. The workshops will keep staff informed of current policies, ESL instructional models and activities that will help improve teaching practices for our ELL population. Additional in-house professional development will focus on topics such as Language Allocation Policy, Principals and Practices, Getting to Know our ELL population, Data Driven Instruction for ELLs, Meeting AYP, ELLs and Non-Fiction Writing, and Assessing ELLs. We will also join in a school wide initiative to teach non-fiction reading and writing across content areas using methodologies such as scaffolding with an emphasis on Academic Rigor. This year, special emphasis will be placed on using to drive instruction across the grades.

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:

Public School 89 Title III Parent Involvement plan is designed to provide parents with the opportunity to participate in workshops and meetings that focus on providing them with strategies that will enhance their child's linguistic and academic development. The workshops will be provided by a certified ESL (Nicole Hill) or bilingual teacher along with the parent coordinator, Marina Morales, during the course of the Title III after-school program. The workshops will be given twice during the duration of the twenty week period of the Title III program and each workshop will run for approximately one hour each. The topics will be (1) Meeting the Academic Needs of your Child and (2) Test Taking Strategies for ELL. The parents will be notified of the workshops offered at P.S. 89 by a letter sent home in various languages.

Part E: Budget

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

Allocation Amount: \$33240

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

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$33240

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel	0	
Other		
TOTAL	33,240	