2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

School Name: P.S. 089 ELMHURST

Principal: LAURA LA SALA
Comprehensive Educational Plan (CEP) Outline

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School Information

**School Name:** P. S. 89Q Elmhurst  
**School Number (DBN):** 24Q089

**BEDS Code:**  
**Grades Served:** K-5

**School Address:** 85-28 Britton Avenue

**Phone Number:** 718-898-2230  
**Fax:** 718-672-3066  
**Email Address:** pschelino@schools.nyc.gov

**School Contact Person:** Pablo Schelino  
**Principal:** Laura La Sala

**UFT Chapter Leader:** Andrea Doremus

**Parents’ Association President:** Miguel Vizuete

**SLT Chairperson:** Kristine Leonardi

**Title I Parent Representative (or Parent Advisory Council Chairperson):** TBD

**Student Representative(s):** N/A

**CBO Representative:** Elisa Pimental

District Information

**Geographical District:** 24Q  
**Superintendent:** Madelene Chan

**Superintendent’s Office Address:** 98-50 50th Avenue, Flushing, NY 11368

**Superintendent’s Email Address:** Mchan2@schools.nyc.gov

**Phone Number:** 718-592-3357  
**Fax:** 718-592-3770

Field Support Center (FSC)

**FSC:** Queens North  
**Executive Director:** Lawrence Pendergast
Executive Director’s Office Address: 28-11 Queens Plaza North, Long Island City, NY 11101

Executive Director’s Email Address: LPender@schools.nyc.gov

Phone Number: 917-225-2020

Fax: 718-391-6152
All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent and Family Engagement Policy and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with Chancellor’s Regulation A-655, available on the New York City Department of Education (NYCDOE) website.

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laura La Sala</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Andrea Doremus</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Miguel Vizuet</td>
<td>*PA/PTA President or Designee</td>
<td></td>
</tr>
<tr>
<td>TBD</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Elisa Pimental</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Monika Hannon</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Tracy Feeney</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Joan Dorgan</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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</tr>
<tr>
<td>Shannon Cassadayho</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Kristine Leonardi</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Obdulio Angel</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Florina Paredes</td>
<td>Member/Parent</td>
<td></td>
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<tr>
<td>Venancia Luna</td>
<td>Member/Parent</td>
<td></td>
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<tr>
<td>Maria G. Morales</td>
<td>Member/Parent</td>
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<tr>
<td>Maria Velazquez</td>
<td>Member/Parent</td>
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<tr>
<td>Anabel Rosendo</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Marlene Padilla</td>
<td>Member/Parent</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

**Equity and Excellence for All: Diversity in New York City Public Schools**

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

**Strong Schools, Strong Communities**

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

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

**The Framework for Great Schools and CEP Development**

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

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

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

### The Six Elements of the Framework for Great Schools

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Rigorous Instruction</strong></td>
<td>Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong></td>
<td>The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong></td>
<td>Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong></td>
<td>Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong></td>
<td>School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong></td>
<td>Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.</td>
</tr>
</tbody>
</table>

### The Quality Review and the Framework for Great Schools

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

#### NYCDOE’s Quality Review (QR)

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

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

#### School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

#### Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of Chancellor’s Regulations A-655.
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.
- **Step 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tr>
<td><strong>Vision</strong></td>
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We envision P.S. 89Q to be a school community that exemplifies the best in teaching practices which will empower *all students* with the necessary critical thinking, problem solving and communication skills to be fully contributing members of society.
Mission

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

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

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

● P.S. 89, is one of the largest elementary schools in New York City. It is situated in an area of Elmhurst, Queens, and comprised of a culturally diverse student population. The community is home to many new immigrants to the United States, which directly affects the language proficiency of our student body. Currently our school consists of an English Language Learner (ELL) population that is equal to 45% percent of our entire enrollment of approximately 2,000 students.

● Despite numerous challenges, our overall performance on the quality review report for 2015-2016 indicates that we have much to celebrate. Our area of celebration indicates that teachers use assessments that provide clear feedback to students. The use of varied assessments paves the way for student growth.

● The School Quality Guide for 2017-18 shows great improvements in all Framework element scores. This indicates higher levels of trust, strong family-community ties, effective leadership, and collaborative teachers. Collaboration and teacher teams are a strong asset of PS 89. Our school's quality guide report also indicates that we received a score of well developed in teacher teams and leadership development. These achievements have been a result of our entire school community’s commitment to student growth and maintaining high expectations for academic excellence.

● Although P.S. 89 has been standing for over 100 years in the Elmhurst community, we pride ourselves on the supportive, and child-centered learning environment that we have created for our students. This is also reflected in the Framework for Great Schools Report 2017-18 where high scores in safety and order, as well as social emotional learning have led to a score of 79 in Supportive Environment. Our attendance rate has been consistently above the 95% range.

● For the past fourteen (14) years, we have established a partnership with Teacher’s College Reading and Writing Project to support literacy instruction through professional development for our teachers and school leaders in order to improve the overall student academic achievement and standardized test scores. We provide teachers with professional development opportunities at Teacher’s College of Columbia to ensure their professional growth. We also provide constant support to new teachers, in order to provide them with the learning tools they need to develop as new pedagogues. New Teacher Institute, Lead teachers by grade level

● We have a long standing partnership with Child Center of NY (CCNY). This community based organization (CBO) provides after school, vacation and summer programs for our students. The program offers homework help, academic support, and enrichment activities such as dance, drama, and arts and crafts. They also provide workshops for parents and counseling referrals to families in need. The site director from CCNY sits on the School Leadership Team, and she works closely with the principal and administrators to develop and align programs that meet our students’ needs.

● In an effort to build our Students with Disabilities’ special social needs, we host an after school program called PS 89 Pals which focuses on cultivating social skills among students with communicative needs. While 16% of our student population have special needs, 37% are in self-contained classrooms. They have multiple benefits from this
after school program. During the 2018-2019 school year we are implementing the Calming Center, where a SETTS provider will be working with children displaying academic as well as behavioral struggles.

- In order to enrich the learning experience for students, there has been a great deal of emphasis in updating the school’s technology in both hardware and software. We have maintained technology in our of classrooms, by providing smartboards, macbook laptops, and iPads for use during the day as well as afterschool programs. We also make technology accessible in the English as a New Language (ENL) Lab, Special Education Teacher Support Services (SETSS) labs, and Library Media Center.

3. Describe any special student populations and what their specific needs are.

PS 89 has a great level of high needs students.

English Language Learners - PS 89 has a 45% population of English Language Learner students. The specific needs for ELLS are targeted instruction and a child-centered approach for vocabulary acquisition. We have a variety of teaching models that are differentiated to fit their unique learning needs and we have recently implemented stand-alone periods to allow for explicit ENL instruction.

Students with Disabilities - PS 89 has a 16% population of students with special needs. The specific needs for SWDs are rigorous, yet attainable instruction that is geared to their individual goals.

4. Identify the elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

- PS 89’s School Quality Guide Report 2017 shows many areas for celebration. For example, in the category of Collaborative Teachers, there was a 93% positive response in Cultural Awareness and Inclusive Classroom Instruction. PS89 puts a large focus on parent teacher collaboration and there are several parent workshops that are hosted each month. PS89 also performed well in the area of Trust. Parent-teacher trust received a 96% positive response and parent-principal trust had a positive response of 96%.

- Another area for celebration can be found under Effective School Leadership, where there was a 95% positive response in Inclusive Leadership. This is a direct result of building strong family-community ties with consistent meetings to give feedback based on long term and short term goals.

- While PS 89’s Framework for Great Schools Report 2017 was mostly positive, it did show areas of focus.
  - The first area of concern is under the category of program coherence. There was a 79% positive response, which indicates that teachers feel that there is work to be done on curriculum choice and follow up.
  - The next area of concern lies in the indicator Strong Family-Community Ties. Although there was a 95% positive response on teacher outreach to parents, parent involvement in the school only received an 86% positive response, which despite being an increase from 66% in 2016, still indicates room for improvement.
## School Demographics and Accountability Snapshot for 24Q089

### School Configuration (2018-19)
- **Grade Configuration:** 0K,01,02,03,04,05
- **Total Enrollment (2017-18):** 1961

### SIG Recipient (Y/N)
- No

### English Language Learner Programs (2018-19)
- **Transitional Bilingual:** N/A
- **Dual Language:** YES
- **Self-Contained English as a Second Language:** N/A

### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA):** 109
- **SETSS (ELA):** 73
- **# Integrated Collaborative Teaching (ELA):** 147
- **# Special Classes (Math):** 109
- **SETSS (Math):** 65
- **# Integrated Collaborative Teaching (Math):** 144

### Types and Number of Special Classes (2018-19)
- **# Visual Arts:** 7
- **# Music:** 3
- **# Drama:** 2
- **# Dance:** N/A
- **# CTE:** N/A

### School Composition (2017-18)
- **% Title I Population:** 78.0%
- **% Free Lunch:** 74.8%
- **% Reduced Lunch:** 95.5%
- **% Limited English Proficient:** 46.6%
- **% Students with Disabilities:** 15.1%

### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native:** 0.6%
- **% Black or African American:** 0.1%
- **% Hispanic or Latino:** 74.4%
- **% Asian or Native Hawaiian/Pacific Islander:** 22.7%
- **% White:** 2.1%
- **% Multi-Racial:** 0.8%

### Years Principal Assigned to School (2018-19)
- **3.16**

### # of Assistant Principals (2016-17)
- **12**

### % of Teachers with No Valid Teaching Certificate (2014-15)
- **0%**

### % Teaching Out of Certification (2014-15)
- **3%**

### Average Teacher Absences (2015-16)
- **8.6**

### Student Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4:** 44.3%
- **Mathematics Performance at levels 3 & 4:** 48.1%

### Science Performance at levels 3 & 4 (4th Grade) (2016-17)
- **77%**

### Science Performance at levels 3 & 4 (8th Grade) (2016-17)
- **N/A**

### Student Performance for High Schools (2016-17)
- **ELA Performance at levels 3 & 4:** N/A
- **Mathematics Performance at levels 3 & 4:** N/A
- **Global History Performance at levels 3 & 4:** N/A
- **US History Performance at Levels 3 & 4:** N/A
- **4 Year Graduation Rate:** N/A
- **6 Year Graduation Rate (2011 Cohort):** N/A
- **% ELA/Math Aspirational Performance Measures (2015-16):** N/A

### Overall NYSED Accountability Status (2018-19)
- **Reward:** N/A
- **In Good Standing:** Yes
- **Local Assistance Plan:** No
- **Focus District:** Yes
- **Focus School Identified by a Focus District:** No
- **Priority School:** No
- **Focus Subgroups:** N/A

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):**
  - **American Indian or Alaska Native:** N/A
  - **Black or African American:** N/A
  - **White:** N/A
  - **Multi-Racial:** N/A
  - **Limited English Proficient:** N/A
  - **Economically Disadvantaged:** YES
- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
  - **American Indian or Alaska Native:** N/A
  - **Black or African American:** N/A
  - **White:** N/A
  - **Multi-Racial:** N/A
  - **Limited English Proficient:** N/A
  - **Economically Disadvantaged:** YES
- **Met Adequate Yearly Progress (AYP) in Science (2016-17):**
  - **American Indian or Alaska Native:** N/A
  - **Black or African American:** N/A
  - **White:** N/A
  - **Multi-Racial:** N/A
  - **Limited English Proficient:** N/A
  - **Economically Disadvantaged:** YES

#### High School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):**
  - **American Indian or Alaska Native:** N/A
  - **Black or African American:** N/A
  - **White:** N/A
  - **Multi-Racial:** N/A
  - **Limited English Proficient:** N/A
  - **Economically Disadvantaged:** N/A
- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
  - **American Indian or Alaska Native:** N/A
  - **Black or African American:** N/A
  - **White:** N/A
  - **Multi-Racial:** N/A
  - **Limited English Proficient:** N/A
  - **Economically Disadvantaged:** N/A
- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17):**
  - **American Indian or Alaska Native:** N/A
  - **Black or African American:** N/A
  - **White:** N/A
  - **Multi-Racial:** N/A
  - **Limited English Proficient:** N/A
  - **Economically Disadvantaged:** N/A
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

This year’s goal builds upon the work of 2017-18 by strategically targeting our English Language Learners (ELLs). Student data reflects that the English Language Learner (ELLs) subgroup performs significantly lower than our non-ELLs. To deepen and broaden our commitment to closing the achievement gap, for the 2017-18 school year the ENL department will be supervised by our Assistant Principal who has previously served as an ENL teacher. Under his supervision, an ENL curriculum committee has been created to revise the curriculum units for the upcoming school year with a focus on ENL instruction. This year, our goal will be to continue to improve ENL instruction in order to accelerate student progress in this high needs subgroup.

For several years a major area of concern has been the academic achievement of our English Language Learner subgroup. Historically, the English Language Learner subgroup has performed significantly lower on the New York State English Language Arts (NY ELA) exam and the New York State Math exam.

More recent data shows that there has been a shift in this trend. For example, in the 2017-2018 school year, ELLs performed 5% higher than they did the previous year on the NY ELA state test. ELLS also performed 6.4% higher than they did on the previous year’s NY Math state test.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal #1: English Language Learners

To continue to focus sharply on developing strategies to raise the achievement of English Language Learners in English Language Arts, teachers will utilize formative and summative assessments to provide targeted multiple entry points and Universal Design for Learning (UDL) strategies for ENLs so that by June 2019, the number of ENL students performing at Levels 3 and 4 in September 2018 will increase by ten (10) percent by the June TCRWP Reading Assessment.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., average/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
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<tbody>
<tr>
<td>Class, ENL</td>
<td>Sept. 2018 – June 2018</td>
<td>AP Curriculum, Literacy Coach, Lead Teachers</td>
</tr>
<tr>
<td>ENL Teachers</td>
<td>Sept. 2018 – June 2019</td>
<td>AP Curriculum, Literacy Coach, TCRWP Staff developers</td>
</tr>
<tr>
<td>ENL Teachers</td>
<td>December 2018</td>
<td>AP Curriculum, Literacy Coach, TCRWP Staff developers</td>
</tr>
<tr>
<td>ENL Teachers</td>
<td>Sept. 2018 – June 2019</td>
<td>TCRWP Staff developers</td>
</tr>
<tr>
<td>Newcomer ENL Students grades 3-5</td>
<td>September 2018 – June 2019</td>
<td>AP Curriculum, Per-session Teachers, ENL Coordinator</td>
</tr>
<tr>
<td>Newcomer ENL Students grades 2-5</td>
<td>September 2018 – June 2019</td>
<td>Assistant Principals, Per-session teachers</td>
</tr>
<tr>
<td>Newcomer</td>
<td>Sept. 2018 – June 2019</td>
<td>Assistant Principals, RTI Team, Classroom Teachers</td>
</tr>
</tbody>
</table>

- Curriculum units of study in Reading and Writing will be revised monthly at ENL curriculum unit planning team meetings to include UDL strategies and scaffolds for English Language Learners
- Assistant Principal with TESOL certification will be assigned to supervise the ENL Teachers in order to improve instructional methods and student outcomes
- ENL teachers will continue to be included in all professional development workshops, including unit planning
- TCRWP Staff Developers will provide a customized professional development cycle, for all ENL teachers
- ENL students in grades 3-5 who are new to the country are provided with beginner ENL instruction in order to facilitate their transition into an English language school system using a newcomer lab. They will also be provided with after school support using Mondo and Rosetta Stone.
- Newcomers kits will continue to be provided as additional ELA resources to classroom teachers of students in grades 2-5 who are new to the country
- An after school program will be implemented for all level 1 students, including ENLs, in grades 3, 4 and 5 in order to provide targeted instruction in English Language Arts
- Tier I academic intervention services (AIS) are provided to ENLs in all grades, either in small groups and/or individually, who are performing well below grade level in English Language Arts.

- Rosetta Stone language learning web-based software has been purchased and is being implemented for all entering ENLs in grades 2-5.

- In order to build capacity by increasing the number of teachers with ESL license extensions, teachers are encouraged to apply to ITI programs.

- Subscriptions will be renewed for Enhanced ELL Resources from Learning A-Z in order to provide all classroom teachers and ENL teachers with additional resources to support their ENL students.

- All students, including ELLS, who are performing at level 1 in grades 3-5 will receive Lexia account logins. This online program is customized to meet students individual needs in English Language Arts.

- Additional ENL teachers will be added to our staff for the 2017-18 school year, in order to meet the new state servicing mandates.

- After school programs will be provided for grade 1 and 2 students performing at level 1 in reading, including ENLs, in order to provide targeted instruction in English Language Arts.

- Learning A-Z provided professional development for teachers on ENL resources which were purchased to support ENL...
- ENL teachers will continue to hold parent meetings and workshops for parents during the Tuesday afternoon parent engagement time

- The primary Instructional coach will continue to conduct a series of workshops for parents on how to support their child's literacy development. Workshops are provided in English and Spanish, with alternate language translators available.

- All ENL teachers will be provided with NYSESLAT test prep

- All ENL teachers will provide NYSESLAT test prep as needed to the students that they service

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

PS89 plans to host a series of afterschool/evening workshops that will aim to engage parents in their child's literacy development. The workshops will also address math curriculum and other various topics pertinent to our school community. These workshops will be held throughout the month, and be offered at different times to encourage maximum parent attendance.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- AP of Curriculum and Professional Development along with Instructional Coaches provide ongoing PD for the teachers

- Staff Developers from TCRWP have been contracted to provide cycles of PD for all teachers, including a dedicated cycle for ENL teachers

- Materials will be purchased and teachers will be hired per session for an after school program targeting our lowest performing ENLs in grades 1-2 and 3-5
● Materials will be purchased and teachers will be hired per session for the after school Mondo Program for newcomer ENLs

● AIS will be provided to Advanced ENLs who are performing at Level 1 in reading using Leveled Literacy Intervention

● Teachers use assessment data to provide Response to Intervention RtI to ENL students. The data is used small group and individual instruction based on the needs of their students. Students’ progress in RtI is tracked online by teachers using our pupil monitoring system

● The School Leadership Team (SLT) meets to review school-wide data to evaluate the effectiveness of programs and structures

● Teachers meet with the principal semi-annually to review and discuss program and curriculum effectiveness (FOCUS groups)

● The administrative cabinet meets weekly to review and discuss program and curriculum effectiveness and revisions are made based on all available data

● Teacher evaluations are reviewed to determine the teachers’ level of implementation of curriculum and initiatives, and additional support/professional development is provided as needed

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
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</tbody>
</table>

Part 4c. Indicate the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>C4E</th>
<th>21st Century Grant</th>
<th>SIG</th>
<th>PTA Funded</th>
<th>In Kind</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By February 2018, the number of ENL students performing at Levels 3 and 4 will increase by five (5%) percent, as measured by the Teachers College ITA Reading Assessment.

Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Progress will be measured using the Teachers College Reading and Writing Project Reading Assessment.

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
</tr>
</tbody>
</table>

This year’s goal builds upon the work of 2016-17 by continuing to purposely target our lowest performing students in English Language Arts. A significant number of our students perform far below grade level in ELA. To deepen and broaden our commitment to closing the achievement gap, we will provide targeted academic intervention services using a Response to Intervention (RtI) model within a supportive learning environment.

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

**Tier I** interventions are as follows:

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

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

**Tier II** interventions are as follows:

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

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

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

Students who are progressing well in Tier III interventions will have those services reduced or removed. Students, who are not making progress with Tier III interventions, will be referred for an educational evaluation based on the outcome of a Pupil Personnel Committee (PPC) meeting. We will also continue to track the performance of at risk students in ELA periodically to determine the effectiveness of our programs and interventions, so that we can add or revise services. We have, therefore, created this school goal to insure the continued academic improvement of at risk students in English Language Arts. This model for academic intervention insures that students are being educated in a supportive environment. Using Leader in Me which develops the 7 Habits of Happy Kids teachers provide academic intervention in classrooms and within a school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Goal #2: English Language Arts - Lowest third</th>
</tr>
</thead>
<tbody>
<tr>
<td>To continue to improve educational outcomes for students performing in the lowest third in English Language Arts, including ELLs and SWDs, teachers will provide targeted academic intervention in a supportive learning environment based on summative and formative data so that by June 2018, the number of students in grades K-5 performing at Level 1 on TCRWP Reading Assessments in September will decrease by 10% as measured by the June 2018 TCRWP Reading Assessment.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>PID students</td>
<td>Sept. 2017 – June 2018</td>
<td>Assistant Principals (APs), Teachers</td>
</tr>
<tr>
<td>Level I students</td>
<td>Sept. 2017 – June 2018</td>
<td>APs, Teachers</td>
</tr>
<tr>
<td>(TBD)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level I students in grades 1 - 2</td>
<td>Feb. 2017 - June 2018</td>
<td>APs, Teachers</td>
</tr>
<tr>
<td>Level I students in grades 3-5</td>
<td>Jan. 2017 - June 2018</td>
<td>APs, Teachers</td>
</tr>
<tr>
<td>Level 1 students K-5</td>
<td>Sept. 2017 – June 2018</td>
<td>APs, Teachers</td>
</tr>
</tbody>
</table>

- Students who were designated as Promotion in Doubt for the 2015-16 school year will be identified and will be provided with Tier I interventions.

- Academic intervention services (AIS) are provided using Leveled Literacy Intervention (LLI) for students who are performing well below grade level in grades. Administrators utilize summative and formative data for all students to determine eligibility for AIS and to create AIS rosters based on student need.

- After school programs will continue to be created based on the results of summative and formative data for students in grades 3-5.

- After school programs will be created for level 1 students, including ELLs in grades 1 and 2, in order to provide targeted instruction in English Language Arts.

- To provide additional literacy intervention, Imagine Learning Web-based software program was purchased for the entire student body. Teachers were given professional development on program implementation, including the use of program data to provide targeted instruction.

- Tier I academic intervention services (AIS) are provided by classroom teachers to all at-risk students in small groups. This instruction includes, but is not limited to, guided reading, strategy lessons, guided writing, shared reading and writing, and component work for a minimum of three (3) times each week. Student progress is entered into an online system by teachers.
and is tracked by school administrators. Students not making adequate gains in Tier I are moved to Tier II.

- For students who require additional support, Tier II academic intervention services are provided by classroom teachers to individual students, based on students’ needs. Teachers will utilize technology-based interventions, such as RazKids, Lexia, Starfall.com and Imagine Learning.

- Student progress in RTI is reported every six (6) weeks using an online data reporting system. The assistant principals will closely monitor this system in order to insure adequate student growth.

- A full time data specialist collects data on all intervention services/programs quarterly. Administrators review the data to monitor the progress of students within each AIS program, and then make revisions to rosters as needed.

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

- The Special Education Assistant Principal will continue to closely monitor special education services, and will work closely with Special Education Teachers to improve UDL strategies.

- Two (2) Learning Labs will continue to provide a supportive instructional environment for our students receiving Special Education Teacher Support Services (SETSS)

- Special Education teachers will attend professional development workshops at Teachers College Reading and Writing Project specifically designed for providing strategies to best serve students with disabilities

<table>
<thead>
<tr>
<th>Tier II RTI students</th>
<th>Sept. 2017 – June 2018</th>
<th>APs, Teachers, Technology Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>Sept. 2017 – June 2018</td>
<td>APs</td>
</tr>
<tr>
<td>Students receiving AIS Tier III RTI students</td>
<td>Sept. 2017 – June 2018</td>
<td>Data Specialist, APs, AIS teachers</td>
</tr>
<tr>
<td>SWDs</td>
<td>Sept. 2017 – June 2018</td>
<td>APs and teachers</td>
</tr>
<tr>
<td>SETSS teachers</td>
<td>Sept. 2017 – June 2018</td>
<td>AP of SWDs, Special Education Teachers</td>
</tr>
<tr>
<td>Spec, Ed. teachers</td>
<td>Sept. 2017 - June 2018</td>
<td>AP of SWDs, Special Education Teachers</td>
</tr>
<tr>
<td>Teachers Assistants</td>
<td>Sept. 2017- June 2018</td>
<td>AP of Curriculum, AP SWDs, Spec. Ed. Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP of SWDs, IEP Teacher, Spec. Ed. Teachers, Teacher Assistants</td>
</tr>
</tbody>
</table>
- Teachers Assistants participate in Professional Development sessions designed to provide training in best practices for literacy instruction and behavior management.

- To ensure a supportive environment, the whole school, teachers, administrators, students and parents will participate in Leader in Me. This program uses the 7 Habits of Happy Kids to improve school culture and student outcomes.

| Principal, APs, Teachers, Students and Parents | Sept. 2017-June 2018 | Principal, APs and Teachers |

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### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

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### Part 4 – Budget and Resource Alignment

#### Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Hire three (3) additional special education teachers
- Fund after school programs including per session for teachers, APs, and purchase materials
- Continue to employ a full time data specialist

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
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<td></td>
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<td>C4E</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

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### Part 5 – Progress Monitoring

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

By February 2018 the number of at risk students performing at Level 1 will decrease by five (5%) percent, as measured by the Teachers College ITA Reading Assessment.

#### Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Progress toward this goal will be measured utilizing the Teachers College Reading and Writing Project Reading Assessment.

#### Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

This year’s goal builds upon the work of 2016-17. At the end of the 2012-13 school year, the school community had come to a consensus that the Everyday Mathematics, which we had been using for many years, was no longer adequate in meeting the CCLS. Therefore, a committee of teachers was formed to research and review Math programs with the objective of finding the best program to provide students with the instruction necessary to meet the higher demands of the CCLS. The curriculum committee chose GoMath!, which was also the program recommended by the DOE. The materials were purchased, and the teachers received professional development, so that the program could be implemented beginning with the 2013-14 school year. After receiving the results of the NYS Math Exam for 2013-14, there were some concerns. For the first time in many years our students progress in Mathematics was lower than the students progress in ELA. An analysis of the data found that in terms of math student progress, our school fell within 40.6 percentile of the “Peer Range” and 39.5 percentile of the “City Range”. We were able to earn only 6.7 out of 16.7 available points.

Upon further analysis, we found that it was primarily our lowest third and special education students that brought down our average in math. We fell within 28.9 percentile of the “Peer Range” and 28.1 percentile of the “City Range”. We were able to earn only 4.8 out of 16.7 available points in this category. While the 2013-14 School Quality Snapshot, showed an achievement rate of 42% which was 3% higher than the city average, we were 2% below the district average of 44%. Also, when looking at student progress in Mathematics, for the same period each of our subgroups ENL, SWD and Lowest Performing Students were rated with two (2) bars which is just fair. After the second year of GoMath implementation, there have been more positive results. The 2014-15 School Quality Snapshot shows the Math performance rate at 45% which was 6% greater than the city average of 39% and 2% greater than the district average of 43%. Furthermore, when looking at the growth on the state Math tests, the ENL subgroup received three (3) bars which is a rating of "good", and the SWDs and Lowest Third groups received four (4) bars which is a rating of "Excellent". Therefore, in order to continue this trend in student performance and progress in Mathematics, we have created this goal. For many years the focus at PS 89 has been in ELA. Teachers have participated in collaborative planning around ELA instruction. Our teachers will continue to work collaboratively to support student achievement in Mathematics.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal #3: Mathematics

To focus sharply on developing strategies to raise the achievement of all students in Mathematics, including ELLs and SWDs, teachers will work collaboratively to utilize Universal Design for Learning (UDL) strategies in GoMath! instruction
to provide multiple entry points including scaffolds and extensions, to insure that all students are provided with rigorous CCLS aligned instruction, so that by June 2018, the average score for students in grades 1-5 on the GoMath! Benchmark assessments will increase by 10 percent from the September average score.
### Activities/Strategies:

Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>Sept. 2017 – June 2018</td>
<td>APs, Coaches</td>
</tr>
<tr>
<td>Teachers and students in grades 1-5</td>
<td>Sept. 2017 – June 2018</td>
<td>APs, Data Specialist</td>
</tr>
<tr>
<td>Members of the Math Curriculum Team</td>
<td>Sept. 2017 – June 2018</td>
<td>AP, Math Curriculum Team</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>Sept. 2017 – June 2018</td>
<td>APs, Coaches, labsite teachers</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>Sept. 2017 – June 2018</td>
<td>APs, Coaches, Teachers</td>
</tr>
<tr>
<td>Level 1 Math Students Grades 3-5</td>
<td>Sept. 2017 – June 2018</td>
<td>APs, Teachers</td>
</tr>
<tr>
<td>Teachers</td>
<td>Sept. 2017</td>
<td>AP Curriculum, Data Specialist, Coaches, Teachers</td>
</tr>
</tbody>
</table>

- Assistant Principals and coaches will continue to visit classrooms during GoMath instruction in order to assess and provide feedback on instructional practices being implemented during GoMath lessons.

- Student progress in mathematics is monitored triennially in grades 1-5 using GoMath grade level benchmark assessments. The data is collected and analyzed for patterns and trends. Item analysis data is provided to teachers in order to differentiate instruction.

- The Math Curriculum Team will conduct an item analysis for the June 2016 GoMath benchmark assessments for each grade level and create remediation packets for each grade based upon the students’ needs to be utilized for the 2016-17 school year.

- Labsites will continue to be used as models for improving instruction in mathematics. Teachers of labsites are selected due to their exemplary practices. Intra-visitations will continue to be arranged for teachers to visit labsites in order to effect change and improve GoMath instruction.

- Teachers will continue to be provided with Math professional development time in each grade level unit planning sessions. Teachers will use the time to analyze student data and plan differentiated activities for each unit. Classroom teachers will also participate in a dedicated cycle of professional development around mathematics instruction. This cycle will include revisions to the program, implementation and differentiation for ELLs, SWDs, and at-risk students.

- Continue to create after school programs to address lowest performing students in Mathematics in grades 3-5
- Video demonstrations of Math lessons by labsite teachers have been uploaded to the staff website so that teachers may access them when needed to promote their professional learning.

- Professional Learning Committees will continue to conduct action research in best practices in Mathematics.

- A full time Math Coach will be assigned to provide professional development, in class coaching and curriculum support.

- ENL teachers will push-in during the GoMath lessons to provide ENL instruction through the content area to students.

- A full time Math Coach will provide professional development to teachers and lead the Math Curriculum Committee.

- Teachers will participate in collaborative unit planning for math units every month to share best practices in Mathematics instruction. Teachers will participate in item analysis and look for trends and patterns.

- Instructional packets will be created by teachers on the curriculum team to support Math instruction. These packets will be created based on the information found in the item analysis data.

- A guiding document will be created to support teachers in Math instruction for each grade level.

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Sept 2017 - June 2018</th>
<th>Principal, APs, Coaches, Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL Teachers</td>
<td>Sept. 2017 - June 2018</td>
<td>APs, Math Coach</td>
</tr>
<tr>
<td>Classroom Teachers and ENL Teachers</td>
<td>Sept. 2017 - June 2018</td>
<td>AP, Math Coach, Teachers</td>
</tr>
<tr>
<td>Classroom Teachers and ENL Teachers</td>
<td>Sept. 2017 - June 2018</td>
<td>AP, Math Coach, Teachers</td>
</tr>
<tr>
<td>Classroom Teachers and ENL teachers</td>
<td>Sept. 2017 - June 2018</td>
<td>Math Coach, Teachers</td>
</tr>
</tbody>
</table>
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Hire a full time Math Coach
- Per session funds for after school Math Program
- Purchase licenses for BigBrainz online math program

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By February 2018, the schoolwide average score on the GoMat! benchmark assessment will increase by 5% as measured on the Midyear GoMath benchmark assessment.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

To measure progress toward this goal, we will utilize the GoMath grade level benchmark assessments which will be administered triennially.

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
</table>
### Activities/Strategies

Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents/guardians</td>
<td>Sept. 2017 - June 2018</td>
<td>Parent Coordinator</td>
</tr>
<tr>
<td>Parents/guardians</td>
<td>Sept. 2017 - June 2018</td>
<td>Parent Coordinator, Guidance Counselors, Instructional coaches</td>
</tr>
<tr>
<td>Parents/guardians, Parents</td>
<td>Sept. 2017 - June 2018</td>
<td>Teachers</td>
</tr>
<tr>
<td>Parents and future students</td>
<td>Sept. 2017 - June 2018</td>
<td>Parent Coordinator, Guidance Counselors, Instructional coaches</td>
</tr>
<tr>
<td>Parents</td>
<td>Sept. 2017 - June 2018</td>
<td>Parent Coordinator, AP, Teachers</td>
</tr>
</tbody>
</table>

**● We will continue to contract with the Learning Leaders organization to recruit and train 10 additional Learning Leaders for the 2017-18 school year. The projected 10 new members, added to the 25 current Learning Leaders at PS 89, will provide us with a total of 35 active parent volunteers.**

**● In order to provide parents with information and support, a parent survey will be distributed at the first Family Night asking parents about their interests and needs. Based on the responses, a minimum of one (1) targeted Parent Workshop will be held each month.**

- In order to increase the level of parent engagement Parent Workshops are being conducted by school staff and outside agencies on average four (4) times each month. Topics include: Nutrition, Literacy, Health, Homework, Attendance, and Preparing for Parent Teacher Conferences.

**● We will continue to provide Adult ENL classes, 3 times each week, and First Steps Parent-Toddler Language Intervention Program for Parents with 2-3 year olds, each week.**

**● In addition to scheduled Parent Teacher Conferences, parents will be invited to each classroom a minimum of two (2) times each year for unit or holiday celebrations and/or workshops. An online system of recording and reporting these invitations will be created and monitored by the Parent Liaison/ The Parent Coordinator will record these events on the parent calendar and a copy of the calendar will be given to the school safety agents.**

**● The Parent Coordinator will continue to develop methods for informing Staff and Parents about Parent Involvement Activities occurring in the school throughout the year. She will develop a Parent Coordinator Newsletter which will inform parents and staff of parent involvement activities in the school and utilize the school website to send electronic communication to the parents.**
- The school website will be updated to provide parents with important information regarding school events and news. It will be made more user friendly and teachers will utilize it to communicate more frequently with parents.

- Teachers utilize parent engagement time on Tuesday afternoons to meet with parents, hold parent workshops and family events.

- A school messenger announcement will be sent weekly to inform parents of upcoming events.

- Emails of parents/guardians will be collected to create an electronic distribution of events, workshops, and monthly calendars.
- A parent club will be created to increase socialization, cultural awareness, and the sharing of resources between parents.

<table>
<thead>
<tr>
<th>Parents/ guardians</th>
<th>Sept. 2017-June 2018</th>
<th>Principal, AP, Data Specialist, Parents</th>
</tr>
</thead>
</table>

- Four (4) quarterly family events will be planned to engage families in the school culture, such as Family Movie Night, or Game Night.

<table>
<thead>
<tr>
<th>Parents/ guardians and students</th>
<th>Sept. 2017-June 2018</th>
<th>Parent Coordinator, PTA, Guidance Counselors</th>
</tr>
</thead>
</table>

- A Kindergarten Orientation Workshop will be held for parents of incoming Kindergarten students. To assist with the transition from PreK to Kindergarten parents and children will be invited on a school tour to visit classrooms, lunchroom, gym and library.

<table>
<thead>
<tr>
<th>Parents/ Guardians, Incoming students</th>
<th>June 2017</th>
<th>Parent Coordinator, PTA, School Administrators, and Teachers</th>
</tr>
</thead>
</table>

- To improve parent participation in the PTA, meetings are being conducted in the evenings as well as the morning to accommodate parents' work and family schedules. Interpretation is provided in Spanish, Mandarin and Bangla for parents who speak a language other than English.

<table>
<thead>
<tr>
<th>Parents/ Guardians</th>
<th>Sept. 2017-June 2018</th>
<th>Principal, Parent Coordinator, Coaches and Teachers</th>
</tr>
</thead>
</table>

- A Parent Involvement Committee will meet three (3) times a year to discuss parent involvement programs, activities and events and to discuss Title I Parent Involvement Funds.

<table>
<thead>
<tr>
<th>Parents/ Guardians</th>
<th>Sept. 2017-June 2018</th>
<th>Principal, Parent Coordinator, Teachers, Parents</th>
</tr>
</thead>
</table>

- A parent Leader in Me Lighthouse Team will be created to promote positive school culture.

<table>
<thead>
<tr>
<th>Parents/ Guardians</th>
<th>Sept. 2017-June 2018</th>
<th>AP, Parent Coordinator, Teachers, Parents</th>
</tr>
</thead>
</table>

- A outreach team will be created to research and link with community based organizations available across the city in order to bring more enrichment programs into the school.
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Contract with Learning Leaders organization to provide training program
- Apply for permits, purchase snacks, and materials for evening events
- Provide refreshments and materials during parent workshops and Parent Club meetings
- Hire a technology teacher to maintain computers, and help manage the website
- Per session for teachers for adult ENL classes, purchase ENL materials for parents/guardians, and web licenses for Rosetta Stone
- Purchase Cool Culture Passes for families to visit museums free of charge

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
Part 5 – Progress Monitoring

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

Using the questions from the school survey, a mid-point survey will be administered to teachers and parents to determine the amount of parent involvement so that by February 2018, the percentage of favorable responses will increase by two and a half (2.5%) percent.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

A simple survey using responses similar to those asked on the school survey will be created to measure parent involvement.

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**Section 5: Needs Assessment, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

| The school has an active Parent Teacher Association (PTA) and School Leadership Team (SLT). We also have successfully recruited and trained parent volunteers for the past several years through the Learning Leader Program. Currently, 25 Learning Leaders volunteer from 2-3 days each week, assisting teachers in the classrooms, and/or assisting office and administrative staff. A Title I Parent Involvement Committee supports programs such as morning Adult ENL Classes for parents and the Parent-Toddler Language Intervention Program. Teachers reach out to parents through a home-school communication folder, and inform parents of students strengths and areas of focus monthly on progress reports and/or report cards. Providing parents with frequent feedback on student performance along with face-to-face meetings during Tuesday’s parent engagement time resulted in a 92% positive response on the Framework for Great Schools 2015 report. However, on the School Quality Snapshot, Strong Family-Community Ties only received a 79% approval rating, earning just two (2) bars which is considered "fair." As a result, we will continue to focus on improving parent involvement and have created this goal. |

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

**Goal #4: Parent Involvement**

Through active outreach efforts, staff members will seek to make the school a more hospitable and welcoming environment for parents. These efforts will lead to an increase in parent involvement in school activities, so that by June, 2017 the percentage of positive responses on the the School Survey on parent involvement will increase by 5%, as indicated on the Framework for Great Schools Report 2017.
**Part 3a – Action Plan**

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</td>
</tr>
<tr>
<td><strong>Target Group(s)</strong></td>
</tr>
<tr>
<td><em>Who will be targeted?</em></td>
</tr>
</tbody>
</table>

**3b – Parent and Family Engagement**

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

N/A

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
### Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
</table>
| **English Language Arts (ELA)**          | Advanced ELLs and non-ELL students in grades K, 1, and 2 performing at level 1 on TCRWP assessments  
ELL students performing at Level 1  
ELLs in K, 1 and 2  
All students performing at Level 1 and 2 on TCRWP and NYS ELA exam in grades 3-5  
Newcomer ELL Students in grades 2-5 | Leveled Literacy Intervention (LLI)  
Ready to Read - shared reading, guided reading, language and literacy skills  
iReady | Small group with reading specialist  
12-15 students per class  
15-18 students per class  
12-15 Students per class | 1 period, 3-5 days each week, during school day  
After school 2-3 times each week  
After school 2-3 times each week |
| **Mathematics**                          | All students in grades 1-5 performing in the lowest third on the GoMath Benchmark Assessment  
Students who scored level 1.00-1.99 on the NYS Math exam in grades 4 and 5.  
Students in grade 3 scoring in the lowest quartile on the GoMath Benchmark Assessment. | Tier I Strategy lessons/tutoring  
Khan Academy – Using iPads and netbooks to improve math fluency and problem solving.  
Strategy lessons/tutoring | Small groups of 3-6 students  
15-18 students per class | During the school day in GoMath workshops  
After school or Saturdays |
<table>
<thead>
<tr>
<th><strong>Science</strong></th>
<th>Students performing in the lowest quartile on the unit test</th>
<th>Strategy lessons</th>
<th>Small groups of 3-6 students</th>
<th>During the school day in Science lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Studies</strong></td>
<td>Students performing in the lowest quartile on the baseline assessment</td>
<td>Strategy lessons, shared/interactive writing, tutoring</td>
<td>Small groups of 3-6 students</td>
<td>During the school day in Social Studies lessons</td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>Students in crisis, and students with behavioral/social issues</td>
<td>Counseling</td>
<td>Small group and one-on-one</td>
<td>Weekly, bi-monthly or as needed</td>
</tr>
</tbody>
</table>
### Section 7: Support for Students in Temporary Housing (STH)

**Directions:**
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
</tbody>
</table>

When students are identified to be in temporary housing, the school's guidance counselors reach out to the families to determine their needs. We have in the past assisted with providing food, clothing and school supplies as needed. Counseling services and academic support are offered as well as referrals to social service agencies. We also offer child care after school through the CC-NY CBO.

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

N/A

N/A
Section 8: Title I Program Information

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

Part 1: Title I Status

| X | Schoolwide Program (SWP) | Targeted Assistance (TA) Schools | Non-Title I |

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

- Each year the administration receives hundreds of prospective candidates for open positions. Resumes are carefully reviewed and hiring fairs are attended to recruit from the pool of candidates. The hiring manager chooses the brightest and most promising applicants to interview at Level I. Those showing the greatest potential complete writing samples to show their knowledge and basic writing skills, if exemplary, they are moved to Level II. Level II candidates then interview with the principal who further assesses the candidates’ skills, knowledge and potential. If candidates pass the Level II phase of the interview process, they are invited to conduct a demonstration lesson. During the lesson, the principal and assistant principals assess the candidates skills and potential in order to determine whether or not they are the right fit for our school. Many qualified teachers are interested in our school due to the level of support provided, the school’s ‘A’ performance rating, and the professional development offered. Choosing exemplary faculty to join the professional development staff as P.S. 89 furthers the professional climate and deepens our learning community.

- To support new teachers in the readers, writers, and mathematics workshop we have created a New Teacher Institute. The New Teacher Institute (NTI) provides an intensive two-day overview of the curriculum and expectations. Support continues with a yearlong, New Teacher Professional Development course, that meets for two periods each week. The course explores each component of the workshops more thoroughly in order to deepen the teachers’ understanding. The New Teacher Professional Development groups are divided by grade level, K - 2, and 3- 5 to allow for more differentiated, grade-specific support during Professional Development meetings.

- We have made a concerted effort to build capacity in our school by encouraging leadership among teachers. Teachers are selected to create labsites for their colleagues learning and professional growth. Teachers who exhibit exemplary practices, are videotaped in action, and the videos are made available to the rest of the staff on the school’s staff website. This video library is an excellent resource and serves to celebrate the exemplary efforts of staff members.
● PS 89 continues to implement a focused and ongoing professional development program in literacy and Mathematics. We continually gather data from the staff regarding their needs in professional development in order to improve the quality of instruction.

● All classroom and OTP teachers will continue to be afforded the opportunity to participate cycles of professional development, around various topics, provided by TCRWP staff developers.

● PS 89’s professional development is aligned with the goals outlined in our CEP.

● Classroom lab sites are used on every grade (K-5) to demonstrate and practice new initiatives and instructional methods.

● A climate of inquiry learning is encouraged among pedagogues with all teachers participating in Professional Learning Committees (PLCs). They conduct a study into an area of mutual interest that aligns with the school’s goals. Using data collected in their own classrooms, the effects of instructional practices are studied and plans are created to implement methods, which prove to be effective. The PLCs meet three times a month on Mondays during extended day.

● Teachers, who do not possess the necessary certification in order to meet the High-Quality Teacher standards in core academic subjects, will receive support in the form of information, reminders, and compensation to obtain the necessary requirements. Teachers, who are not successful at achieving the necessary certification, will be placed in positions for which they are highly qualified. This will insure that all High-Quality Teachers teaching in all core subjects for the 2016-17 school year.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

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

Paraprofessionals attend Monday professional development sessions on various topics, including but not limited to, Paraprofessional responsibilities, how to effectively implement Behavioral Intervention Plans, SESIS-basics, Encounter Attendance, and helping students achieve IEP goals.
Below is the Professional Development Plan for the 2015-16 school year. The 2016-17 plan will be revised and posted to this document in September, 2017.

2015-2016 Professional Development Plan:

### Curriculum Planning Professional Development K-2

<table>
<thead>
<tr>
<th>Presenter(s)</th>
<th>Goals of Each Cycle</th>
<th>Group of Teachers</th>
<th>Scope</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-2 Instructional Coach: Marcia Elwarari</td>
<td>To work collaboratively with colleagues to plan for upcoming units of study in reading and writing workshop. Teachers read about, discuss, and revise curriculum to address the needs of their students and to work toward long-term school goals.</td>
<td>K-2 Classroom Teachers, ENL Teachers K-2, AIS Teachers K-2, Service Providers K-2</td>
<td>September-June</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kindergarten Dates</th>
<th>First Grade Dates</th>
<th>Second Grade Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 1</td>
<td>December 1</td>
<td>October 6</td>
</tr>
<tr>
<td>November 3</td>
<td>January 12</td>
<td>November 3</td>
</tr>
<tr>
<td>December 1</td>
<td>March 1</td>
<td>December 17</td>
</tr>
<tr>
<td>January 12</td>
<td>April 4</td>
<td>February 23</td>
</tr>
<tr>
<td>March 1</td>
<td></td>
<td>March 29</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## 3-5 Instructional Coach:

**Kathleen Webber**

**Goals of Each Cycle**

To work collaboratively with colleagues to plan for upcoming units of study in reading and writing workshop. Teachers read about, discuss, and revise curriculum to address the needs of their students and to work toward long-term school goals.

<table>
<thead>
<tr>
<th>Group of Teachers</th>
<th>Scope</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-5 Classroom Teachers</td>
<td>September-June</td>
</tr>
<tr>
<td>ENL Teachers 3-5</td>
<td></td>
</tr>
<tr>
<td>AIS Teachers 3-5</td>
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<tr>
<td>Service Providers 3-5</td>
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### Third Grade Dates

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### Fourth Grade Dates

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<td>September 18</td>
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### Fifth Grade Dates

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<td>September 29</td>
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<td>December 10</td>
<td>January 21</td>
<td>February TBD</td>
<td>May 5</td>
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## Curriculum Planning Professional Development for Arts and Humanities

**Presenter(s)**

A. Aperans
J. Dorgan
A. Lieberson
L. Chacon
L. Gregory
G. Halliday
K. Danielson

**Goals of Each Cycle**

To work collaboratively with colleagues to plan for upcoming units of study. Teachers read about, discuss, and revise curriculum to address the needs of their students and to work toward long-term school goals.

<table>
<thead>
<tr>
<th>Group of Teachers</th>
<th>Scope</th>
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</thead>
<tbody>
<tr>
<td>Art Teachers</td>
<td>October-June</td>
</tr>
<tr>
<td>Music Teacher</td>
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<tr>
<td>Theater Teacher</td>
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<tr>
<td>Social Studies Teachers</td>
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### Dates

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<tr>
<td>October 9</td>
<td>December 11</td>
<td>February 2</td>
<td>April 20</td>
<td>June 9</td>
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### Professional Development for The Science Department

<table>
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<th>Presenter(s)</th>
<th>Goals of Each Cycle</th>
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<tbody>
<tr>
<td>K. Webber</td>
<td>To work collaboratively with colleagues to plan for upcoming units of study. Teachers read about, discuss, and revise curriculum to address the needs of their students and to work toward long-term school goals.</td>
<td>D. Clark, K. Lamparillo, J. Delph, E. Maier</td>
<td>October-June</td>
</tr>
<tr>
<td>M. Elwarari</td>
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#### Dates

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### Teachers College Professional Development K-2

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<th>Presenter(s)</th>
<th>Goals of Each Cycle</th>
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<tbody>
<tr>
<td>TC Staff Developer</td>
<td>To support our teachers' professional learning and development in reading and writing instruction and to work toward long-term school goals.</td>
<td>K-2 Classroom Teachers, ENL Teachers K-2, AIS Teachers K-2, Service Providers K-2</td>
<td>December-May</td>
</tr>
<tr>
<td>Lindsay Mann</td>
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#### Cycle 1 Dates

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<tr>
<th>December 2</th>
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#### Cycle 2 Dates

| March 9 | March 23 | March 30 | April 22 | May 6 |
### Teachers College Professional Development 3-5

<table>
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<th>Presenter(s)</th>
<th>Goals of Each Cycle</th>
<th>Group of Teachers</th>
<th>Scope</th>
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</thead>
<tbody>
<tr>
<td>TC Staff Developer</td>
<td>To support our teachers’ professional learning and development in reading and writing instruction and to work toward long-term school goals.</td>
<td>3-5 Classroom Teachers</td>
<td>October-February</td>
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<tr>
<td>Kristin Smith</td>
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<td>ENL Teachers 3-5</td>
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<td></td>
<td></td>
<td>AIS Teachers 3-5</td>
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<tr>
<td></td>
<td></td>
<td>Service Providers 3-5</td>
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</tr>
<tr>
<td><strong>Cycle 1 Dates</strong></td>
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<td>October 28</td>
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<td>November 4</td>
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<td>January 27</td>
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### Teachers College Professional Development Second Grade

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<th>Presenter(s)</th>
<th>Goals of Each Cycle</th>
<th>Group of Teachers</th>
<th>Scope</th>
</tr>
</thead>
<tbody>
<tr>
<td>TC Staff Developer</td>
<td>To increase the level of rigor across second grade classrooms and to work toward long-term school goals.</td>
<td>Second Grade Classroom Teachers</td>
<td>October</td>
</tr>
<tr>
<td>Lindsay Mann</td>
<td></td>
<td>ENL Teachers</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td>Service Providers</td>
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<tr>
<td><strong>Dates</strong></td>
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<td>October 7</td>
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### Teachers College Professional Development ENL Teachers

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<th>Goals of Each Cycle</th>
<th>Group of Teachers</th>
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</thead>
<tbody>
<tr>
<td>TC Staff Developer</td>
<td>To support our ESL staff’s professional learning and development in reading and writing instruction and to work toward long-term school goals.</td>
<td>ENL Teachers K-5</td>
<td>December</td>
</tr>
<tr>
<td>Kristin Smith</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Presenter(s)</td>
<td>Goals of Each Cycle</td>
<td>Teacher</td>
<td>Dates</td>
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<tr>
<td>----------------------------</td>
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<tr>
<td>Teacher’s College Staff</td>
<td>Engaging Children More Deeply with Nonfiction: Structures, Strategies, and Methods to Deepen Comprehension and Engagement Across ELA and Content Areas</td>
<td>A. Aperans</td>
<td>September 30</td>
</tr>
<tr>
<td>Teacher’s College Staff</td>
<td>Supporting an Important New Unit, <em>Reading the Weather, Reading the World</em> (Text Complexity and Research) and Lifting the Level of Our Essay Writing Instruction</td>
<td>W. Cohen</td>
<td>October 2</td>
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<tr>
<td>Teacher’s College Staff</td>
<td>Teaching an Important Unit on Word Detectives</td>
<td>B. Rainstein</td>
<td>October 5</td>
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<tr>
<td>Teacher’s College Staff</td>
<td>Reading Nonfiction and Writing Nonfiction Chapter Books</td>
<td>J. Blum</td>
<td>October 6</td>
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<tr>
<td>Teacher’s College Staff</td>
<td>Toolkits for Supporting Diverse Learners: Developing Data-Based Tools and Methods that Help You Adapt Your Workshop Structures and Upcoming Units to Provide Potent Help for Kids with IEPs and All Learners</td>
<td>V. Mishkin</td>
<td>October 6</td>
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<tr>
<td>Teacher’s College Staff</td>
<td>The Art of Teaching with Digital Literacies</td>
<td>C. Ikin</td>
<td>October 6</td>
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<tr>
<td>Teacher’s College Staff</td>
<td>Strengthening Structures to Support the Teaching of Phonics and Spelling All Year Long</td>
<td>M. Fischer</td>
<td>October 8</td>
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<tr>
<td>Teacher’s College Staff</td>
<td>A Day Together for Families: Supporting a Child’s Literacy Development Takes ALL of Us, Working Together</td>
<td>N/A</td>
<td>October 14</td>
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<tr>
<td>Teacher’s College Staff</td>
<td>Fifth Grade Nonfiction Text Complexity</td>
<td>Katharine Sherman</td>
<td>October 20</td>
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<tr>
<td>Teacher’s College Staff</td>
<td>English Language Learners: Ways to Use Nonfiction Texts to Develop Oral Language and Support Informational Reading</td>
<td>K. Haran</td>
<td>October 23</td>
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<tr>
<td>Teacher’s College Staff</td>
<td>The Secrets that Primary Teachers Know (Designed for Upper Grade Teachers)</td>
<td>Maggie Tatum</td>
<td>October 27</td>
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<tr>
<td>Teacher’s College Staff</td>
<td>Bringing Kindergarteners Into Conventional Reading: Super Powers and Writing for Readers</td>
<td>H. Park</td>
<td>October 28</td>
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<tr>
<td>Teacher’s College Staff</td>
<td>Taking the Arts Seriously: Tapping the Power of the Intersection of the Arts and Your Literacy and Social Studies Instruction to Heighten Critical Thinking, Discourse, and Global Awareness</td>
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<td>November 2</td>
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<tr>
<td>Teacher’s College Staff</td>
<td>What You Need to Know About Teaching Foundational Skills in Reading (and Writing, Too!)</td>
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<td>November 19</td>
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<tr>
<td>Teacher’s College Staff</td>
<td>What You Need to Know About Teaching Foundational Skills in Reading (and Writing, Too!)</td>
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<td>November 19</td>
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<td>Teacher’s College Staff</td>
<td>Writing About Reading and Baby Literary Essay</td>
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<tr>
<td>Teacher’s College Staff</td>
<td>Tap the Power of Books: Read Alouds, Mentor Texts, Close Reading, and Reading Plans Can Make a Difference (Co-Sponsored with Booksource)</td>
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<td>November 24</td>
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<td>Teacher’s College Staff</td>
<td>Supporting Transitional Readers Moving Into Chapter Books</td>
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<td>Teacher’s College Staff</td>
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<td>Teacher’s College Staff</td>
<td>“Argumentative” Reading and Writing: Supporting Students’ Argument Practices Through Two Paired Units of Study for Fifth Grade</td>
<td>December 15</td>
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<tr>
<td>Teacher’s College Staff</td>
<td>Strengthening Opinions Across the Day in Content Area, Read Aloud, Reading and Writing</td>
<td>January 15</td>
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<tr>
<td>Teacher’s College Staff</td>
<td>Scenes to Series: Writing Fiction with Young Writers</td>
<td>February 9</td>
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<td>Teacher’s College Staff</td>
<td>ELA Testing Grades 3-5</td>
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<tr>
<td>Teacher’s College Staff</td>
<td>Preparing Children with IEPs for the State Exams in NY, NJ, and CT-Teaching with a Knowledge of Data, IEP Information, and the Tasks of the Tests</td>
<td>February 9</td>
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<tr>
<td>Teacher’s College Staff</td>
<td>Persuasive Writing of All Kinds</td>
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**New Teacher Professional Development**

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<thead>
<tr>
<th>Presenter(s)</th>
<th>Goals of Each Cycle</th>
<th>Group of Teachers</th>
<th>Scope</th>
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<tbody>
<tr>
<td>K-2 Instructional Coach: Marcia Elwarari</td>
<td>To support our new teachers’ understanding of school protocol, procedures, and curricula throughout the year.</td>
<td>New Teachers to Our Building: K. Wind</td>
<td>Every Monday September-June</td>
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<tr>
<td>3-5 Instructional Coach:</td>
<td>Kathleen Webber</td>
<td>K. Navin</td>
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<td>A. Mattia</td>
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<td>S. Skutzka</td>
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<td>M. Wittman</td>
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<td>L. Daly</td>
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<td>K. Sweet-Byrnes</td>
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<td>S. Palacino</td>
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<td>S. Bolivar</td>
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<td>G. Kravitz</td>
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<td>B. Carranza</td>
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<td>D. Reed</td>
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<td>N. Schindlar</td>
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<td>T. Hamermesh</td>
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<td>D. Lentini</td>
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<td>N. Pignataro</td>
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<td>A. Lieberson</td>
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<td>K. Danielson</td>
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<td>R. Somers</td>
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**Leave Replacements:**

- M. Katim
- K. Thomas

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**Monday After-School Professional Development**

<table>
<thead>
<tr>
<th>Presenters/Facilitators</th>
<th>Goals of Each Cycle</th>
<th>Group of Teachers</th>
<th>Dates</th>
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</thead>
<tbody>
<tr>
<td>N/A</td>
<td>MOSL-related work/professional time</td>
<td>K-5 Classroom Teachers, including ESL, SETSS &amp; AIS Teachers</td>
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<tr>
<td>N/A</td>
<td>Developing Curriculum</td>
<td>Social Studies, Art, Drama, Music Science, and Physical Education Teachers</td>
<td>September 21</td>
</tr>
<tr>
<td>Jillian Goldberg, Go Math!</td>
<td>Go Math! Updates to ThinkCentral and Print Changes</td>
<td>All Staff</td>
<td>September 28</td>
</tr>
<tr>
<td>N/A</td>
<td>Developing Curriculum</td>
<td>Social Studies, Art, Drama, Music Science, and Physical Education Teachers</td>
<td>September 28</td>
</tr>
<tr>
<td>Sadlier Representative, Ellen Edmonds</td>
<td>Sadlier Phonics</td>
<td>All Staff</td>
<td>October 5</td>
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<tr>
<td>N/A</td>
<td>Developing Curriculum</td>
<td>Social Studies, Art, Drama, Music Science, and Physical Education Teachers</td>
<td>October 5</td>
</tr>
<tr>
<td>Sadlier Representative, Ellen Edmonds</td>
<td>Sadlier Grammar</td>
<td>All Staff</td>
<td>October 19</td>
</tr>
<tr>
<td>N/A</td>
<td>Developing Curriculum</td>
<td>Social Studies, Art, Drama, Music Science, and Physical Education Teachers</td>
<td>October 19</td>
</tr>
<tr>
<td>Sadlier, Sadlier Representative, Ellen Edmonds</td>
<td>Sadlier Vocabulary, and Introduction to Vocabulary Workshop On-line Assessments</td>
<td>All Staff</td>
<td>October 26</td>
</tr>
<tr>
<td>N/A</td>
<td>Developing Curriculum</td>
<td>Social Studies, Art, Drama, Music Science, and Physical Education Teachers</td>
<td>October 26</td>
</tr>
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2018-19 CEP
Tuesday Voluntary After-School Professional Development

<table>
<thead>
<tr>
<th>Presenters/Facilitators</th>
<th>Goals of Each Cycle</th>
<th>Group of Teachers Offered/Attended</th>
<th>Dates</th>
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</thead>
<tbody>
<tr>
<td>A. Aperan</td>
<td>Overview Social Studies Curriculum</td>
<td>Second Grade Teachers</td>
<td>September 29</td>
</tr>
<tr>
<td>J. Dornan</td>
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</tr>
<tr>
<td>A. Aperan</td>
<td>Overview Social Studies Curriculum</td>
<td>Third Grade Teachers</td>
<td>October 13</td>
</tr>
<tr>
<td>J. Dornan</td>
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Other Professional Development from External Vendors

<table>
<thead>
<tr>
<th>Presenter(s)</th>
<th>Goals of Each Cycle</th>
<th>Group of Teachers</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>K. Roberts</td>
<td>Fall in Love with Close Reading</td>
<td>C. Ikin</td>
<td>October 26</td>
</tr>
<tr>
<td>C. Lehman</td>
<td></td>
<td>D. Harrison</td>
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</tbody>
</table>

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
Part 4: SWP Schools Only

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

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

In order to assist preschool children transition from early childhood programs to the elementary school program, our Parent Coordinator (PC) reaches out to the preschools that historically have sent us the majority of our incoming Kindergarten students. The PC invites parents to workshops that provide information to parents on preparing their children for elementary school. This year parents of prospective Kindergarten students will be invited to an open house in February. During the registration process, the registration staff provides additional guidance to parents regarding strategies for helping their child prepare for Kindergarten. The principal holds a parent Kindergarten Orientation meeting every year in June. At this meeting the parents are provided with detailed information about the transition process. Every parent and child receives a welcome packet, which includes a parent information booklet, student coloring book and sample summer activities that can be completed in order to prepare the child for elementary school. The activities include alphabet chart, simple math sheets, and fine motor practice tracing sheets. During the June Orientation, families were escorted on a school tour by the Kindergarten teachers. Students from Big Apple and Little Friends Pre-K programs, visited P.S. 89 with their teachers. The Pre-K students were given a tour of the building and participated in a read aloud in a Kindergarten classroom. Students’ cumulative records are sent to the school with preschool assessments included so that Kindergarten teachers have some knowledge about their student’s developmental level upon entry. If Kindergarten students are having difficulty adjusting to elementary school, guidance counselors or administrators provide support to students and families and will often contact the preschool programs for additional information.

PS 89 is proud to offer an early intervention service to siblings of currently enrolled students. Siblings, who are two to three years old, are able to attend our First Steps Parent-Toddler Language Intervention Program. This program provides parents and/or guardians with toddlers the opportunity to come to school each week to play and learn together. The program, which is run by the Parent Coordinator, uses volunteer facilitators to promote quality language activities between parents and children. The facilitators utilize toys and books to model interactions that will build vocabulary and expressive language for the children. Sessions are conducted in the home language whenever possible in order to maximize transfer of skills. The program provides a lending library of toys and books for the parent to take home each week, so that they may apply the same techniques that they observed with the First Steps facilitator. Enrollment in the program was 50 for the 2015-16 school year. Data shows that students who were in the First Steps Language Intervention Program perform at levels 3 and 4 on TCRWP reading assessments in grades K-2.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

- Assessments are a key component of the instructional program at PS 89. We regularly administer assessments that align with our core curriculum and have created data collection systems that allow the monitoring of student progress. We monitor student progress in reading quarterly, writing triennially in three genres, and mathematics triennially.

- A Math Curriculum Team was created for the 2015-16 school year to collect and analyze assessment data in Mathematics and to provide remediation packets as needed. This team will be in place again for the 2016-17 school year. The team was divided into subgroups by grade level. They analyze the GoMath benchmark assessments and play a crucial role in helping to determine program effectiveness. They present their findings to the administrative
cabinet, so that informed decisions can be made based to revise curriculum implementation and or instructional strategies as needed.

● The MOSL committee was formed to explore the various assessment options available for selection for this year and will continue to meet for this function. The MOSL Committee will carefully review the MOSL data from the previous year, and consider it along with the instructional programs and student outcomes. The Committee, which includes four (4) assistant principals and four (4) teachers, collaborates to select the assessments that align with our school-wide goals and our shared beliefs about how students learn best. After careful consideration, the MOSL Committee present their recommendations for multiple measures of student learning to the principal for approval.

● The principal will publish the MOSL selections in the weekly newsletter so that the school community will be informed of the decision in a timely manner.

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount (Refer to Galaxy for school allocation amounts)</th>
<th>Column A Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>1,198,185.00</td>
<td>X</td>
<td>5, 6, 7</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>170,475.00</td>
<td>X</td>
<td>5, 6, 7</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>106,190.00</td>
<td>X</td>
<td>5, 6, 7</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>T.B.D.</td>
<td>X</td>
<td>5, 6, 7</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>11,749,317.00</td>
<td>X</td>
<td>5, 6, 7</td>
</tr>
</tbody>
</table>

Explanation/Background:
Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.
Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

**Important Note**: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA**: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact (SPC) is a component of the Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

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

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

### Parent and Family Engagement Policy

**IV. Adoption**

This school parental involvement policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the P.S. 89Q School Leadership Committee agenda. This policy has been adopted by P.S. 89Q – The Elmhurst School and will be in effect for the period of 2016-17 school year.

The school will distribute this policy to all parents of students participating Title I, Part A in their language of understanding.

**Support for Parents and Family Members of Title I Students**

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

**I. General Expectations**

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

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

● Use the definition of parent involvement as a guide to monitor all programs, activities and procedures:

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**Parental Involvement and School Quality**

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.

**PS 89Q** will support parents and families of Title I students by:

● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;

● providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;

● providing assistance to parents in understanding City, State and Federal standards and assessments;

● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

To increase and improve parent involvement and school quality, the school will:

● actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;

● engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;

● ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;

● support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

● maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and
inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the ESSA;

- 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;

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### Encouraging School-Level Parental Involvement

**Definition:**

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

**II. Implementation**

1. P.S. 89Q has established a Title I Parent Involvement Committee. This committee is responsible for the creation of the Parent Involvement Policy; therefore, parents are involved in the development of the policy.

2. P.S. 89Q involves parents in school review and improvement by having parents complete School Surveys, participate in school leadership, participate in the parent involvement committee and volunteer as Learning Leaders.

3. P.S. 89Q will inform parents of current units of study in reading, writing, science, social studies, and math through a centrally located bulletin board, as well as, a monthly curricular calendar. The school will inform parents of new units of study and teachers will invite parents to end of unit curriculum celebrations throughout the year.

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

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

6. P.S. 89Q will build school and parent capacity by providing the following activities:
Inform parents of state academic standards, benchmarks, standardized testing requirements, and promotional criteria. Parents also receive academic feedback on a *monthly basis* either through report cards, or student progress reports. Parents are assisted in creating a NYC Schools Account to access their child’s information online.

Provide materials and training to foster literacy and parental involvement through programs such as: Learning Leaders, First Steps Parent Toddler Program, Adult ENL, Math and Literacy Workshops, and library programs.

Coordinate and integrate parent involvement programs with pre-school students: kindergarten orientation, First Steps Parent Toddler Program, inviting Universal Pre-K parents to attend P.S. 89Q parent workshops, and Pre-K visits.

P.S. 89Q makes every effort to insure that information is made available in the parents’ language of understanding through written translation of fliers, memos, parent notices and provides oral interpretation during parent workshops and meetings. The school has created an in-house translation & interpretation committee comprised of volunteers and professionals. In addition, P.S. 89Q utilizes the DOE over-the-phone interpretation services.

PS 89Q continues to maintain and expand its collection of native language literature to promote family literacy.

### III. Discretionary Activities

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

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

### School-Parent Compact (SPC)

#### School-Parent Compact

**Mission Statement**

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

### I. School Responsibilities: High Quality Curriculum

#### Faculty/Staff Pledge

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

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

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

I. School Responsibilities: Providing General Support to Parents

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 with 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 Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

### II. Parent/Guardian Responsibilities

**Family Pledge**

As a parent, I will strive to:

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

### III. Student Responsibilities

**Student Pledge**

As a student, I will strive to:

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

● Give all school notices to my parents/guardians.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

- **Direct instruction**: activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.

- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

**Name of School:**

**DBN:**

This school is (check one):

- conceptually consolidated (skip part E below)
- 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):

- Before school
- After school
- Saturday academy

**Total # of ELLs to be served:**

**Grades to be served by this program (check all that apply):**

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

**Total # of teachers in this program:**

- # of certified ESL/Bilingual teachers:
- # of content area teachers:
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: ____

PS 89Q utilizes the data analysis tool EDAT to keep track of the academic growth and achievement of all students, including ELL subgroups. The data yielded from the EDAT help us to analyze student progress in their academic areas including English as a New Language (ENL) and allows teachers to design effective instructional programs and/or intervention to address the needs of those students.

EDAT data reveal that our English Language Learners made remarkable progress in the spring 2017 NYSESLAT: 58 (7.2%) ELLs achieved Commanding level and the majority of our ELLs (451) obtained Expanding level. 563 test takers scored high in Speaking modality; 146 scored high in Listening, 263 scored high in Reading and 188 scored high in Writing. 187 ELLs (35%) advanced 1 or more proficiency levels. However, the data also indicate that 324 ELLs remained at same proficiency level. 146 ELLs performed low in Writing modality.

Based on this data analysis, the goal of our Title III program is to enhance and/or accelerate literacy and English language skills for our English language learners through differentiated instruction and accelerated learning to support them in their academic learning and help to ensure that they are on track to become college and career ready as described in the Chancellor’s initiatives and the Learning Standards.

The following supplementary programs and materials have been carefully reviewed and selected to target the needs of our ELLs. None of the materials, including Lexia, Rosetta Stone, laptops and iPads have been purchased using Title III funds. We purchased all these materials using school funds. Title III funds have been used only to pay teachers per session.

Saturday Program

Our Saturday Program is scheduled to start on November 12, 2018 and end on March 22, 2019. The program will run for 14 sessions, with four (4) hours of instruction and learning each session. Instruction will be provided between 8:00 a.m. and 12:00 p.m. There will be eight (8) 3rd grade classes, with a maximum of fifteen(15) students in each class. Eight (8) certified ENL teachers and one (1) certified Common Branch technology teacher will be working in the program. This program is aiming to improve the English Language communication and literacy skills for our English Language Learners in grade 3 who scored at Risk level 1 on the most recent Teachers College Reading Assessment and low to medium in the NYSESLAT modalities of Reading & Writing.

Students will be provided with:

- 90 minutes of instruction using Lexia Blended Learning Platform
- 90 minutes of Differentiated Math Workshop
Part B: Direct Instruction Supplemental Program Information

- 60 minutes of Independent Reading

After School Program

Our After School Program is scheduled to start on October 19, 2018 and to end on May 3, 2019. Classes meet between 2:30 p.m. and 4:30 p.m. on Wednesdays, Thursdays and Fridays. The program will run for 73 sessions, with two (2) hours of instruction and learning each session. There will be eight (8) classes, with a maximum of fifteen (15) students in each class. Eight (8) certified ENL teachers and one (1) Common Branch certified technology teacher will be working in the program. The program is geared towards 4th and 5th grade ELLs who scored level 1 on the ELA and/or Math state tests.

In the after school program, students will be provided with:
- 60 minutes of instruction using Lexia Blended Learning Platform
- 60 minutes of Differentiated Math Workshop

Lexia Blended Learning Platform

The goal of our After School and Saturday Lexia Program is to enhance the English language communication and literacy skills for our English Language Learners.

Teachers in Saturday Lexia Program will focus on improving student’s oral language, phonics, vocabulary, spelling and writing skills. Teachers will review student’s NYSESLAT subtest scores and students’ current reading levels and writing samples to determine the needs of the students. Students will also be evaluated through Lexia online diagnostic assessment tools, which will help to determine their most appropriate language comprehension and phonics skill development level.

Teachers will plan or design small groups and skill targeted lessons as determined by the assessment data to address the individual needs and/or varying proficiency levels of the ELLs.

In order to make learning more meaningful and comprehensible for our ELLs, teachers will also adopt blended teaching/learning models such as small group, differentiated instruction, student-led conversation, discussion and/or independent work with teacher coaching and guiding. Each lesson will be scaffolded, where appropriate, with pictures, rebus, modeling, repetition, acting out, visualizing, relating to or building background knowledge, cloze reading, explicit vocabulary teaching in context, etc. Home language support will also be provided to our ELLs since many teachers working in the program speak more than one language. Peer support system such as partnership reading and writing will also be established to assist students in expanding their English reading and writing skills.

After teacher-led small group instruction, students will work independently in on-line activities that are differentiated based on their individual needs where they will have an opportunity to apply and practice the strategies and skills learned in small group instruction.

Students’ progress will be closely monitored through teacher-student conferencing, class work, teacher assessment and the Lexia on-line assessment system.

Materials used in Afterschool and Saturday Lexia Program
Part B: Direct Instruction Supplemental Program Information

- Lexia Reading Core 5
- Lexia Direct/Differentiated Teaching Lessons
- Books in different genres

Independent Reading session:

Students are scheduled to read independently for one hour. During the independent reading, teachers will pull students for guided reading and individual conferencing, focusing on areas students need to improve and assess student understanding and engagement. Teachers will match students with just right books from the school’s library, model for them different reading strategies and encourage them to implement taught reading strategies to build stamina.

Differentiated Math Program:

Last year, our ENL students struggled with the state Math test. To address this, we will add a math component to our Saturday and After School programs. We will invite ENL students who scored level one and level two in Math to attend the Saturday School Math Workshop. The goal of the math workshop is, in addition to helping students with the math content, to help them with content language and word problems. In order to achieve this goal, a team of teachers analyzed student math data and created math packets based on individual student needs. Math packets used in the program are completely aligned to New York State Math Learning Standards and are specifically designed to cater to individual student’s needs.

During the math workshop, our teachers will utilize ENL strategies to provide scaffolded instruction to our students. Content vocabulary will be taught through interactive math activities and resources. Students will be provided with the opportunity to engage with their peers as well as with the teacher. Language functions and structures will be incorporated in the context of the entire lesson.

Assessment of student progress will be conducted throughout the workshop. Teachers will pull students individually or in small groups to provide targeted instruction based on their assessment. Results will also be shared with classroom teachers to afford the classroom teachers the opportunity to follow up with their students.

Mondo Newcomers Program

The goal of our 2018-2019 Mondo Newcomers Program is to develop and/or improve the English language communication and literacy skills for our English Language Learners in Grades 1-5, who have been in the United States school system for fewer than one year and scored at Entering or Emerging Level in the New York State Identification Test for English Language Learners (NYSITELL).

Mondo Newcomers Program is scheduled to start on October 19, 2018 and to end on May 3, 2019. The program will be implemented on Wednesdays, Thursdays and Fridays from 2:30 p.m.-4:30 p.m. The duration of the program will be 73 sessions, with two (2) hours of instruction and learning each session. There will be two (2) classes. Each class will have about fifteen (15) newcomer ELLs from the same grade level or two contiguous grades. The classes will be taught by two (2) certified ENL teachers.

To facilitate student’s language acquisition and vocabulary development, the ENL teachers will scaffold each lesson by utilizing a wide variety of ENL strategies such as Total Physical
Part B: Direct Instruction Supplemental Program Information

Response, Language Experience Approach, Cooperative Learning, Modeling, pantomiming, Interactive Writing, Shared Reading and Writing. Comprehensible input that will help to make the language and content more accessible to students such as vocabulary cards with pictures, Read-Aloud pocket chart, Shared Reading chart, visuals, realia, manipulatives, music, dramatizing, oral language picture cards and digital resources, including Smart Boards, document camera, Read/Sing-along technology-based program, will be utilized in teaching to promote the development of student’s English vocabulary, Listening, Speaking, Reading and Writing skills.

At the beginning of the program, the ENL teachers will review the student’s NYSITELL or student’s NYSESLAT performance in the modalities of Listening, Speaking, Reading and Writing and administer a diagnostic assessment to identify the individual needs of each ELL. Small group instruction will, hence, be designed to address the diverse needs of the students. Throughout the duration of the program, teachers will regularly assess the students’ needs and progress through a variety of effective assessment tools such as teacher-student conferencing, teacher observation, student’s class work and participation, benchmark text level assessments, etc. The ongoing assessment data will help teachers to make or tailor their Instructional decisions to target the changing needs of the students.

To effectively monitor student’s growth in their English language learning, teachers will establish a portfolio for each student to keep track of their performance. The portfolio will contain student’s class work, teacher-student conferencing notes, writing samples, benchmark text assessment levels, and other formative assessments. The ENL teachers will use these assessment data to design or modify lessons for the students.

The Materials used in Mondo Newcomers Program

- Mondo Oral and Literacy Program
- Shared reading books in different genres

The technology-based interactive program, Rosetta Stone (for children), will also be used as needed by students who might need additional support or reinforcement in practicing what they have learned in small group instruction. We will use the program mainly for students who scored Entering level on the NYSITELL or NYSESLAT. The program is not a standalone program. It will be used as a platform for students to practice what they have learned during the mini lesson. Teacher, on a regular basis, will stop students and, based on his/her assessment of the student, provide additional activities/resources.

In order to foster their language development in a non-threatening environment, home language support will be available for all ELLs, especially the newcomer ELLs, in our supplementary program. Many teachers working in the program speak more than one language. Instruction in content and language will be supported with home language, where appropriate, to make learning more accessible for students. Furthermore, Newcomer ELLs will be supported in a buddy system or partnership with students who speak the same home language. Instructional materials have been carefully selected to reflect student’s diverse cultural backgrounds. School library also contains books of various cultures in different languages such as Spanish, Chinese, Korean, Bengali, Urdu, Arabic, etc. Students will be provided with the opportunity to borrow books from the library.
Part C: Professional Development

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

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

Begin description here: ____

Professional Development Program

The goal of our Title III program is to develop and/or accelerate English literacy skills for our ELLs. Therefore, our professional Development program will focus on providing teachers with methods for scaffolding and differentiated instruction for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the NYS Performance and Learning Standards and achieve higher scores on all state assessments. Brandon Mayer, Assistant Principal of ENL Department, Eileen Banks, Assistant Principal and Alfonzina Lloyd, Assistant Principal, will facilitate the professional development sessions. Teachers attending the PD will sign in and attendance will be kept on file.

Teachers working in Mondo Newcomers Program will receive two two (2)-hour sessions of professional development after school before the start of the program on October 11 and October 12, 2018 from 2:30 p.m. - 4:30 p.m. The professional development sessions will be facilitated by Brandon Mayer, Assistant Principal of ENL Department, and Alfonzina Lloyd, Assistant Principal.

Session 1

- Introduction to the Mondo Oral and Literacy Program
- Integration of Oral Language, Fluency and Writing

Session 2

- Evaluation and Differentiation

Teachers working in the After School will receive a two (2)-hour session of professional development after school before the start of the program on October 11 and October 12 from 2:30 pm-4:00 pm.

Teachers working in the Saturday Program will receive a two (2)-hour Lexia Literacy Program professional development session after school on November 15, 2018 from 2:30 p.m. - 4:00 p.m. Teachers will be trained on how to effectively utilize the program to cater to individual student’s needs. Participants (teachers working the program) will also receive training on how to use resources in the program to effectively differentiate for their students. The professional development sessions will be facilitated by Brandon Mayer, Assistant Principal of ENL Department and Eileen Banks, Assistant Principal.
**Part C: Professional Development**

The After School Lexia Program team will also meet on one (1) Tuesday each month from 3:00 p.m. – 4:00 p.m. for academic inquiry. The inquiry workshops will focus on studying the student data (from the assessments administered beforehand), developing questions regarding student achievement, discussing and designing effective instruction. Teachers will plan differentiated lessons and customize instruction as determined through the inquiry. The professional development sessions will be facilitated by Brandon Mayer, Assistant Principal of ENL Department, and Alfonzina Lloyd, Assistant Principal.

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**Part D: Parental Engagement Activities**

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

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

Begin description here: ______

P.S.89 values the communication with parents and families of all students. Parent’s strong support and active involvement in their child’s education plays a vital role in the child’s success both in and outside school. Teachers at our school keep close contact with parents through a variety of communication channels such as school website, emails, letters/notes, phone calls and/or teacher-parent conferences. Parents are notified regularly about meetings and educational workshops via home letters, monthly calendars, telephone calls, school phone messenger, community bulletin boards, signs and flyers. All written communication is provided in English, and translated in the covered languages of the community including Spanish, Chinese, etc. Furthermore, a translation team has been established to help provide parents with the utmost support and assistance. Interpreters are available for all workshops and meetings conducted at school.

The school’s Parent Coordinator, Mayra Soto, is proficient in English and Spanish. To further support student progress, every month our Parent Coordinator, with the support of the Staff Developers, conducts workshops for parents on Literacy and Mathematics skills. Workshops on different topics such as Go Math, reading strategies, nutrition, diabetes, cancer awareness, immigration, New York City School Account, school attendance, safety, etc. are also offered to parents. The workshops are usually held in the morning from 8:30 -9:30. Moreover, parents will be provided the opportunity to attend Adult ENL classes three days a week on Monday, Wednesday and Friday from 7:00 -7:45 am (pending funding). There will be two Adult ENL classes with 25 students per class. The classes will be taught by two certified ENL teachers. This program usually starts in December and ends in May, altogether 55 sessions.

In addition, ENL teachers conduct various parents’ workshops throughout the school year in literacy addressing such topics as familiarizing parents with the school system, the ENL and Dual Language programs, ENL/ELA standards and assessments for ELLs, and strategies that parents can use to help children at home. Furthermore, teachers meet with parents individually to discuss their child’s language acquisition and academic progress and needs every Tuesday...
Part D: Parental Engagement Activities

afternoon during Parent Outreach time. Teachers who work in the supplementary after-school and Saturday programs also meet with parents during Parent Outreach time on Tuesday afternoon to discuss their child’s progress in the program.

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

Part E: Budget

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

Allocation Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


DIRECTIONS: This submission form supports schools with organizing and describing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Queens</td>
<td>089</td>
</tr>
</tbody>
</table>

School Name: Elmhurst School

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Laura La Sala</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Umit Serin</td>
</tr>
<tr>
<td>Coach</td>
<td>Kathleen Webber</td>
</tr>
<tr>
<td>Coach</td>
<td>Meltem Gezlev</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Meirong Xu</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Cristaly Vascones</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Parent</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Maria Velazquez</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Andrea Doremus</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Madeleine Chan</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>Mayra Soto</td>
</tr>
<tr>
<td>Superintendent</td>
<td></td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>24</td>
</tr>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>1</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>6</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>1</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>1</td>
</tr>
<tr>
<td>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]</td>
<td>6</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students in school (excluding pre-K)</td>
<td>1962</td>
</tr>
<tr>
<td>Total number of ELLs</td>
<td>934</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>47.60%</td>
</tr>
</tbody>
</table>
**Part II: ELL Demographics**

**A. ELL Programs**

This school serves the following grades (includes ELLs and non-ELLs)

Check all that apply

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

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td>If yes, indicate language(s):</td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td>If yes, indicate language(s):</td>
<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

**Bilingual Program Breakdown**

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td>3</td>
<td>2</td>
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<td>2</td>
<td>2</td>
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<td>2</td>
<td>13</td>
</tr>
<tr>
<td>DL</td>
<td></td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Total</td>
<td></td>
<td>3</td>
<td>2</td>
<td>2</td>
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<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>13</td>
</tr>
</tbody>
</table>

**Part III: Assessment Analysis**

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

The assessment tools used to guide instructional planning for our ELLs are Teacher's College Reading and Writing Project (TCRWP) unit assessments, teacher-student conferences, end of unit assessments, pre-unit and post-unit on demand writing, teacher created assessments such as checklists, exit slips, etc.

TCRWP Reading Assessment is an efficient method of assessing readers in letter naming, letter/sound recognition, sight words, decoding, reading comprehension and fluency. This tool is used to identify patterns in student's reading behaviors and student's strengths and weaknesses in the area of reading, and places students in the most appropriate instructional and independent level of reading texts. TCRWP Writing Assessment evaluates student's writing skills, which includes components such as structure, development and language conventions. Teachers record the students' assessment results, which are then entered onto our online database system. The school's data specialist creates reports using the TCRWP data and merges that
information with other available reports such as ELL proficiency levels, NYSESLAT scores, NYS ELA scores, NYS Math scores, years in NYC school system, in-house assessments, etc. This allows us to quickly identify student’s learning needs and to adjust instruction accordingly. For example, the analysis of our first grade ELLs performance in Period 1 TCRWP reading assessment reveals that students reading at Pre-A level were having difficulties in phonemic awareness, phonetic skills and recognition of sight words. Based on the findings, intervention services such as small group instruction targeting phonic skills and sight words were designed and implemented. As a result, Period 2 TCRWP reading assessment of this group of ELLs demonstrated that 76.5% of them improved their literacy skills by moving up one or more reading levels. Ongoing assessments such as teacher-student conferences, unit assessments, checklists, on demand writing and exit slips also provide effective information and feedback from students about their learning strengths and needs, which teachers use to inform their instructional decision.

The Dual Language Spanish program assesses students through EL SOL, Estrellita, Rigby PM (Programa De Evaluacion). Teachers utilize the assessment results to monitor student performance and guide instructional planning for the ELLs in the program.

2. What structures do you have in place to support this effort?

To most effectively support and educate our ELLs, P.S. 89Q has created and maintained a comprehensive data portal where formative and summative assessment data for all students from Kindergarten to grade 5, including ELLs, such as Teacher’s College Reading and Writing Project unit assessments, in-house math benchmark assessments, NYS ELA scores, NYS Math scores and NYSESLAT performance levels are all integrated. Students’ performance on each item of the NY State ELA and NY State Math assessments are carefully reviewed and analyzed. The data portal also tracks individual student’s progress/performance horizontally at current grade level and vertically from grade to grade. Teachers utilize the data to group students with similar academic needs and tailor instruction to meet their needs. In addition to assessment data, the data portal provides information on student’s class assignments, student’s ENL levels and services, students with special needs (SWD) designations, at-risk students, and various intervention services that students receive.

PS 89Q continues to maintain an E-Learning portal which contains detailed information on literacy units, math units, content areas for each grade level and a variety of other educational resources such as read-aloud resources, writing resources, technology, testing, library, etc. The E-Learning portal enables teachers to have a better understanding of the strategies, skills, concepts that students are required to learn and master in the surrounding grades. Teachers, therefore, can plan their instruction more effectively for their students.

To further support our data driven instructional planning, teachers meet collaboratively and horizontally by grade level once a month to plan for upcoming units of study in reading and writing. Teachers review, discuss and revise curriculum to address the needs of their students. During the Professional Learning Cycle (PLC) time on Monday afternoon, teachers work with their colleagues by grade level and/or vertically across grade levels in small groups to research best instructional practices for their students. A weekly common prep period is scheduled for each grade when classroom teachers and service providers such as ENL teachers can meet to discuss student’s progress and plan for lessons collaboratively. A weekly common prep period is also programmed for all ENL teachers across grade levels in the ENL program. ENL teachers meet regularly during common prep time to discuss and share best instructional strategies.

In addition, Title III supplemental Literacy and Math programs such as Lexia Blended Learning Platform, Achievement 3000 Literacy Program, Differentiated Math Program, Mondo Oral Language and Reading Program, and LEAP Literacy program are implemented both after school and on Saturdays to further support the diverse needs of our students.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

In order to accurately identify student’s baseline, progress and areas of need, P.S. 89Q uses a variety of summative assessments or baseline/benchmark assessments such as Teacher’s College Reading and Writing benchmark
assessments, pre-unit and post-unit on demand writing, end of unit assessments, in-house math benchmark assessments, New York State English as a Second Language Achievement Test (NYSESLAT), New York State English Language Arts Exam, and New York State Mathematics Exam.

Teacher’s College (TC) Reading and Writing benchmark assessments are administered four times a school year. The first TC benchmark assessments are administered at the beginning of the school year to evaluate and gather information on students reading and writing levels as well as student’s learning strengths and needs. Subsequent assessments are implemented periodically to continue to measure student achievement and diagnose areas of deficiency. Math benchmark assessments are administered three times a year, respectively in September, January and June. Teachers use the information collected from the first benchmark assessments as a baseline to monitor student progress and plan for differentiated/small group instruction. Teachers of ELLs also review student's performance in the four modalities of NYSESLAT (Listening, Speaking, Reading and Writing), the item skills analysis of student's performance in NYS ELA and NYS Math exams, and use the data to form needs-based groups, and tailor instruction to match student's needs.

Before launching a new unit of study, a pre-unit on demand writing is administered to students to assess their prior knowledge about the topic and a post-unit on demand writing is administered to measure student's progress. Teacher created unit assessments also provide important diagnostic information about student's success in that unit.

4. What structures do you have in place to address interventions once the summative data has been gathered?

To ensure that every student receive a solid foundation for learning through rigorous, standards aligned curriculum and be provided with every opportunity to success, school leadership convenes on a weekly basis to discuss curriculum, student progress, review student's formative and summative assessment results, and design necessary intervention programs for students identified as "at risk".

Teachers, including ENL teachers, meet with their academy and/or grade supervisors regularly to discuss instruction, individual student's progress and appropriate academic intervention actions for students at risk. Academic intervention services are customized to target student’s individual needs. For example, Academic Intervention Services (AIS) are provided to ELLs in all grades who performed at level 1 and level 2 in TC Reading and Writing Project benchmark assessments for a minimum of three times a week. Based on student needs and learning styles, small group and/or individualized instruction in phonics, strategy lessons, guided reading, guided writing, shared reading, shared writing, close reading, word study, and fluency maybe provided to students. An online school intervention progress monitoring system has been created and added to our school website to monitor the progress of the students in six-week intervals.

ENL teachers participate in the monthly grade level unit planning to work closely and collaboratively with classroom teachers to discuss curriculum and revise curriculum to meet the diverse academic needs of our ELLs at varying levels of language proficiency.

Rosetta Stone language learning web-based software has been purchased and is being implemented for all ELLs at Entering and/or Emerging levels in grades 2-5 to help ELLs with their English vocabulary development. Additional small group/individualized ENL instruction is provided to entering ELLs during our weekly tutorial periods to promote oral language and vocabulary development. Our customized ELL Newcomers Kits are also available to teachers of beginner ELLs in grades 2-5 as additional resources to facilitate their student's English language development as well as student's transition to the new English school system.

Enhanced ELL Resources from Learning A-Z have been purchased to provide classroom teachers of ELLs with additional resources to support the academic and language growth of students. Teacher’s College Professional Development Cycle on supporting ELLs in reading and writing workshops is provided to all ENL teachers to help better serve the needs of ELLs.

In order to provide adequate and effective small group/differentiated instruction for our ELLs, five new ENL teachers were added to our staff in school year of 2017-2018.
Imagine Learning web-based software is implemented to address the needs of ELLs with disabilities (ELL/SWD) in self-contained classes in grades K and 1. Raz Kids, Imagine Learning, Lexia, online phonics program, Leveled Literacy Intervention, AIS reading, AIS Math and AIS SETTS are also provided to students in need of academic intervention and support.

Supplemental Title III After school and Saturday programs such as Lexia Blended Learning Platform, Achieve 3000 Literacy Program, Differentiated Math Program, LEAP Literacy Program, and Mondo Oral Language Reading Program for Newcomers are created and implemented to further target the diverse needs of ELLs at different language proficiency levels. ELLs in grades 2-5 who scored low to medium in reading and writing in NYSESLAT and/or scored at level 1 in NYS ELA exam and/or NYS Math exam are invited to attend these supplemental programs. ELLs who are new to the United States and scored at Entering level in NYSITELL are invited to participate in the Mondo Oral Reading Program for Newcomers.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.] In order to improve educational outcomes for “at-risk” students in all grade levels, including English Language Learners, so as to ensure that they are on track of college and career as described in the Common Core Learning Standards, P.S. 89 continues to use reliable and valid data to guide instruction for ELLs within the Response to Intervention (RtI) framework. The RtI team, which consists of teachers and administrators,

- periodically reviews summative and formative data for all at-risk students, including ELLs, and determine academic needs based on data and develop programs that target skill deficiencies. The RtI team assigns staff and purchases materials that target the needs of these at-risk students. Schedules targeted academic intervention services for at-risk students who are performing well below grade level using Kindergarten Oral Language Intervention, Early Intervention Reading Lab, Leveled Literacy Intervention. Collects data on all intervention services/programs. Reviews the data to monitor the progress of students within each program. In addition, Pupil Progress Committee meets regularly to discuss individual students who despite Tier I interventions are not making adequate progress toward grade level benchmarks.

Tier I interventions are as follows:
Small group instruction, which may include strategy lessons, guided reading, guided writing, shared/close reading, component work, fluency, word study, and GoMath! Tiered interventions.
Teachers monitor the progress of students receiving Tier I interventions every six weeks. Students who are progressing well with Tier I interventions usually have those services reduced or removed. Students not making adequate progress with Tier I interventions are advanced to Tier II interventions based on student progress or lack of progress. Tier II interventions are, then, scheduled for a minimum of three (3) times each week.

Tier II interventions are as follows:
Imagine Learning, RazKids, Starfall, Rosetta Stone, Great Leaps, Think Central, Achieve 3000, Khan Academy, Lexia, Front Row Math Program, as well as other programs and interventions.
The progress of those students receiving Tier II interventions is recorded on the school website in six-week intervals. Students making adequate progress with Tier II interventions usually have their services reduced or removed. Students not making adequate progress are advanced to Tier III interventions based on the outcome of a PPC meeting.

Tier III interventions are as follows:
AIS reading, AIS math, At-risk speech, At-risk SETSS
Students receive these services based on the outcome of a PPC meeting.
Students making adequate progress with Tier III interventions are either have their services reduced or removed. Students not making adequate progress with Tier III interventions are referred for an educational evaluation based on the outcome of a
6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)

PS 89Q uses multiple outcome assessments data such as NYSELAT, NYS ELA assessment and NYS Math assessment to evaluate and inform our ELL programs.

The analysis of our 2017 NYSELAT on the data analysis tool EDAT reveals that our English language learners (ELL) made remarkable progress in the spring 2017 NYSELAT: 58 (7.1%) ELLs achieved Commanding level and the majority of our ELLs (451) obtained Expanding level. 563 test takers scored high in Speaking modality; 146 scored high in Listening; 263 scored high in Reading and 188 scored high in Writing. 187 ELLs (35%) advanced 1 or more proficiency levels. However, the data also indicate that 324 ELLs remained at same proficiency level and 146 ELLs performed low in Writing modality. ELLs in all grades, in general, need to continue to improve in Speaking, Listening, Reading, and, particularly, in writing modality. A small number of ELL newcomers across the grades need to strengthen their English oral language and listening skills as well as reading and writing.

EDAT analysis not only demonstrates student’s overall and individual performance in NYSELAT, it also identifies in which modality students performed well and in which modality students performed inadequately. Based on a combination of various academic performance data and elements such as NYS summative assessments in NYSELAT, English Language Arts, Mathematics, individual student’s growth percentile, years in services, etc. EDAT further indicates if a student is at risk and at-risk levels. Data yielded from EDAT is shared and reviewed with teachers of ELLs at common prep meetings. Teachers of ELLs use the data to inform their instructional decisions. As a result, strategic instructional plans targeting skill deficiencies are carefully developed. For example, the 2017 NYSELAT results reveals that 54 ELLs (about 30%) out of 181 test takers in second grade performed low in the modality of writing. Based on the findings, small group instruction aiming at enhancing writing skills including vocabulary, sentence structures, story and/or essay development, organization of writing, is provided to the students according to their individual needs. Students are also engaged in carefully planned activities where oral language and written language build upon each other.

Along with NYSELAT data, the outcome assessment data of ELA and Math are also used to inform and evaluate our instruction for ELLs. Student’s individual performance on each item of the ELA and Math exams are analyzed on our school data portal. This item skills analysis provides teachers with clear evidence of where individual student's learning strengths and needs are. While continuing to enhance student's learning strengths, teachers use the data of the analysis to guide their planning for small group/differentiated instruction to address student’s areas of needs.

Based on the multiple outcome assessments data, our ELLs are grouped heterogeneously for targeted area of instruction. Students participate in small group and task-oriented situations that guide the production of language both in verbal and written form. Instructional materials are carefully selected to promote both social and academic vocabulary, concept learning and comprehension skills as well as reinforcing the four language skills of listening, speaking, reading and writing. Art, music and drama are integrated into the lessons to reinforce these four language skills.

Language is also infused through instruction in content areas such as Mathematics lessons and Social Studies lessons where ENL teachers incorporate ESL strategies and techniques to promote the development of academic language and domain specific concept learning. In addition, technology-based educational programs, the use of computers/Ipads equipped with internet access, are available to all students, including ELLs.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

Findings of NYSELAT, NYS ELA and NYS Math outcome assessments are disseminated to and discussed with teachers at September staff conference. Professional development on using school data portal where all assessments data are integrated
is provided to teachers at the beginning of the school year and every teacher is given access to the data portal.

These findings are further examined and deliberated afterwards at the grade meetings with the grade supervisors. Learning goals are set and/or adjusted to address the areas that need improvement and strategic action plans are developed to help students achieve the goals. Teachers meet once a month as a grade to plan for the upcoming units of study where they read curriculum, review student's progress and revise instructional programs based on student's needs.

In addition, findings on student's assessments data throughout the school year are also disseminated and discussed at scheduled teacher's individual meetings with their grade supervisor.

Part IV: ELL Programming

Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   a. Freestanding ENL program.
      At P.S. 89Q, the English as a New Language instruction for ELLs in K-5 is aligned with the state Bilingual Common Core Progressions and New York State Learning Standards for the English Language Arts (ELA) and content areas.

      The ENL program ensures the continuity of rigorous instruction on all academic areas, and is implemented mainly through a push-in/integrated ENL model for the mandated minutes as described in CR Part 154.2. All English Language Learners are heterogeneously grouped from the entering, emerging level, to the transitioning level, and the expanding level in their respective classes.

      In our integrated ENL model a certified ENL teacher and the classroom teacher co-teach the class for the mandated minutes as described in CR Part 154.2. ELLs at Emerging Level are provided with 270 minutes a week of integrated ENL/ELA instruction; ELLs at Transitional and Expanding levels are provided with 180 minutes per week of integrated ENL/ELA instruction; recent Proficient/Commanding students (Former ELLs) are supported with 90 minutes per week of integrated ENL/ELA instruction. Certified ENL teachers and classroom teachers plan and deliver lessons collaboratively to support students’ language development and participation in content areas. The ENL/ELA integrated instruction is implemented during Reader’s and Writer’s Workshop and Literacy Skills block. ENL methodologies and instructional strategies such as Natural Approach, Language Experience Approach, Cooperative Learning, modeling, Differentiated/Small Group Instruction and scaffolding are pervaded each lesson.

      In our Standalone ENL Program, instruction is delivered by a certified ENL teacher through push-in/pull aside model. ELLs at Entering and Emerging levels, as determined by NYSESLAT or NYSITELL testing results, are provided with 180 minutes and 90 minutes per week respectively of English language instruction, focusing on the development of vocabulary, Listening, Speaking, fundamental reading and writing skills. ENL methodologies and strategies such as Total Physical Response, Natural Approach, Language Experience Approach, Modelling and Cooperative Learning as well as visual aids, realia, technology are utilized to promote student’s understanding and language acquisition. Appropriate native language support is also employed where applicable. In addition, differentiated/individualized instruction is provided to Newcomer ELLs at Entering and/or Emerging Level twice a week in the English as a New Language Lab to further support their language acquisition.

      In order to maximize student’s opportunity to success, our ELLs are grouped flexibly for targeted areas of instruction
based on a wide-ranging reliable assessment measures such as unit assessments, teacher conference notes, and Teacher’s College Reading and Writing Assessments as well as NYSESLAT and/or NYSITELL scores. Teachers model the use of language in ways that offer opportunities for students to participate by listening, speaking, reading and/or writing. Teaching materials include a wide range of texts, visual and digital-resources, including Smart Boards, document cameras, CD players, computers with CDs along with corresponding English books for increasing English language proficiency. Informational texts, trade books of different genres, and leveled library books are part of the Reader’s and Writer’s Workshops. Fluency centers, which focus on students’ oral language development, are being implemented for students in grades Kindergarten through 5th grade.

Furthermore, the ENL teachers regularly diagnose students instructionally and use the Rigby On Our Way to English Program to provide small group/differentiated balanced literacy instruction. To increase comprehensible input, ENL Read Aloud Pocket Charts, visuals, realia, manipulatives, pictures, pantomime, Smart Boards, and document cameras are utilized in teaching all subject areas to help develop/promote both social and academic vocabulary, concept learning and comprehension skills as well as reinforcing the four language skills of listening, speaking, reading and writing. Art, music and drama are also integrated into the lessons to reinforce these four language skills. Educational software and instructional technology, home language literature and bilingual dictionaries are also available to the students to enhance their language proficiency and academic performance. Teachers use all the resources available to support student’s understanding of the main academic content. Language functions and structures are incorporated as key elements of the lesson within the context of each lesson.

b. TBE program. If applicable.
   N/A

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

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

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

As per CR Part 154.2 regulation requirements, all ELLs at Entering stage of language development receive 360 minutes of ENL instruction per week ( 180 minutes of standalone ENL and 180 integrated ENL/ELA); Students at Emerging level also receive 360 minutes of ENL instruction per week ( 90 minutes of standalone ENL, 180 minutes of integrated ENL/ELA and 90 minutes of integrated ENL in ELA or any other content area); Students at Transitioning level receive 180 minutes of ENL instructional time per week (90 minutes of integrated ENL /ELA, 90 minutes of standalone ENL or integrated ENL in ELA or Content Area); Students at Expanding level receive 180 minutes of ENL instruction per week (90 minutes of ENL/ELA, 90 minutes of Stand-alone ENL or intergrated ENL in ELA or Content Area). Students who reach Commanding level in the NYSESLAT are former ELLs and entitled to 90 minutes of integrated ENL per week for two years after testing out.
The ENL program at PS89Q is implemented mainly through a push-in/co-teaching model. ELLs at Entering and Emerging levels are provided with 90 minutes of ENL instruction four times a week by fully certified ENL teachers and/or 90 minutes of integrated ENL in ELA and/or content area instruction (e.g. Math) per day by the classroom teachers. ELLs at Transitioning and Expanding levels receive 45 minutes of ENL instruction four times a week from licensed ENL teachers and more than 90 minutes of instruction in Integrated ENL/ELA and/or Integrated ENL/content area per day from the classroom teachers. An English as a New Language Lab is established to provide additional ENL support to ELLs at Entering level in grades 3-5. All our ELLs are programmed to be serviced according to the CR Part 154.2 regulations.

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

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

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

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

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

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

Students in the Dual Language Program are assessed using EL SOL and the Spanish Rigby Literacy assessment program four times per school year.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
e. Former ELLs up to two years after exiting ELL status
A. SIFE: Presently there are no students identified in this category.

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

7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
ELL-SWDs are placed according to their individualized Education Plans (IEPs) in either a Self-Contained Class, an Integrated Co-Teaching Services (ICT) class, or into a Special Education Teacher Support Services (SETSS) program. Instruction implemented for ELLs-SWDs is rigorously aligned with NYS Learning standards and flexibly scheduled. Teachers regularly monitor student’s progress and assess their learning through teacher conferences, unit assessments, TC Reading and Writing benchmarks assessments, and in-house Math benchmark assessments. Based on their progress evaluation and individual needs, students are grouped flexibly and small group/one-on-one/differentiated instruction aligning with their individual IEP learning goals is provided to these students by both classroom teachers and ENL teachers. Blended instruction and learning methods are also implemented to further address the diverse needs and learning styles of the students. Technology such as Front Row amplification system and Smart Boards, computer-based literacy programs with rich visual support such as RAZ-Kids and Imagine Learning have been implemented in the classrooms to maximize their opportunity for language and academic success. Their interventions are monitored closely by the Assistant Principal of SWDs, the School Based Support Team (SBST), as well as the guidance counselors and teachers, along with the classroom teachers and parents, to ensure that each student is receiving the appropriate interventions. All Title III after school programs (subject to availability) are available to ELLs with special needs, as well.

8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
The following Academic Intervention Services (AIS) are in effect for all ELLs who require additional support and improvement in academic performance:
In order to better support students in their academic success, PS 89Q conducts its own hearing screening for all the “at risk” students, including “at risk” ELLs, in grades K-5. An audiologist was hired to train the staff who conduct the screening. Students who are found in need of help receive additional support. Moreover, based upon student’s needs and the extent to which those needs affect educational performances, the following related services are also provided to ELLs:

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
The curriculum at P.S. 89 is revised as needed each month during collaborative unit planning based on the results of student assessment data in order to better support students with the common core learning standards.
A transitional Newcomer’s Class for recently arrived ELLs with limited or no knowledge of English language skills will be established in school year 2017-2018 to help newcomer ELLs to develop English oral language and basic literacy skills and help them adjust to the new school system and social environment.
10. If you had a bilingual program, what was the reason you closed it?
   N/A

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
   All ELLs at P.S. 89Q are afforded equal access to all school programs. Currently all ELLs are provided with the following school programs:
   To further support ELLs in their social and academic growth, P.S.89Q offers the following after school and supplemental services to ELLs. Invitations to each program are sent home in parent's preferred language via student's Home-School Connect folder by the classroom teachers.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

   The following Instructional materials are used to support ELLs:

   * Teacher's College Reading and Writing Project units
   * Leveled Guided Reading Books in different genres
   * Children's Literature books of different genres
   * Mondo Oral Language Program
   * Rigby On Our Way to English
   * Sadlier vocabulary program for grades 3-5
   * Fundations for K-2
   * web-based Interactive literacy programs such as Raz-Kids, Khan Academy, Imagine Learning
   * Rosetta Stone
   * ENL Newcomers Kits/Program
   * Bilingual Oxford Picture Dictionary for Kids
   * Go Math
   * Social Studies Trade book Series
   * Science materials aligned with STEM
   * the Leader in me workbooks
   * Computers and IPads equipped with internet access

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
   P.S.89Q is a diverse, multi-cultural school community. Many teachers speak more than one language. Home language support is available to ELLs, especially newcomer ELLs, in the general education classrooms. Instruction in non-fiction science and social studies content reading and academic vocabulary learning is supported with student’s home language, where appropriate, to facilitate student’s comprehension. Teachers have access to Bilingual Glossaries in 24 languages. Students are afforded the opportunity to speak in their home language during the lunch periods, recess, gym class, and on class field trips. In the classroom, ELL Newcomers are supported in a buddy system using triads, or partnerships with students who speak the home language. The ELL Newcomers’ Kits, which contain English vocabulary development photo cards translated into13 other languages, English/Spanish bilingual Oxford Picture Dictionary for kids, and English/Chinese bilingual Oxford Picture Dictionary, are available to the classroom teachers to support their new English language learners. Additionally, the school library contains multi-cultural books in different languages such as Spanish, Chinese, Korean, Bengali, Urdu, Arabic, etc. All students, including ELLs, are provided with the access to borrow books from the school library as well as their classroom library.
   All Spanish language classrooms in the Dual Language Program contain comprehensive and extensive leveled home language libraries that support the students during independent reading, as well as in the content area instruction. Materials in Spanish are also available for Guided Reading, and book clubs. Additionally, all Go Math books are used in the language of instruction for that day. For example, the math lesson is taught in Spanish, using Spanish books and materials, when a student is in the Spanish room, and the lesson is taught in English, using English materials, on days when the student is in the English
14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
Our mission at P.S. 89Q is to provide every student with a solid foundation for learning through high quality, standards-based instruction in all academic areas and to develop all students into life-long learners, ready to be productive members of the world community. All the required support services and resources provided to ELLs are developmentally and age appropriate based on professional evaluation using formative and summative assessments, and research conducted in the field. For example, Fundations, a phonics program, is used for the students in Kindergarten, grade 1 and grade 2; Sadlier vocabulary and grammar program is used for grades 3-5; Block-based Programming is offered to students in grades 4 and 5 while introduction to computer and iPads is offered to grades K-2; Level literacy books are used to meet different reading levels of students, including ELLs and ELLs/SWD. In addition, Special Education Teacher Support Services (SETTS) in literacy and math skills are provided to address the needs of ELLs/SWD at different grade/age levels. Occupational Therapy (OT), Physical Therapy (PT), Speech and Language services, Adapted Physical Education (AP), and counseling are provided to ELLs with special needs. Furthermore, Integrated Co-teaching classes and small reduced-size classes are also provided to ELLs and ELLs/SWD according to their needs by age and grade level.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
N/A

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Every year in June, our school holds a parent orientation meeting for incoming Kindergarten students. The Principal and the Assistant Principals explain the different programs offered by the school, class schedules, school rules and regulations. Translation is provided at the meeting by trained pedagogues in Spanish, Bengali, and Chinese as requested by parents. Parents of local preschool programs are invited to attend the parent workshops at P.S. 89Q and provided with an opportunity to take a guided tour of the school. Orientation meetings are also held for parents of newcomer ELLs at the beginning of the school year and throughout by the ENL teachers for parents to be informed and choose the program for their children. Translation in different languages is provided at the meetings by the ENL teachers, parent coordinator and other school pedagogues who are fluent in targeted workshop languages. In addition, ELLs in grades 2-5 are offered an opportunity to attend a Title III ELL Summer School Program for ELLs to ensure that these students receive continuous support during the summer months (subject to funding). This program provides ELLs with high quality instruction in English as a New Language and Mathematics.

17. What language electives are offered to ELLs?
N/A

18. For schools with dual language programs:
   a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
   b. In which language(s) is each core content area taught?
   c. How is each language separated for instruction?
   d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?
   Currently, there are three Dual Language classes in Kindergarten and two Dual Language classes in each grade from First grade to Fifth grade. The Spanish/English Dual Language program is implemented using a 50/50, side-by-side model. Beginning in Kindergarten, all Dual Language students are offered fifty percent English Language Arts, and fifty percent Spanish Language Arts. Students alternate daily between
classrooms, and select content areas such as Math, Social Studies and Science are taught in the classroom language. For example, a child in the English classroom on Monday will receive all literacy and content area instruction in English on that day, and on Tuesday that child would be in the Spanish classroom and would receive select literacy and content area instruction in Spanish. English Proficient students (EPs) and ELLs are integrated at all times from Kindergarten to Fifth grade. Matching classrooms are maintained in each language featuring extensive libraries and print rich environments in each target language. All texts and instructional materials for content area instruction are maintained in both languages.

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### Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

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

   Please refer to our school's 2017-2018 Comprehensive Educational Plan (CEP) for the full professional development plan for all the teachers, including the teachers of ELLs, at P.S. 89Q.

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

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

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

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

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

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

Active parent involvement in their child’s education helps promote positive thinking and strengthen trust and collaboration between school and home. Our ELL Parents are encouraged to take an active part in the Parent Involvement Committee comprised of parents, parent coordinator and an Assistant Principal. The Title I Parent Involvement Committee meets to develop and evaluate Title I services. Parents are also members of the School Leadership Team and participate in scheduled meetings; they provide input on the selection of curriculum, instructional materials for students, and assist in aligning the budget to meet the needs of our ELLs.

A telephone messenger service in different community languages is utilized to notify and remind parents of important school events.

Parent attendance rate in the monthly Parent-Teacher Association meetings, Teacher-Parent Conferences, Open School Week and School Night are extremely high. Parent volunteers trained by the Learning Leaders are involved in assisting students and teachers in many classrooms.

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

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

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

In addition, the following activities are designed to engage parents in participating in their child’s education:

1. Be proactive
2. Begin with the End in Mind
3. Put First Things First
4. Think Win-Win
5. Seek First to Understand then to be Understood
6. Synergize
7. Sharpening the Saw

Entertaining and family friendly activities are devised to engage students in practicing the previously learned skills, such as
critical thinking, goal setting, personal and interpersonal communication skills, self-directed learning and ability to work with others in a team.

Additional Information

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

N/A
### Part V: ELL Identification Attestation

#### Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s *ELL Policy and Reference Guide*, I, Laura La Sala, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status, relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
# Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laura La Sala</td>
<td>Principal</td>
<td></td>
<td>10/10/2017</td>
</tr>
<tr>
<td>Umit Serin</td>
<td>Assistant Principal</td>
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<td>10/10/2017</td>
</tr>
<tr>
<td>Mayra Soto</td>
<td>Parent Coordinator</td>
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<td>10/10/2017</td>
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<tr>
<td>Meirong Xu</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>10/10/2017</td>
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<tr>
<td>Maria Velazquez</td>
<td>Parent</td>
<td></td>
<td>10/10/2017</td>
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<tr>
<td></td>
<td>Teacher/Subject Area</td>
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<tr>
<td>Kathleen Webber</td>
<td>Coach</td>
<td></td>
<td>10/10/2017</td>
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<tr>
<td>Meltem Gezlev</td>
<td>Coach</td>
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<td>10/10/2017</td>
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<tr>
<td></td>
<td>School Counselor</td>
<td></td>
<td></td>
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<tr>
<td>Madeleine Chan</td>
<td>Superintendent</td>
<td></td>
<td>10/10/2017</td>
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<tr>
<td></td>
<td>Field Support Center Staff Member</td>
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<td>Other</td>
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<td>Other</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 24Q89 School Name: Elmhurst School Superintendent: Madeline Chan

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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<tbody>
<tr>
<td>(*Primary)</td>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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

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

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
P.S.89Q is a diverse, multicultural and multilingual school community. Parent's preferred languages are as follows:

Spanish, English, Bengali, Mandarin, Cantonese, Napali, Tibetan, Punjabi (Panjabi), Pilipino (Tagalog), Indonesian, Hindi, Urdu, Polis Gujarati, Ukrainian, Arabic, Japanese, Albanian, Korean, Thai, Burmese

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration, application, selection</td>
<td></td>
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<tr>
<td>Standards and Performance (Report Cards)</td>
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<td></td>
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<tr>
<td>Conduct, Safety and Discipline</td>
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</tbody>
</table>
d. Special Education and Related Services  
e. Transfers and Discharges  
f. Placements in any special programs (e.g. A.I.S., Special Ed., ESL, Gifted and Talented, etc.)  
g. Permission Slips/Consent Forms  

Additional forms and letters have been created and translated to address teacher/parent communication such as:  
• Homework  
• Behavior  
• Curriculum Units of Study  
• Events/Trips/Celebrations  
• Tardiness  

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.  

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Meet the Teacher Night, held in September annually, whereby teachers meet with parents to discuss school and grade expectations and promotional requirements</td>
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<tr>
<td>b. Teacher-Parent Conference, held in November, March and May every school year</td>
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<tr>
<td>c. Monthly PTA meetings</td>
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<tr>
<td>d. Annual Parent Orientation for incoming Kindergarten students in June</td>
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</tbody>
</table>
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

**Part C: Training Staff on Policies and Procedure**

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

**Part D: Providing Notice of Language Assistance Services**

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)
a. A memo will be written and posted (in covered languages and languages that are not covered but pertain to 10% of our student population) notifying parents of their rights regarding translation and interpretation assistance services and how to obtain such services.

b. A copy of this memo will be kept on the parent bulletin board outside the main office.

c. A notice will be posted at the main entrance that will inform parents where they can find the information on their rights for translation and interpretation.

d. The school’s safety plan will contain procedures that ensure that parents in need of language assistance services will not be prevented from reaching the school’s administrative offices due to language barriers.

e. Language groups that are not covered in which there is at least 10% of the student population will be provided with written translation of all notices and forms in their language of understanding.

f. Teachers will be compensated per session for oral and written translations services provided outside the school session.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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