



P.S. 90K

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 21K090

ADDRESS: 2840 WEST 12TH STREET BROOKLYN, N.Y. 11224

TELEPHONE: 718-266-8090

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 90 SCHOOL NAME: Edna Cohen

SCHOOL ADDRESS: 2840 West 12th Street Brooklyn, NY 11224

SCHOOL TELEPHONE: 718-266-8090 FAX: 718-266-7018

SCHOOL CONTACT PERSON: Greta Hawkins : ghawkins@schools.nyc.gov
EMAIL ADDRESS

POSITION/TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Luz Losada

PRINCIPAL: Greta Hawkins

UFT CHAPTER LEADER: Vicky Giasemis

PARENTS' ASSOCIATION PRESIDENT: Jennifer Morales

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 21 CHILDREN FIRST NETWORK (CFN): 605

NETWORK LEADER: Wendy Karp

SUPERINTENDENT: Isabel DiMola

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Greta Hawkins	*Principal or Designee	
Vicky Giasemis	*UFT Chapter Chairperson or Designee	
Jennifer Morales	*PA/PTA President or Designated Co-President	
Suzette Robbins	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Carol Russo	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Susan Oberti	Member/Schoolwide	
Jean Dipietro-Romano	Member/Schoolwide	
Betty Matos	Member/Schoolwide	
Phyloung Roeun	Member/PTA	
Sylvia Boyd	Member/PTA	
Ilene Hanarahan	Member/PTA	
Luz Lozada	Member/PTA	
Dina Rosado	Member/PTA	
Daisy Kirkland	Member/PTA	

(Add rows, as needed, to ensure all SLT members are listed.)

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

PS 90, the Edna Cohen School, is a PreK-5 school located in Coney Island. We currently have a total number of 552 inquisitive, intelligent students enrolled in our school. Some 116 of our students are English Language Learners, which is a share of 21% the school's total population. The majority of current English Language Learners speak Spanish and Russian. Other languages spoken are Urdu, Arabic, French, and Punjabi. The ESL program is currently servicing 116 students with limited English proficiency from Kindergarten to Grade 5. In order to meet the needs of the diverse ESL population, P.S. 90 offers a variety of programs designed to foster a sense of multiculturalism within the school environment.

The school is a partnership of educators, staff, students, parents and community, is committed to teach, motivate and challenge all students, including Special Needs and Limited English Proficient students towards achieving high standards for themselves. Our commitment is to fulfill our students' high intellectual, emotional, aesthetic, and physical potential. We strive to help them apply their knowledge and skills to become contributing, responsible and respectful citizens in a rapidly changing, diverse, and global society.

Students have the opportunity to develop and explore their talents in areas of music, drama and art. The school takes part in many exciting programs, such as storytelling, playwriting and puppetry workshops.

Each of our classrooms has computers that are used as an integral part of daily classroom life. Students have access to their own laptop with wireless Internet access that helps them develop research skills. A culminating activity may be an individual student's Power Point presentation. Each student creates a writing portfolio that displays samples of their work in each of the four genres. These pieces represent the specific elements of the standards for each of the following categories: Narrative Account, Narrative Procedure, Response to Literature, and Informational Writing. The portfolio will begin in kindergarten and be completed in fifth grade.

The Vocal Music Program features a chorus that concentrates on techniques of pitch, harmony, rhythm, and voice training. The fourth and fifth grade students perform in several concerts as well as in off site performances. The Instrumental Music program helps students develop the skills they need to play the violin, recorder, keyboard and percussion instruments, including steel drums. Students receive the skills of balance, blend, articulation, theory, and phrasing. These aspects culminate in winter and spring concert performances.

We have a student council that meets weekly to discuss school issues as well as community services. Some of the causes P.S.90 participates in are: Penny Harvest, Pennies for Patients Program (Leukemia and Lymphoma Society) Saint Jude's Children's hospital and two city harvest drives. The

student council also has a relationship with BARC animal shelter and Salt and Sea Mission Pantry.

Our commitment to provide current and innovative programs for our students has offered us the opportunity for a special partnership with the YWCA. We currently have a Pupil Personnel Team that meets monthly to discuss students who are having difficulties with academics and/or behavior. Our Integrated Support Center Staff and Astro Care are available to support the needs of these students.

The school provides its students with opportunities to continue to grow into responsible and respectful citizens. We are proud of our students, the parents who support their children, and our hard-working staff. _____

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. 90 Edna Cohen				
District:	21	DBN #:	21K090	School BEDS Code:	332100010090

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	51	54	54		93.7	93.7	TBD		
Kindergarten	50	73	94						
Grade 1	71	67	75	Student Stability: % of Enrollment					
Grade 2	75	77	67	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	61	72	83		94.1	94.2	TBD		
Grade 4	81	65	69						
Grade 5	75	84	59	Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					78.6	78.6	88.2		
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					4	21	TBD		
Grade 12									
Ungraded	8	5	5	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	472	497	506		7	7	13		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	45	54	41	Principal Suspensions	15	7	TBD		
No. in Collaborative Team Teaching (CTT) Classes	0	10	16	Superintendent Suspensions	1	5	TBD		
Number all others	33	53	42						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes				CTE Program Participants			
# in Dual Lang. Programs				Early College HS Participants			
# receiving ESL services only	107	101	105	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	2	10	31	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	49	45	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	13	11	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	4	4	TBD
			TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.0	0.0	0.0	Percent more than two years teaching in this school	73.5	75.6	75.6
Black or African American	18.4	17.3	17.4	Percent more than five years teaching anywhere	53.1	71.1	71.4
Hispanic or Latino	56.1	52.7	53.2				
Asian or Native Hawaiian/Other Pacific Isl.	9.3	10.1	8.9	Percent Masters Degree or higher	90.0	91.0	91.0
White	16.1	18.7	19.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.0	98.6	100.0
Multi-racial							
Male	44.5	45.1	42.3				
Female	55.5	54.9	57.7				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)	✓		
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native							
Black or African American	✓	✓	-				
Hispanic or Latino	✓	✓	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	✓	✓	-				
Multiracial							
Other Groups							
Students with Disabilities	✓ ^{sh}	✓	-				
Limited English Proficient	✓	✓	-				
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	7	7	1				

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	97.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	13.3	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	17.5	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	54.4	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	12	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Trends

1. The number of students with special needs increased from **69** in the 2006-2007 school year to **117** in the 2008-2009 school year. In 2009-2010, **107** (23.7% of our student population) students had an Individualized Education Plan. This year, **105** of our students receive special education services.
2. Our English Language Learners population has increased from 105 students in the 2008-2009 school year to **116** students. Our ELL students reflect 21% of the student population.
3. We have grown in size. There are currently **548** students who attend PS 90. That is one of the largest student enrollments in years. Three years ago, **481** students attended PS 90. In 2009-2010, we had a student population of **506**.
4. **88.2%** of our students are eligible for Title 1 services, which is an increase from **78.6%**
5. Our Special Education population was enrolled in self-contained and CTT classes. Students in self-contained classes decreased from 54 in 2008-2009 to 41 in 2009-2010. On the other hand, students enrolled in CTT classes increased from 10 students in 2008-2009 to 16 students in 2009-2010. Self-contained classes showed a decrease of 13 students in a one year period while students in CTT classes showed an increase of 6 students.
6. Our ELL population with IEPs have increased from 10 students in 2008-2009 to 31 students in 2009-2010. That is an increase of 21 students in a one year period. This year there are 19 students.
7. Our poverty level has increased as well. In 2008-2009 we had 78.6% compared to 88.2% in 2009-2010. That was a 9.6% increase in poverty level.

8. Our overall population for 2010-2011 has shown great increase. We currently have enrolled 545 students, an increase of 39 students from 2009-2010 to 2010-2011.

Strengths

o Our teacher programs provide time for weekly team meetings between grade level and special education teachers. Teacher teams use this time to review individual and groups of student data, with a focus on students with specific needs. Planning is responsive to students' needs, resulting in the consistent use of instructional strategies to support the outcomes of all students.

o We have made strategic allocation of resources results in the use of consultants and instructional coaches to provide ongoing professional development for all teachers. This allows teachers to develop their pedagogic skills in using a wide range of teaching styles and strategies. As a result, targeted groups of students are making progress toward reaching their goals.

o We use school leaders and faculty use ARIS, Acuity, formative and summative data to understand school strengths and areas of need. For example, disaggregation of 4th and 5th grade State ELA data showed a decline in the percentage of students at or above grade level making a year's progress due to comprehension skill deficits. Our instruction then focused on higher order questioning and vocabulary development to support the progress of this group of students.

o Our teams of teachers and administrators continually monitor student progress through analysis of a wide range of data sources. Teachers collaborate with administrators to ensure that in-class support and instruction aligns with student needs. Periodic assessment data, disaggregated by student groupings, informs units of study and pacing calendars across all grades. This results in purposeful instructional decisions that impact the progress of all students.

o Through formal and informal observations, analysis of teacher value added data, student data and work products, school leaders collaborate with teachers in forming professional goals to build teacher capacity in aligning their work to school goals. As a result, there is growth in pedagogy that positively influences student achievement.

o Our professional development ensures that teachers receive support in reaching their professional, class and school goals. Regular "lunch and learns" target individual teacher needs, providing training on a range of topics including classroom management, vocabulary development, data analysis, effective grouping and differentiation of instruction. As a result, teachers receive support that aligns to their level of experience and the needs of their students.

o We communicate high expectations to parents and students through conferences, phone conversations and letters to parents. Our monthly newsletter shares school news and provides parents with methods to support their children at home. In response to the diverse language needs of parents, the school uses a headphone translation system at parent

meetings and school events so that all parents have the opportunity to participate and have voice in school decisions. As a result, parents have a clear understanding of the school's vision and feel as though they are partners in advancing their children's learning.

o We have formed strong partnerships with community-based organizations including the Young Women's Christian Association and AstroCare give exceptional levels of support to students and families through in-school and external programs. These organizations provide enrichment and remediation services to enhance academic growth as well as providing counseling to students and their families. This results in improving self-esteem, the building of leadership skills in students, and an increase in family capacity to become active partners with the school in improving student performance and school outcomes.

o An exceptional guidance team within the school provides students and teachers with ongoing support that positively influences classroom outcomes. The school-based support team provides professional development to teachers at faculty conferences and "lunch and learns" to increase the capacity of teachers in addressing students' social-emotional needs.

o We collaborate with parent leaders through the School Leadership Team and the Parents Association to ensure that all parents have access to ARIS Parent Link and the training they need to use it effectively. School meetings, progress reports and online communication allow parents to be aware of, understand and support class and student goals.

O Our students are aware of their performance levels in most subjects and their learning targets for each unit of study. Individual conferences with their teachers during each marking period, allows students to reflect upon their progress and to work with their teachers to develop strategies to improve their performance. As a result, students demonstrate high levels of engagement and make progress toward learning targets

Other Strengths:

- P.S. 90 has purchased a new reading program that is comprehensive-Reading Street, for grades 1-5.
- Our school has created a new Writing Curriculum for all grades. This curriculum has added periodic assessments for benchmarks. We no longer use DWA for assessments.
- The school has created a Pacing Calendar of assessments and events for all teachers to use in all subject areas.
- A curriculum map for every subject area has been created to help teachers stay on track.
- Collaborative Inquiry Teams are up and running as well as professional Teams.
- CTT classes have been created for grades Kg, 1, 3 and 4.
- Self-contained classes have been created for our ELL students in grades Kg, 1, and 2.
- Self-contained classes have been created for our students with disabilities in grades 3, 4 and 5.
- We have received several grants that help us supplement our budgetary limitations and enrich our students academically and socially.

- After school programs such as the Y program and SES help our students improve reading and math skills.
- The creation of a SAVE room has helped students who have not followed school rules to receive individual instruction.
- We have three all day Pre-K classes, which helps our students, especially the ELLs develop oral language in English and social skills.
- Our school library has been renovated and in the process of obtaining new books through the New Yorkers Read grant.

Accomplishments

- Teachers continue to be trained in our new Core Curriculum Standards.
- Teachers receive Professional Development and attend workshops outside of the school building.
- Our school strives to address the needs of every student as a whole (academic, social and emotional).
- We validate every student's cultural background through the celebration of a Multicultural Fair.
- P.S. 90 has a Parent Coordinator who has become an asset to the school, parents and community as well.
- Our students are provided with a variety of subjects such as art, computers, music, gym, social studies, health and science, and library.
- A room has been provided for the use of our parents. This room has been equipped with furniture, a computer and children's books to help improve parent involvement.
- Students are provided with technological advances through the use of mobile computer labs, Smart boards, and presentation stations throughout the school.
- Teachers continue to assess students' needs and use the data to drive instruction.

Barriers

o We are a school in need of improvement (year 2) focused.

o At present, curriculum maps offering rigorous instruction and emphasizing key instructional standards based upon analysis and evaluation of data are in the development stages.

o Our school curricula is broad and general, and does not ensure that all students are suitably challenged and engaged in their learning. Consequently, subgroups of students, particularly the high achievers are not making fast enough progress.

o Goal setting for specific student groups is just beginning. Most teachers set classroom level goals that align to overall outcomes on summative assessments. However, setting benchmarks to monitor student progress is not yet a consistent practice across the school.

o Although most teachers participate on collaborative teams to analyze data and to evaluate student performance, the use of inquiry as a tool to understand student outcomes and affect school-wide change is just beginning.

o We do not yet have formal methods to evaluate data collection systems or to monitor the

rigor and validity of assessments.

Class sizes have increased.

Curriculum maps and Pacing Calendars provided for the general education population as well as the students with disabilities offer a more rigorous instruction.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Goal 1: By June 2011, 100% of our students will receive instruction through an integrated reading and writing curriculums that will be rigorous, engaging, and differentiated as evidenced by curriculum maps, pacing calendars, and lesson plans.

Goal 2: By June 2011, 90% of our staff will use data to set goals at the classroom level ensuring student progress as evidenced in benchmarking and interim progress reports four times a year.

Goal 3: By June 2011, 90% of our staff will use inquiry as a tool to understand student outcomes and affect school-wide change as evidenced through meeting notes from our Collaborative Inquiry Team Meetings and reports via newsletters.

Goal 4: By June 2011, representatives of grades K-5, coaches, and administration will develop systems that evaluate the effectiveness of assessments in measuring student progress and will monitor these systems via regular assessment meetings.

Goal 5: By June 2011, our SWD population will show an increase of 3% on the State ELA Test.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): Interdisciplinary Approach

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal 1: By June 2011, 100% of our students will receive instruction through an integrated reading and writing curriculums that will be rigorous, engaging, and differentiated as evidenced by curriculum maps, pacing calendars, and lesson plans.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Creation of a curriculum map and pacing calendar per grade integrating social studies, reading, and writing by Coach and Classroom Teachers. • Launch P.D. on new reading program – Reading Streets. • Create binders that tie in writing and social studies curriculums. • Reading Launch to reinforce the 25 Book Campaign.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>ELA Coach Classroom Teachers Administration Social Studies Cluster ICI Network Leaders Library Teacher SEM Model</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Classroom Charts indicating progression toward goal – 25 Books • Classroom demonstrations, performances, artistic expression and models that display integrated knowledge • Analysis of classroom writing quarterly

Data Analysis

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 2: By June 2011, 90% of our staff will use data to set goals at the classroom level ensuring student progress as evidenced in benchmarking and interim progress reports four times a year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Professional Development provided by the Data Specialist, Coaches, and ICI Network Leaders on how to examine and disaggregate data from various tools, such as, Acuity, Performance Series, Benchmarking from targeted programs, etc. • Under guidance from coaches, teachers maintain data binders • Teachers take part in study groups of text using data to plan instruction • Coaches and Administrators support the analysis of Interim Assessments • Development and use of performance data graphs by teachers and administration to share information about school level performance, grade level performance, and individual student performance • Principal and other school leaders shared researched based articles on enhancing and implementing strategies on analyzing data
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Data Specialist Coaches Classroom Teachers- Tax Levy ICI Network Leaders Administration</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Periodic formal written observations • Walkthrough notes • Professional Development Schedule • Coach logs and feedback • Data from benchmarks and assessments • Lesson plans • Sign in sheets • Resources from P.D. Sessions

Collaborative Inquiry Process

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 3: By June 2011, 90% of our staff will use inquiry as a tool to understand student outcomes and affect school-wide change as evidenced through meeting notes from our Collaborative Inquiry Team Meetings and reports via newsletters.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Adjust schedules to allow teams of teachers to set up inquiry work • Refresher P.D. on using ARIS Connect as a place for Inquiry Communities • Use monthly grade conference meetings to allow teams of teachers to do case studies of students or to focus on target group of students • Coaches/Administrators provide feedback on case studies of targeted group of students • Continue use of professional reflection journals
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Coaches Administrators Classroom Teachers – Tax Levy Inquiry Team Schedules Vertical Team Schedules</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Inquiry Team Agendas • ARIS Connect reports/blogs • Vertical Team Schedule • Ongoing evidence of data from Inquiry work and data obtained/manifested in observations – informal/formal • Teacher journals

Assessment Validity

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 4: By June 2011, representatives of grades K-5, coaches, and administration will develop systems that evaluate the effectiveness of assessments in measuring student progress and will monitor these systems via regular assessment meetings.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Coaches, Lead Teachers, and Administration will meet on a monthly basis to evaluate whether or not our assessments are giving a clear picture of student achievement. • Classroom Teachers will meet 4x's a year to validate new assessments in Reading Streets, Everyday Math, and City Assessments • An Assessment Team will be created (Professional Periods) to coordinate the work of evaluating our assessments effectiveness
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Coaches Administration Lead Teachers Classroom Teachers</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Ongoing meetings will take place throughout the year to make sure that our assessments validly measure student progress • Reading Streets Assessments, Everyday Math Assessments, Authentic Teacher Assessments, Predictive and Interim Assessments, E-CLAS 2, and Teacher Conference notes will be measured

ELA

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 5: By June 2011, our SWD population will show an increase of 3% on the State ELA Test.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Professional Development for grades 3, 4, and 5 Special Education Teachers to develop alternate strategies ensuring differentiated instruction ongoing from September through June • Special Education Classroom Teachers will use the Wilson Program during the reading block 5x's/week Sept. through June • Administration, Coaches and Classroom Teachers will participate in study groups to analyze data and plan for instruction ongoing from Sept. through June
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>ELA Coach, ICI Network Leaders, SETTS Teacher, and IEP Teacher support the development of alternate strategies and differentiated instruction ongoing from Sept. through June Senior Classroom Teachers will train new classroom teachers in the Wilson Program during lunch and learns Contracts for Excellence (C4E) will be used to reduce class size</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Interim Assessments will show evidence of progress – as given by the city • Benchmarking Assessments from Reading Streets Program – monthly review • Authentic Classroom Assessments – monthly review • Predictive Exams – as given by the city • Benchmarking Assessments from the Wilson Program – monthly review

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	19	12	N/A	N/A	3	0	0	0
1	14	7	N/A	N/A	4	0	0	0
2	16	10	N/A	N/A	3	0	0	0
3	18	17	N/A	N/A	11	0	0	0
4	34	22	20	21	6	0	0	0
5	16	15	5	27	6	0	0	0
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Strategy and skill based lessons delivered by two AIS teachers in small groups during the day. Foundations utilized by K-2 teachers in small groups during the day. Leveled Guided Readers utilized by classroom teachers in small groups during the day. SES program in small groups after school.</p>
<p>Mathematics:</p>	<p>AIS math teacher pull out model for grades 2-5 in small groups during the day. Houghton Mifflin Supplementary Program utilized by classroom teachers in small groups during the day. SES program in small groups after school.</p>
<p>Science:</p>	<p>Science cluster differentiating instruction to small groups during the day. ELL/AIS teachers work in small groups during the day.</p>
<p>Social Studies:</p>	<p>Social Studies cluster differentiating instruction to small groups during the day. ELL/AIS teachers work in small groups during the day.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Counseling provides students within a supportive environment the ability to acquire interpersonal skills to assist them academically. Instruction is delivered in small group setting or one-to-one during the school day.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	
<p>At-risk Services Provided by the Social Worker:</p>	
<p>At-risk Health-related Services:</p>	

Section III. Title III Budget

N/A – Conceptual Consolidation

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Data is gathered by the parent coordinator and the ESL teachers through home surveys assessing home language. Data is found through information on the Annual School Report Card.

Statistics are gathered at P.T.A. meetings to determine the attendance of parents in each language category. We use informal surveys, Annual School Report Card, attendance at English Language Parent Classes, language surveys during Pre-K and K registration, as well as new admits, constant interaction between the parent coordinator and the school's parent population.

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

The major findings indicate a need for translation and interpretation for the following languages: 289 parents require the service in Spanish; 25 in Russian; 7 in Arabic; 22 in Urdu and 8 in Chinese. The findings were reported during P.T.A. meetings, school leadership meetings, parent involvement meetings and parent/teacher conferences.

Part B: Strategies and Activities

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

All home correspondence will be interpreted into the respective languages by in-house school staff. These translations are completed and sent along with the full English counterparts. In addition, we use the DOE's translation services.

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

In-house school personnel will interpret during phone contacts, parent meetings, parent-teacher conferences, disciplinary meetings, and school events. Our parent coordinator is available during school hours as well as before and after school hours. We will also look to provide support with outside contractor or parent volunteers.

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

In addition to all correspondence from P.S.90 being printed in the necessary languages, the school mails out notifications to our parent community, and we remind parents of the availability through our newsletters. Our school also provides language translation at every parent meeting. Language interpretation is also provided at individual parent/teacher meetings, as needed. Students are encouraged to share their native language through English/native language speeches, as well as written works. We use interpretation devices at our parent meetings.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$447,596	\$125,539	\$573,135
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,069		\$4,069
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$20,346	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$40,691	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

The Edna Cohen School

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore PS 90, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS 90’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. PS 90 will support parents and families of Title I students by:

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

2. 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;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

PS 90's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. `Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PS 90 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS 90 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. 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 our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- 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.

Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

PS 90 will further encourage school-level parental involvement by:

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

Section II: School-Parent Compact

PS 90 *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. PS 90 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual 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, child care or home visits 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; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- 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; and
- planning activities for parents during the school year (e.g., Open School Week);

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

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education. I will also:
 - communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - respond to surveys, feedback forms and notices when requested;
 - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
 - take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
 - share responsibility for the improved academic achievement of my child;

Student Responsibilities:

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

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by _____
on _____.

This Parent Involvement Policy was updated on _____.

The final version of this document will be distributed to the school community on _____ and
will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's
CEP and filed with the Office for Family Engagement and Advocacy.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a
required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State
academic content and student academic achievement standards.

During staff development sessions, the school will embark on a needs assessment of the school using all accountability tools and
measures. Internal documents noting data on student performance and progress will also be utilized.

2. Schoolwide reform strategies:
 - A. We will provide opportunities for all children through high level of support from our highly qualified staff. Our Professional Development
will be geared specifically to differentiation, using data, ESL instructional practices, and aligning IEP goals with instruction. Special
Needs Students will be taught by highly qualified special education teachers, Professional Development geared specifically for special
needs students will be offered, Wilson Program for upper grades, Foundations Program for lower grades, IEP Specialist and
mainstreaming when appropriate.
 - B. Effective methods and instructional strategies:
 - Before school programs, after school programs, and summer school programs
 - Reading Street program will be implemented as well as programs for at-risk learners. (Foundations, Wilson)

Everyday Math will be implemented as well as exemplars.

- Our school participates in many contests to boost student achievement. (Storytelling, Spelling Bee, Science Fair, Oratorical, etc)
- Our school hosts many special events that enrich curriculum. (Musical concerts, Dance festival, 25 Book Campaign Launch, Holiday celebrations, Portfolio Day, Poetry Day.)

3. Instruction by highly qualified staff.

Our staff is comprised of all certified teachers. Staff will be receiving ongoing professional development to continue to improve their strategies in all curriculum areas.

High-quality and ongoing professional development for teachers, principals and paraprofessionals:

Our school has participated in many purposeful trainings conducted by noted professionals in their field, such as America's Choice, Wilson, Writer's Workshops guided by Teacher's College, A.U.S.S.I.E. facilitated meetings, Project Arts meetings and trainings, ESSLT meetings, Science Lead Teacher Trainings, H.I.V. Aids education trainings conducted in conjunction with the Department of Health, Don't Bully Me Program, Conflict Resolution Program, Leadership Academy, Fitnessgram Training, etc.

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

Our school has participated in many purposeful trainings conducted by noted professionals in their field, such as America's Choice, Wilson, Writer's Workshops guided by Teacher's College, A.U.S.S.I.E facilitated meetings, Project Arts meetings and trainings, ESSLT meetings, Science Lead Teacher Trainings, H.I.V. Aids education trainings conducted in conjunction with the Department of Health, Don't Bully Me Program, Conflict Resolution Program, Leadership Academy, Fitnessgram Training, etc.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

All vacant positions are posted on the Open Market Department of Education Website as well as posted throughout local schools.

6. Strategies to increase parental involvement through means such as family literacy services.

See Parent Involvement section.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

We plan on continuing with 3 Pre-K classes. We will fully integrate all programs and activities to help all Pre-K students acclimate to the P.S. 90 school environment. Parents will be helped with this transition by our Parent Coordinator and our Parent Involvement Subcommittee, as well as other staff members.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Our instructional team is comprised of diverse members of the staff. We meet monthly and cover a broad range of topics, one of the main topics being assessment and how it drives instruction. We also sent out surveys during the year to evaluate practices.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
 - a. PPT (Pupil Personnel Team) meets twice a month to discuss at-risk students, teacher observations, and teacher concerns
 - b. Ongoing analysis of assessments (ECLAS 2, Running Records, Exemplars, etc.) is used to give the most updated student status.
 - c. Grade meetings are held weekly and children's strengths and weaknesses are addressed.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

All Federal, State, and Local programs allotted to P.S.90 are coordinated by administration with additional help from the math coach, literacy coach, parent coordinator, and appropriate personnel. These personnel are carefully matched to each program based on their highly qualified area of expertise, experience and learning style. All programs made available are implemented to benefit the entire student population of P.S.90 as well as their families. At P.S.90 we continue to encourage community support, educational initiatives and new, innovative programs to help create lifelong learners and a solid community.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 enables, 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ² Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ³ of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	x			\$410,973	x	17-21
Title I, Part A (ARRA)	Federal	x			\$680,259	x	17-21
Title II, Part A	Federal	x			\$431,154		
Title III, Part A	Federal	x			\$18,360	x	37, 47-51
Title IV	Federal	x					
IDEA	Federal	x			\$92,904		
Tax Levy	Local	x					

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **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 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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: Improvement (year 2) Focused **SURR⁴ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

Our students with disabilities (in ELA) made AYP in 2008-2009. This attests to the good practices instituted at the beginning of the school year. The school was identified, we believe, due to factors such as attendance, behavioral issues, and other social dynamics. We began addressing these, in addition, to best practices in the classroom because we are cognizant that we need to attend to the needs of the whole child. This past year, 2009-2010, our SWD students did not make AYP. We believe that many of the same reasons resulted in our school as being identified. In addition, we believe the change in cut scores impacted our students’ results.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Our Special Education Teachers will be attending a host of Professional Development sessions that are offered throughout NYC. We will continue to work with a Special Education Specialist who will offer support to all of our Special Education Teachers. She will be working directly with the teachers to offer assistance and guidance. She will assist the teachers with lesson planning, accurate implementation of IEP goals, as well as using data to drive instruction in their classrooms, with a specific focus on ELA. Specific and targeted professional development for teachers will be provided, such as attending DOE sponsored workshops, school and class inter visitations and a mentoring program. Each teacher will have a plan that addresses his/her specific needs. In addition, we will be receiving support from our network in adopting the common core standards into our curriculum. Efforts will be made to align our new reading curriculum with the standards.

Part B: For Title I Schools Identified for Improvement

School Under Registration Review (SURR)

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

Staff will receive professional development geared specifically towards differentiating instruction, response to intervention, using data from IEPs to align lessons, and behavioral modification plans.

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

Two experienced mentors will meet the needs of newly appointed teachers. However, teachers in general will benefit from the services provided by the network, where members come and meet individually with teachers. In addition, the administration and coaches will work along with lead teachers to insure that teachers receive mentoring where necessary.

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

We will send out a letter to notify parents. In addition we will hold several meetings to help parents. We will provide interpreting services.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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.)

We currently have 3 students.

2. Please describe the services you are planning to provide to the STH population.
 - We have a 21st Century Grant Program that will assist our three students in building leadership skills, self-confidence, and in obtaining organizational skills. Students will also engage in a leadership development and community service projects.
 - We will establish an advisory program to promote self-esteem and to assist with homework, class work, and the personal needs of our students. All three students will be provided counseling services and advisories with school counselor and social worker.

Part B: FOR NON-TITLE I SCHOOLS

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

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 in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 90 Edna Cohen School					
District:	21	DBN:	21K090	School		332100010090

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	54	54	54		93.7	93.7	93.3
Kindergarten	73	94	102				
Grade 1	67	75	92	Student Stability - % of Enrollment:			
Grade 2	77	67	72	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	72	83	66		94.1	94.2	93.8
Grade 4	65	69	84				
Grade 5	84	59	68	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		78.6	88.2	88.2
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		4	21	9
Grade 12	0	0	0				
Ungraded	5	5	6	Recent Immigrants - Total Number:			
Total	497	506	544	(As of October 31)	2007-08	2008-09	2009-10
					7	7	13

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	54	41	28	Principal Suspensions	15	7	5
# in Collaborative Team Teaching (CTT) Classes	10	16	40	Superintendent Suspensions	1	5	7
Number all others	53	42	41				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
(As of October 31)	2007-08	2008-09	2009-10
# receiving ESL services only	101	105	TBD
# ELLs with IEPs	10	31	TBD
Number of Teachers	49	45	48
Number of Administrators and Other Professionals	13	11	9
Number of Educational Paraprofessionals	4	4	8

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	94.9
				% more than 2 years teaching in this school	73.5	75.6	81.3
				% more than 5 years teaching anywhere	53.1	71.1	77.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	90.0	91.0	87.5
American Indian or Alaska Native	0.0	0.0	0.2	% core classes taught by "highly qualified" teachers	95.0	98.6	96.9
Black or African American	17.3	17.4	16.4				
Hispanic or Latino	52.7	53.2	55.9				
Asian or Native Hawaiian/Other Pacific	10.1	8.9	8.1				
White	18.7	19.4	19.1				
Male	45.1	42.3	43.4				
Female	54.9	57.7	56.6				

2009-10 TITLE I STATUS

v	Title I							
	Title I							
	Non-Title							
Years the School				2007-08	2008-09	2009-10	2010-11	
				v	v	v	v	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,						
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1			v		
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	v	v	-				
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					P
Overall Score:	49.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					P
School Environment:	7.9	Quality Statement 2: Plan and Set Goals					P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					P
School Performance:	4.6	Quality Statement 4: Align Capacity Building to Goals					P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					UPF
Student Progress:	34.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.5						

KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE					
v = Made AYP		U = Underdeveloped					
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features					
X = Did Not Make AYP		P = Proficient					
– = Insufficient Number of Students to Determine AYP		WD = Well Developed					
		NR = Not Reviewed					

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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

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

Part I. School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 6	District 21	School Number 090	School Name Edna Cohen
Principal Ms. Hawkins		Assistant Principal Mrs. Gordon	
Coach Mrs. Oberti Literacy		Coach Mrs. Gray Math	
Teacher/Subject Area Ms. Fu ESL teacher		Guidance Counselor Mrs. Knaster	
Teacher/Subject Area Ms. Shoen ESL teacher		Parent Ms. Valcoust	
Teacher/Subject Area Ms. Weber ESL teacher		Parent Coordinator Mrs. Torres	
Related Service Provider MR. Rocco Parelli SETS teacher		Other Mrs. Vargus ESL teacher	
Network Leader Ms. Karp		Other Mrs. DiPietro H-Teacher	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	4	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	547	Total Number of ELLs	116	ELLs as Share of Total Student Population (%)	21.21%
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Part II. ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned?

(If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

1. Steps for Initial Identification

Within the first ten days of school through initial identification process, we determine whether the newly admitted students may be limited English proficient. This initial process includes the following four steps:

1. Administration of the Home Language Identification Survey
2. Conducting an informal interview in English and in the student's native language
3. Administration of LABR if the student is eligible for the assessment
4. Placement in an appropriate program (i.e. Bilingual Education, dual program, free-standing ESL)

The Home Language Identification Survey is completed by every new admit student's parent or guardian and the form is given in parent's preferred home language. An interview is conducted at registration with a translator in the student's/parent's native language. The translator can be a neighbor, friend, or relative brought in by the parent. If the parent does not arrive with a translator, the school's bilingual parent coordinator, teacher volunteer, or a parent volunteer provides translation needs. When a new student registers, a licensed ESL teacher or a licensed pedagogue trained in HLIS identification procedures will be contacted by the office. The pedagogue is present at the registration. The HLIS is fully explained to the parent. Questions are answered or clarified to the parent. In addition, LAB coordinator, licensed ESL teacher, and a pedagogue who determine the child's eligibility for LAB-R will conduct an informal, oral interview in English and in the child's native language. Licensed ESL teachers and the trained pedagogue are responsible of administering LAB-R.

Any student who scores below the established cut-off score in LAB-R will be placed and grouped effectively to receive the mandated ESL services in accordance with CR Part 154. Newly enrolled students are identified, assessed, and placed within the first ten school days.

During the whole registration and LAB-R test process, school secretaries, the parent coordinator, ESL teachers and translators are working as a team to assist parents, address their concerns, help complete forms, and assign placements for ELL students. Parents, once registered, receive additional information from teachers, and through the Parents Association.

Specific steps are taken at PS 90 to ensure all entitled ELL students take the NYSESLAT each year:

- List of Entitled ELL students is updated every month.
- Parent notification letter regarding NYSESLAT is issued before the test .
- Parent workshop regarding NYSESLAT is conducted before the test.
- NYSESLAT test materials are ordered accordingly in advance.
- Tests scheduled are made within the test window. Proctors are trained on how to administrate the NYSESLAT.
- All test material and answer documents are carefully marked, accounted for and submitted.

Every entitled ELL at PS 90 will take the 2011 NYSESLAT exam during the month of May.

2. Structures in place to ensure parents understand all three program choices

PS 90 has a number of structures in place to ensure that parents understand all three program choices available to them. Once new students are identified as entitled ELLs,

PS 90 holds a monthly Parent Orientation Workshop. Parent notification letters are sent home in the parents' preferred home languages explaining the importance of the workshops and requesting parent attendance. The school's bilingual parent coordinator, bilingual ESL teacher, paraprofessionals, classroom teachers, and secretaries are involved in calling parents to ensure strong attendance. Parents can come in to speak to the ESL contact person by appointment when needs arise.

Separate meetings that reflect the parents' language needs are held.

They are in Spanish, Russian, Haitian Creole, Punjabi, Arabic, Urdu, and English. The bilingual parent coordinator, translators, or a bilingual parent volunteers are always present along with a fully certified and licensed ESL teacher to conduct the workshops. Videos are shown in the parents' home language. All materials at these meetings, including the Parent Guide by NYC DOE are distributed in the parents' home languages. Parents review the videos and all the materials. ESL teachers and the school's parent coordinator explain the procedure and protocol for the identification, assessment, and the placement pertaining to the education of English Language Learners. Parental rights and characteristics of all three programs are fully explained during the workshop. Parents are given the opportunity to ask questions and translators are available during the entire workshop to ensure complete understanding of all three program choices

before they make informed decisions.

If a parent speaks a language that is not represented in one of the six major languages, every effort is provided to have the parent attend a separate workshop where a video will be shown and a pamphlet provided in his/her home language. Provisions are made to communicate effectively, through translators arranged by the school or with the help of the parents. Parent attendance of the meeting, and copies of Parent Program Selections are on file for review.

If a parent does not attend after repeated invitations, a form is sent home. It is collected through rigorous efforts. If the parent survey and selection form is not returned, in spite of continuous effort, the default is a bilingual program.

3. Distribution of entitlement letters, parent surveys, and selection forms

In early school year, parents of all entitled ELL students through either NYSESLAT or LAB-R are given entitlement letters in English and their preferred language of communication. These letters inform parents of their child's newly entitled services or continued ESL services. Also the non-entitlement letters of LAB-R and NYSESLAT are sent home at this time.

4. Criteria used for placement

At the parent orientation meeting, parents are made sure to be well informed about three programs in their native language. They sign and complete the parent survey and selection forms in their native language. The completed forms are attached to the original HLIS in the student cumulative folder. ELL student's placement is determined and aligned with the parental choices of the students. If there are more than 15 students in contiguous grades whose parents choose a transitional bilingual program, a TBE class will be formed. If the numbers of parent's choices of dual language programs are large enough, then a class will be formed.

If the numbers do not meet the requirement for a transitional bilingual or dual language class, then parents will be given assistance in locating schools that offer these programs and the help they need. If parent decided to decline the transfer option, the students will then be placed in an existing Freestanding ESL program along with all the entitled ELLs either within an ESL self-contained class or be serviced through an ESL push-in model.

5. Data Trends Analysis- Parent Program Selection Forms

Over the past three years, the data has consistently reflected an overwhelming majority of parents at PS 90 choosing ESL as their first choice. The data also shows that there were not 15 students in contiguous grades who speak the same language and whose parents have chosen a bilingual or a dual language program. Based on the current and past reviews of parental choices on Parent Selection Forms, the PS 90 LAP Committee has decided to implement the Freestanding ESL program. Since the data does not show the number required for a bilingual and/or dual language program, these programs have not been implemented in PS 90.

On-going Parent Orientation meeting in six separate languages will be conducted throughout 2010-2011 school year. From the returned Parent Program Selection Forms as of September and October, 100% of parents have chosen ESL as their first choice. The numbers do not reflect the need to create a bilingual or dual language class at this time.

6. Program models and parental request alignment

The data has consistently reflected an overwhelming majority of parents choosing ESL as their first choice. The data also shows that there were not 15 students in contiguous grades who speak the same language and whose parents have chosen a bilingual or a dual language program. Based on the current and past reviews of parental choices on Parent Selection Forms, the PS 90LAP Committee has decided to implement the Freestanding ESL program. This policy is completely aligned with parent requests. Since the data does not show the adequate number required for a bilingual and/or dual language program, these programs have not been implemented in PS 90.

Part III. ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	1	1	1	0	0	0								3
Push-In	4	4		8	8	8								32
Total	5	5	1	8	8	8	0	0	0	0	0	0	0	35

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	116	Newcomers (ELLs receiving service 0-3 years)	91	Special Education	19
SIFE	0	ELLs receiving service 4-6 years	25	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	91	0	12	25	0	9				116
Total	91	0	12	25	0	9	0	0	0	116

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	20	20	11	6	11	11								79
Chinese	0	0	0	0	0	0								0
Russian	5	3	0	2	5	3								18
Bengali	0	0	0	0	0	0								0
Urdu	2	3	2	0	3	0								10
Arabic	3	1	0	1	0	0								5
Haitian														0
French						1								1
Korean														0
Punjabi	1													1
Polish														0
Albanian														0
Other		1	1											2
TOTAL	31	28	14	9	19	15	0	116						

Part IV. ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

1. How is the instruction delivered?

Self-Contained ESL Classes

There is one Kindergarten ESL self-contained class that service 28 Kindergarten ELLs. Other three kindergarten ELLs are in pullout setting. There is one first grade ESL self-contained class, which has 26 ELLs. Two ELLs in 1st- grade CTT class are serviced through pullout/push-in

setting. A total of 68 ELLs are receiving ESL service through 3 self-contained classes. Each week these students receive at least 360 minutes of ESL instruction in coordination with content area learning, and an additional 180 minutes in ELA instruction. Three fully certified and licensed ESL teachers are teaching the ELLs in the ESL self-contained classes. ESL methodologies are used throughout each lesson. Instructional scaffolding and differentiation are emphasized. SIOP Model, Q-Tel ESL strategies, workshops models are especially designed for early grade ELL students. In addition, Three self-contained ESL classes are also using a technology-based reading program known as Leap Frog. This is an individualized computer program, which is most beneficial to beginning ELL students. It allows them to acquire listening and speaking skills without stress.

The ESL curriculum adopted at PS 90 is both challenging and comprehensive. Elements of reading, writing, listening and speaking are evident in all lessons.

ESL Pull-Out/Push-In Program

Pullout Program ELL pullout students are mainstreamed in K-5 grades and classes. Based on the number of ELLs in every grade, there are currently 16 ELLs receiving services in the ESL pullout program. All ESL services are provided via small group ESL instruction, all attempts are made to both differentiate instruction, and to group them effectively based on the strengths and weaknesses in particular modalities. To ensure that each ELL received his or her mandated ESL services in the correct educational setting, and to limit group sizes, pullout services are provided to respond to the educational needs of the ELLs throughout the school. All beginning and intermediate ELLs receive 45 minutes of ESL instruction eight(8) times per week and all advanced level ELLs receive 45 minutes of ESL instruction four (4) times per week. In addition, they receive at least 180 minutes of ELA instruction in their mainstream classes. ESL pullout teacher's classroom is equipped with full libraries, computers, Laptops, and standard based materials. All ELLs are educated in a favorable and challenging classroom environment that is well suited for ESL instruction.

Students in the pullout program receive content-based instruction as well that complements the themes and subjects they are working on in their classrooms. All students receive instruction that utilizes ESL methodologies to teach content area knowledge and academic vocabulary. All instruction is aligned with ESL standards and emphasis is placed on consistent improvement with reading, writing, listening and speaking skills. There is daily articulation between classroom teachers and the ESL teachers to discuss student classroom participation, performance, related issues, progress, and compliment instruction. Classroom teachers have been trained in ESL methodologies and are incorporating them in language and content area instruction. All teachers are language teachers. PS 90 employs balanced literacy in the classroom and all ELLs experience elements of balanced literacy whether they are in a self-contained ESL class or are receiving pull-out services. Students participate in literature circles, read aloud, shared-reading, guided reading, independent reading and teacher-student conferencing. Workshop models are utilized throughout the school in all areas.

Based on the recommendations of the LAP Committee, more emphasis will be placed on differentiating classroom instruction to enhance an engaging learning environment for ELLs to maximize their learning potential.

Push-In Program- PS 90 has already begun using elements of a push-in model. It is understood that research has shown the effectiveness of this model when it is used correctly. ELL students who are not in an ESL self-contained class are dispersed heterogeneously into many classes throughout all the grades. The school is moving towards a larger push-in role in the future. This year one ESL teacher is pushing into the classes with the largest proportion of ELLs, and health-science /social studies classes in addition to fully providing the mandated ESL services on a pullout basis. Co-teaching will ensue and a coordinated lesson will be provided between the ESL teacher and the mainstream teacher. As this model progresses, coordinated team teaching will be maximized whenever possible and be built into future plans and schedules.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model?

3. Describe how the content areas are delivered in each program model.

All ELLs in PS 90 are receiving their mandated ESL services based on proficiency levels. Every beginning and intermediate level ELL student is receiving at least 360 minutes of ESL instruction per week. All the advanced ELL students receive at least 45 minutes of ESL instruction 4 times a week in addition to 180 minute of ELA in the mainstream classes. All ELL students in PS 90 are fully serviced in accordance to CR Part 154 regulations. Schedules are created and reviewed by the school administration and staff to ensure the mandated number of instructional minutes is fulfilled and there are no scheduling conflicts between ESL services and any other related educational services. All classroom teachers receive ESL schedules.

3. Describe how the content areas are delivered in each program model

Explicit ESL

Students receive instruction in English as part of a Freestanding ESL program. ELLs from grades K-5 receive their mandated ESL services in either ESL self-contained classes (grades K-1) or in a pull-out/push-in setting (grades 1-5). Each student receives instruction that addresses their needs. All ELLs receive differentiated instruction. They are grouped based on proficiency levels, modality strength, and, vocabulary, and developing learning/thinking strategies. Ongoing assessment is provided by the teacher and through student self- assessments.

Beginning students: The LAP Committee has identified that the beginning- students have the expected weaknesses in all four modalities. CTT programs with co-teaching setting take into account of the students' individual learning styles. Students receive challenging content based instruction aligned with New York State ESL standards that provides an emphasis on increasing their four language skill levels. Content area knowledge with push-in setting addresses the students' special needs. The instructional focus is on developing basic vocabulary, social language, basic listening, speaking, reading and writing skills. In ESL pullout setting, the students are grouped with mixed-levels for speaking and listening activities so they develop communicative proficiency in a natural context. In addition, the students are given more attention in a small group instruction. AIS programs in reading and math are provided for the students. Content area programs such as social studies, health-science, and computer lab are implemented to the students.

Intermediate level students: the LAP Committee emphasizes developing reading and writing skills, and learning strategies in the content areas. CTT program, AIS program in reading and math, social studies, health-science, and computer lab are provided. There are times when students are placed in smaller sub-groups to target identified weaknesses. This allows the students to receive differentiated instruction and complete assignments that fit their specific needs.

Advanced level students: The LAP Committee has identified writing as the weakest modality for the advanced ELLs. PS 90 purchased WRITING FUNDAMANTALS by Columbia University, a writing program. This year the latest writing curriculum that reflects that "the voice and lives of the students are an integral part of the curriculum" has been implemented in K-5 classes, including ESL self-contained and push-in/pull-out classes. ELLs in advanced level receive instruction focused on developing academic reading and writing. Writing skills are developed using the writer's workshop model throughout the school. Increased instruction and emphasis will be placed on teaching reading/writing skills and enhancing vocabulary development. The ultimate goal is to empower the advanced ELLs to become English proficient. Programs such as AIS in reading and math, social studies, health-science and computer lab are provided to the advanced ELLs.

The instructional approaches and methods used to make content comprehensible and to enrich language development:

1. The SIOP MODEL has been implemented in ESL push-in/pull-out and self-contained classes.
2. Instruction. All ELLs receive instruction that addresses their specific needs. Students are ability grouped based on proficiency level, modality strength, learning needs and styles. Hands-on, TPR, and smart board are effective methods in differentiated groups
3. Alignment of ESL instruction with ESL and ELA standards and rubrics.
4. Classes for the following purposes: make content comprehensible for English Learners. We integrate language and content while infusing social and cultural awareness, scaffold instruction for ELLs to grade-level content standards and concepts while they continue to improve their English language proficiency. The SIOP MODEL delivers the instructional strategies such as modeling, bridging, conceptualizations, schema building, text representation and meta-cognitive development that are aggressively pursued to provide an engaging and challenging learning environment for all English Language Learners.
5. Differentiated Instruction: There is consistent articulation between classroom teachers and ESL pull out teachers to align rubrics, discuss student progress, and enrich instruction. Classroom teachers and ESL teachers use formal and informal data, teacher observations and practical rubrics to assess the ELLs. Staff receives ongoing professional development to prepare classroom teachers to effectively instruct the ELLs in their classrooms.

Explicit ELA

In addition to receiving mandated ESL instruction:

ELLs in the kindergarten and first grade self contained ESL classes are receiving at least 180 minutes of ELA instruction per week from their ESL classroom teachers in addition to the 360 mandated ESL minutes.

ELLs in grades 1-5 who are not in ESL self contained classes, receive at least 180 minutes of ELA instruction from their classroom teacher.

4. How is instruction differentiated for ELL sub-groups?

Plan for SIFE

All ELLs at PS90 are screened to determine if they are SIFE. Home Language Surveys are analyzed, student interviews or parent interviews are conducted, and prior school records are analyzed if available. Currently, PS90 does not have any SIFE students. However, a school plan for SIFE students is in place. Once a student is identified to be SIFE, he or she is immediately assessed using current and past indicators, LAB-R and NYSESLAT test scores, classroom tests, grades, projects, observable classroom performance, and articulation with the classroom teacher. Should there be SIFE students, they are eligible for additional educational assistance at PS 90. He or she is eligible to receive AIS during the school day. He or she will also be grouped appropriately during ESL instruction so that the instruction will be tailored to the needs of the student. Constant articulation between the ESL teacher and the classroom teacher will ensure the student receives the necessary attention in the classroom. He or she will be offered a Title III after school program and/or a Title III Saturday program. During the school day, the student will receive the services of content area teachers, including social studies, health science, and computer lab.

Plan for ELLs in US schools less than three years (Newcomers)

Newcomers have unique and difficult educational and social challenges that must be addressed. The plan at PS90 requires coordination between parents, students, and teachers to best serve the needs of the ELL students. Teachers in PS 90 all have received and will continue to receive ongoing training to work effectively with ELLs.

In September, and throughout the course of the school year, newly enrolled ELLs receive immediate attention. They are greeted upon registration, identified and tested within 10 days on the LAB-R. After a student is placed, the ESL teacher will take the student on a school tour. Translation is provided if necessary and if possible. The ESL teacher and the classroom teacher will explain the school rules and expectations to the student. Every attempt will be made to ensure the student is comfortable and secure in his/her new environment. The student will then receive all mandated ESL services.

ESL and classroom teachers create a classroom environment that fosters language acquisition. Displays of their culture are evident in their classroom. Newcomers are initially paired up with students who speak their same language. They are provided with TPR instruction, school survival English, basic phonic skills, basic vocabulary development activities, and beginning reading comprehension skills. Beginning level ELLs will be given more opportunities in mixed-level groups in speaking and listening activities so they develop communicative proficiency as soon as possible. Newcomers are grouped flexibly based on their recognized needs into appropriate reading and writing groups. Expectations for newcomers are set high to ensure the student is able to practice and study English. Teachers of newcomers are expected to give these students additional patience, understanding and attention. Students are given work that is challenging and they are expected to provide maximum effort. The work is also tailored to their language ability and as their language skills progress, the work becomes more sophisticated. Their progress is frequently measured by analyzing their class work, observing classroom performance, test scores, projects, interim assessments and teacher-student conferences. If the student is not in an ESL self-contained class, the classroom teacher and the ESL teacher consistently articulate to analyze student progress, to scaffold instruction and to support the efforts of the student. Newcomers from third grade up are provided the DOE downloaded translated glossaries in math, science and social studies and are taught to utilize a bilingual dictionary so they can look up any words they do not understand.

Contact is made with a relative/caregiver to see if English is spoken in the home and determine how much assistance the student can receive if he/she does not understand portions of the homework.

Newcomers are invited to the Title III After-School Program, Saturday Program, and are strongly encouraged to attend ESL summer school if offered. They also have the opportunity to receive additional academic help through AIS or a tutoring program. Teachers encourage the participation of the newcomers in all classroom activities and attempt to make classroom participation enjoyable and comfortable for the students. As the newcomers progress, they participate more, their classroom performance improves, and their confidence builds.

Plan for ELLs receiving service 4-6 years

ELLs receiving services for this length of time are immediately flagged as potential long term ELLs. Their test scores on the NYSESLAT and all content area exams are examined and trends in their test scores are looked at closely. An itemized analysis is conducted. Weaknesses and needs are highlighted and followed by instructional actions. Discussions are held between the students' teachers and the ESL provider so they are on the same page and can address the needs of the child effectively. Discussions are also held with the individual students about their needs and learning styles. All efforts are aimed at providing targeted individualized instruction to help them overcome their weaknesses. Many of these ELLs will receive AIS services and will be encouraged to attend an after school program that suits their needs whether it is Title III ESL or a Saturday program.

Plan for long-term ELLs

This year, PS 90 does not have any long term ELLs. But PS90 has a plan in place, should the need arise. Long term ELLs at PS90 would

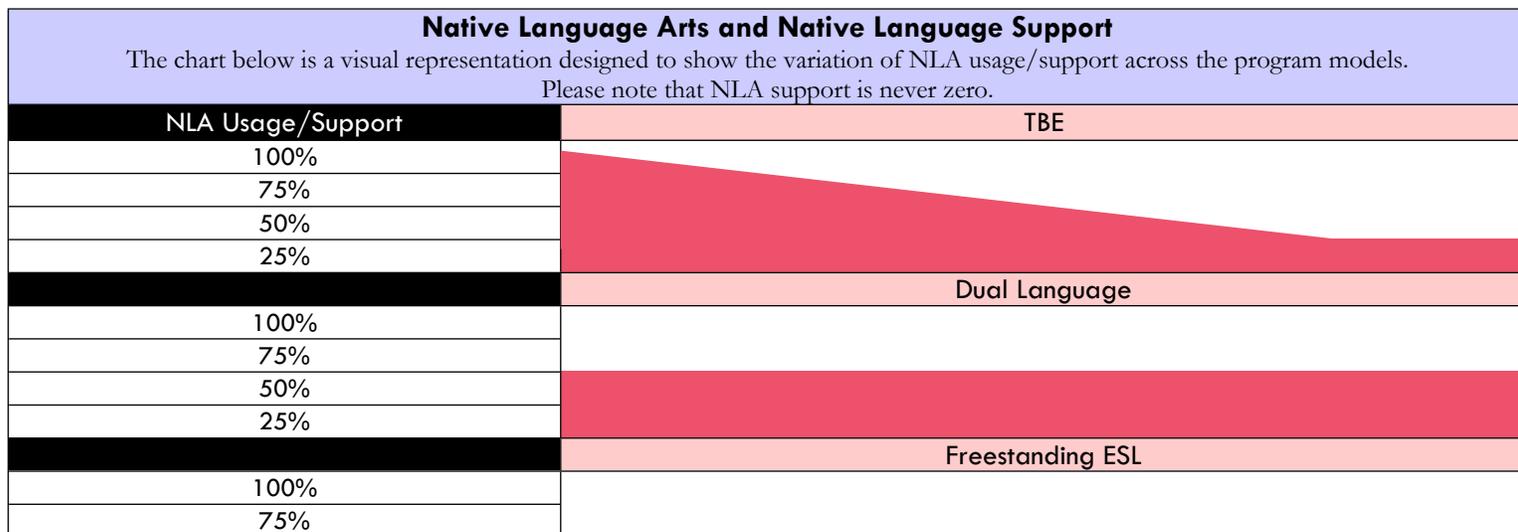
receive AIS in addition to their mandated ESL services. Those with IEPs would receive all the necessary services and accommodations that the IEP dictates. They would be encouraged to enroll in the Title III after School Program and encouraged to attend the Saturday School Reading Program. During ESL class, long term ELLs would be placed in a group that suits their academic needs. Their NYSESLAT, ELA, and other content scores would be analyzed and additional instructional attention would be placed on any week modality. Long term ELLs would be given additional academic assistance and attention to assist them over any last hurdles that are keeping them from not attaining proficiency on the NYSESLAT exam.

ELLs having special needs

All ELLs identified as having special needs receive their mandated ESL services and all other services and accommodations that are dictated in the IEP. ESL teachers are familiar with the student's IEPs and are aware of the special needs of each ELL. The ESL teachers work closely with Special Ed teachers to provide individualized language instruction using many visual aids, role playing, cooperative project tasks etc. The ESL teachers work closely with Special Ed service providers and members of the SBST to monitor the students' progress, adhere to student needs, and ensure all mandates are being followed. Students are grouped accordingly and all ELLs with special needs are given the attention and focused instruction that is required. The ESL teachers attend PPT meetings when an ELL is being discussed. ESL teachers provide input to the SBST and Special Ed services providers concerning student progress. All protocols governing Special Education are followed. Every effort is made to move the ELL students into the least restrictive environment.

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

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



50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

5. Targeted Intervention Programs

PS 90 makes use of all forms of data available to make informed decisions about students and to highlight their educational needs. These tools include ATS, ARIS, NY STAR, teacher observations, portfolio and student work samples, teacher articulation, and student interviews. In addition, the data is closely scrutinized for trends, comparisons, and yearly progress.

Early childhood literacy skills are assessed through ECLAS-2, running records, and informal classroom observations. The data from these tools is used to group students by skills and target instruction to the students' needs.

Once the school leadership and teachers have an accurate understanding of student needs, a number of intervention programs are offered to ELLs. PS 90 has ELA and Math AIS program during the school day. These are the primary targeted intervention programs available. After school, there is a Title III ESL program, Title III Saturday program, ELA, math, music, art, and computer programs. All programs directly address student needs and interests whether they are during or after the school day.

ELLs who have established weaknesses on their ELA exam and have been an ELL for 4-6 years might be placed with an AIS group specifically dealing with these weaknesses. A Beginning/Intermediate level ELL who is taking the ELA for the first time would be in a different AIS group targeted to these students.

6. Plan for Continuing Transitional Support

Second grade ESL self-contained class includes 6 former ESL for continuing transitional support.

- All former ELLs are monitored very closely. Their classroom performance and test scores are closely monitored to see how they function academically after they score a proficient on the NYSESLAT exam.
- Former ELLs are allowed to continue to receive ESL services for two years after they score out of the ESL program, if parents requests or agrees to the services.
- Former ELLs can still attend the Title III after school program to receive additional English instruction and support.
- Classroom teachers and Special Ed teachers, through ARIS and through communication with the ESL pull-out/push-in teacher, are informed about score-out status and any additional language based issues.
- ALL former ELLs who scored out within the last two years are entitled to ELL test accommodations on state exams.
- Former ELLs are invited to the after school programs and if needed, are targeted for intervention programs through AIS.

7. New Programs or Improvements

PS 90 is moving towards a push-in model of ESL instruction to complement the existing pullout model, pending budgetary allowances.

8. What programs will be discontinued and why?

PS 90 is not planning to discontinue any programs for this school year.

9. ELLs and equal access to after school programs.

All ELLs are provided equal access to Title III after school programs and school wide after school programs. All ELLs are provided the supplemental instructional programs through Title III funding. If an ESL student would like to attend a particular program, and the program fits with the students' individual needs or interests, they can and do attend. Letters and forms of all available after-school programs are distributed in both English and parent's preferred languages.

10. Instructional materials and technology Instructional Materials

Instructional materials in use at PS 90 are aligned with NY State ESL standards. Content area materials are standards based and ELL friendly. Instructional materials are being utilized across all grade levels that are challenging, functional, comprehensive and interesting for the students. These materials assist students and teachers to accomplish the school-wide goal of high achievements for ELLs.

The following technology components are utilized in the self-contained classes:

- 1 computers for each class using writing and reading, an ELL balanced literacy program with strong electronic components; Clifford programs; math games-Millie Math House; Everyday Math Games; Star fall Phonics games; science games; letter reading games and internet sites.
- 2 Smart boards, electronic and interactive work stations
- 3 Listening Centers, using DVDs, music, phonics and electronic books.

Many of the classrooms throughout the school with ELLs are using educational technology such as Smart-boards and laptops.

Instructional materials specially designed for K-1 ELLs are used in the classrooms. There are level book libraries, Moving into English, NYSESLAT Practice, Rigby Reading Series, Reading Street, etc.

Instructional materials utilized in grades 2-3:

For grades 2-3 ELLs, based on their English proficiency levels, various instructional material are used. They are level reader library, Making

Meaning by McGraw Hill, Moving into English 2/3 Rigby reading series, Reading Street program, and computer internet resources. Advertisements, neighborhood maps, guides, and pictures are richly used in the class to develop communicative, academic English language, literacy, and thinking skills.

Instructional materials utilized in grades 4-5:

Students make use of common everyday materials to foster instruction and complement learning. For example, level reader library, newspapers, magazines, newsletters, internet research, menus, advertisements, maps, guides, and pictures. Students also make use of the leveled ESL classroom library to read on a consistent basis and are encouraged to obtain library cards and go to their neighborhood libraries. Class sets of library books are used from the school literacy center during silent reading, read aloud or classroom book discussion.

Classroom instructional materials include: the Reading Street program, Moving into English 4/5, Making Meaning NYSESLET practice. etc.

11. Native Language Support

All instruction is conducted in English as part of the ESL program but the students do receive some forms of native language support. New beginning level ELL students are initially buddied up with students of their native language (if available) to help them feel comfortable and translate some of the details if necessary. All ELLs are given the DOE downloadable translated glossaries in their home language in Math, Science and Social Studies. In addition, classroom libraries have some books in the students' home language and word to word translated dictionaries. The School purchased bilingual/word-by-word dictionaries in the languages represented by the students in the school.

12. Resources and Corresponding Grade Levels

Materials used at PS 90 are all age and grade-appropriate. They are standards based, and correspond to the student needs, their modality strengths/weaknesses, language levels, and the characteristics of each particular grade.

13. Assisting Newly Enrolled ELL students before the beginning of the school year.

Prior to the beginning of the school year, PS 90 distributes notices of time and procedures for the Pre-registration of newly enrolled students through school letters, websites, PA meetings, Community meetings and organizations. Students registering in May for the upcoming school year are unofficially interviewed/screened by ESL personnel for potential language needs and for school organizational purposes. In June, students in Pre-K are also unofficially screened for a tentative, preliminary number of students who might be in need of ESL services once the school year begins. Therefore, the school year will open smoothly and potential ELL issues are properly addressed. This minimizes the amount of changes for the younger students and creates less of a need for students to switch classes once students are officially tested on the LABR. It must be noted that official ELL designation and placement is not established until the new school year begins and all protocols are followed during the initial identification, assessment, and placement process. Based on results of the LAB-R, the entitled ELL students are properly placed and serviced. Parents are notified accordingly. Through this practice, the reorganizations of classes are minimized.

14. No language electives are offered to any students in PS 90.

Sample of ESL program schedule:

Grade One Self-contained ESL:

Day	Period							
	1	2	3	4	5	6	7	8
Monday	ESL	Gym	ELA	ELA	Math	L	Art	Science/ESL
Tuesday	ESL	ELA	ELA	Math	Math	U	art	Science/ESL
Wednesday	ESL	Health Sci.	ELA	ELA	Math	N	Social Studies/ESL	
Thursday	ESL	Music	ELA	ELA	Math	C	Soc. Stud.	Computer
Friday	ESL	Library	ELA	ELA	Math	H	ESL	Fantastic Friday!

Grade Four Push-in ESL:

Day	Period							
	1	2	3	4	5	6	7	8
Monday	ESL	ELA	Writing	L	Math	Computer	ESL	Math
Tuesday	ESL	ELA	Gym	U	Math	Math	ESL	Science
Wednesday	ESL	ELA	Music	N	Math	Math	ESL	Writing
Thursday	ESL	ELA	ELA	C	Soc. Stud	Science	Math	Math
Friday	ESL	ELA	Writing	H	Science	Music	Math	Math

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. The professional development plan
PS90 provides comprehensive professional development to all personnel who are involved with ELLs in the school. Professional development is ongoing throughout the school year.

New teachers receive the mandated 7 and ½ hours of ELL training and special ED teachers receive 10 hours as per CR Part 154. Teachers are acquainted with the challenges and the opportunities in ELL education. They develop an understanding of changing ELL issue, learn about ESL methodologies to use in their lessons, creating an environment for language acquisition in their classroom, stages of language acquisition, how to provide an adequate oral foundation, learn to elicit and encourage ELL participation, ways to assist newcomers/beginners, differentiate and scaffolding instruction for ELLS, expectations for ELLs, program placement, testing, mandates, and grading ELLs.

All staff will continue to have opportunities to receive ongoing professional development in ELL related issues and ESL methodologies. Training on scaffolding of instruction for ELLs is given to incorporate ESL strategies in all subject areas. Emphasis will be placed on developing teachers' competencies in the teaching of writing and vocabulary development for ELLs. Additional support will be given to enhance differentiated instruction. Further professional development will be offered to assist classroom teachers in teaching reading and writing skills to ELLs, transitioning students to English proficiency, aligning classroom rubrics and ESL rubrics together and working with newcomers.

Consistent articulation is stressed between the ESL pull-out/push-in teacher and classroom teachers with ELLs in their classrooms. This helps

ensure any issues or problems are addressed, teachers are aligning instruction, and classroom teachers are receiving the necessary support and assistance required for the education of the ELLs in their classroom.

ELL teachers have opportunities to attend workshops and conferences to continue to grow and learn about new issues and approaches for their ELL population.

2. Support provided to staff to assist ELLs as they transfer to middle school and high school

Due to cultural and language barriers, the ELLs and their parents might not have an accurate or complete understanding of the middle application process and the unique choices available to them. Effective communication and translation is paramount to offer support to the students and parents when middle school applications have to be filled out. Parents must understand the application process and the choices involved. The classroom teacher and the student's ESL provider work together and play important roles in ensuring that the applications are completed and parents have a complete understanding of how to complete the applications correctly. If necessary, the school can arrange for translators to assist the parents. In addition, parents are encouraged to use the translated information provided to them via the DOE website and materials. Teachers encourage parents to attend workshops relating to middle choices and applications.

3. Describe the minimum 7.5 hours of ELL training for new staff.

Please see the above question #1 for this information.

E. Parental Involvement

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

Paste response to questions 1-4 here

1. Describe parental involvement in the school

Parental involvement is very important to each child's education and PS 90 strives to provide an atmosphere that encourages strong parental involvement. Attempts are made to ensure parents of ELLs feel comfortable and welcome at PS90 and are full participants. The biggest barrier contributing to a lack of parental involvement for parents of ELLs involves communication barriers. PS 90 has a number of successful measures and policies in place that help to minimize communication barriers and encourage parental involvement. Some examples are:

- 1 Through HLIS information, the teachers and the school as a whole know the exact translation and interpretation needs of all the students and their parents/guardians.
- 2 Information from the school is sent home in the preferred language of communication.
- 3 Translation is provided if needed at registration, parent meetings, workshops, and conferences.
- 4 Translation units were purchased and are being used which provide simultaneous translation.
- 5 A school message service has been purchased and is currently being put into place. This has the capacity to provide mass phone messages to parents in a variety of different languages.
- 6 Parents are invited into the classrooms for cultural festivals, parties, parent orientations, and a number of school wide events.
- 7 Parents are invited on school trips and outings.
- 8 Parents are encouraged to volunteer in the school.
- 9 Parents are given information in their language about DOE sponsored events pertaining to parents of EL
- 10 Signs are posted in nine major languages.
- 11 Parents are notified and given access to the Bill of Parent Rights and Responsibilities which provides them with additional useful information.

2. Does the school partner with other agencies or Community Based Organizations?

PS 90 has a strong and long term partnership with community organizations that support PS 90 to ensure our students are successful.

3. How are needs of the parents evaluated?

PS 90 believes in close collaboration and partnership between parents, teachers and the school.

Every year a parent survey is distributed in the parent's preferred language. These results are carefully analyzed.

An open and accessible school where parents of ELLs feel comfortable provides more opportunities for the parents to voice their needs and concerns. Parents of ELLs are given many opportunities to interact with classroom teachers and the administration. Since many of the communication barriers are being addressed through strong measures taken by the school, the teachers and parents are able to form working relationships to benefit the ELL population.

Translation/interpretation needs are provided at parent/teacher and school/parent interactions. Often particular parental needs or concerns are addressed during these interactions.

In addition, the Parent Association has members that are reflective of the community as a whole. This is another channel for parents to express their needs to the school and for the school to evaluate parental needs.

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

Parents of ELLs have unique needs and there are some parental involvement activities that are specifically targeted to their needs. Due to a language barrier, many do not know information about state exams, how to help prepare their children, common curriculum matters, programs available to parents of ELLs. Workshops have been designed with these thoughts in mind and presented by the bilingual parent coordinator and teachers within the Title III program.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	8	6	9	0	10	1								34
Intermediate(I)	2	18	4	5	7	9								45
Advanced (A)	21	4	1	4	2	5								37
Total	31	28	14	9	19	15	0	0	0	0	0	0	0	116

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		0	0	0	0	0							
	I		7	0	0	1	2							
	A		14	11	6	6	4							
	P		7	3	3	12	9							
READING/ WRITING	B		4	1	0	1	1							
	I		19	4	5	7	9							
	A		4	5	4	11	5							
	P		1	4	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	10	1	0	16
4	6	7	1	0	14
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	5	1	12		0				18
4	4	1	9		1				15
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	1	4		6		1		15
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam	
Number of ELLs Taking Test	Number of ELLs Passing Test

	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

2. What is revealed by the data patterns across proficiency levels (on the LABR and NYSESLAT) and grades?

Out of a school wide total ELL population of 116, the data revealed some important statistics.

About 65% of the school ELL population is considered beginning/intermediate.

78% of the school ELL population has been in the system for only 0-3 years.

16% of the school ELL population receives Special ED services.

The data shows that about 65% of ELLs require 360 minutes mandated service per week, including students with 0-3 years of service and special ed ELLs. Beginning and intermediate students have weaknesses in all four modalities.

Advanced level students have developed satisfactory speaking and listening skills. Although individual students had different strengths and weaknesses in the four modalities, the data showed advanced and intermediate level students had more weaknesses in their reading and writing skills than in listening and speaking. The number of students who scored at intermediate and advanced levels in listening and speaking is significantly higher than in reading and writing.

While emphasis is placed on providing challenging instruction to address academic weaknesses in all four modalities, the data revealed that additional attention should be placed on teaching reading and writing skills in grade K-5.

3. How will patterns across NYSESLAT modalities affect instructional decisions?

The LAP Committee, in conjunction with other school pedagogues, has fully developed curricula across grades in social studies, reading, and writing. The curricula, aligned with Common Core Standards, have been created in professional development sessions in the school. Every staff member has received a curricula binder with curriculum maps, organizers, and other resources. Parents have also received curriculum handbooks that inform them of what their children are learning while in school. This is one of the principal's goals to increase communication about learning expectations between staff and parents.

Since one of the major causes of ELL Stagnation is the students' inability to compose well-written paragraphs, the principal's goal is "to have each student, including mainstream students, in grade 1-5, complete an informal writing exam at the end of the 2010-2011 school year."

Students are expected to formulate a thesis, well-crafted supporting sentences, and conclusion, with minimal grammatical errors appropriate for their grade level. To that end, our school will concentrate heavily on writing. The writing curriculum will be strictly aligned with curriculum in the content areas of social studies, science and the arts, resulting in a humanities-based approach to the teaching and learning of writing. In reading, a new research based and data driven program, Reading Street, has been purchased and implemented throughout grades 1-5. Teachers are requested to focus on increasing vocabulary development and on asking interesting, meaningful, thought-provoking questions. Essential Question technique is the guide of each unit lesson. The expectation is not only to develop vocabulary or asking/answering questions, but also to foster a deeper understanding of the reading texts and create a habit of active thinking while reading.

To address additional weaknesses revealed by the data pattern analysis, the LAP Committee has recommended Kindergarten and beginning/intermediate level ELL students in grades 1-5 be given additional opportunities in mixed-level groups during speaking and listening activities so they develop communicative proficiency as soon as possible. They will simultaneously be exposed to challenging activities to develop basic reading and writing skills. Classroom teachers will continue to receive training from ESL teachers on teaching beginning level ELLs effectively and successfully incorporating ELLs into classroom curriculum and activities.

Based on the analyzed results of the 2010 NYSESLAT exam, Fall 2010 LAB-R exam, content area state exams, and reviewing ongoing student assessments, the LAP Committee has identified reading and writing as the weakest modalities for the intermediate and advanced ELL students in grades 1-5. This data is shared with ESL teachers and all the classroom teachers with ELL populations. All ESL teachers are incorporating reading and literacy skills with ESL methodologies and classroom teachers have been trained and will adopt effective ESL strategies and practices. Students will continue to be grouped based on proficiency levels and their strengths and weaknesses. All ESL and classroom teachers are familiar with the strengths and weaknesses of the students in their class. They will be expected to use the current data to address these weaknesses and tailor their lessons to reflect the realities in their classroom. These recommendations will be implemented in the classroom and were used in formulating the school LAP plan.

4. For each program, answer the following:

- a. Examine student results. What are the patterns across proficiencies and grades.

As expected, advanced level students, as a whole performed significantly better on the ELA exam when compared to beginning/intermediate level students.

State math scores for ELL students were similar with their ELA scores. The newcomers' academic language barriers and lack of content area

Part VI: LAP Assurances

who scored at level 2 and some scored at level 1, indicating the need for additional academic help. All students who require additional academic help are receiving AIS service and are strongly encouraged to attend the various after-school programs.

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		