



P.S. 290 JUAN MOREL CAMPOS

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 290 JUAN MOREL CAMPOS
ADDRESS: 135 SCHENCK AVENUE
TELEPHONE: 718-647-1113
FAX: 718-827-5842

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 331900010290 **SCHOOL NAME:** P.S. 290 Juan Morel Campos

SCHOOL ADDRESS: 135 SCHENCK AVENUE, BROOKLYN, NY, 11207

SCHOOL TELEPHONE: 718-647-1113 **FAX:** 718-827-5842

SCHOOL CONTACT PERSON: DR. WILLENA GEORGE **EMAIL ADDRESS** WGeorge@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Leanore Pietrzak

PRINCIPAL: DR. WILLENA GEORGE

UFT CHAPTER LEADER: Jay Deutsch

PARENTS' ASSOCIATION PRESIDENT: Christy Loutre

STUDENT REPRESENTATIVE:
(Required for high schools) N/A - Elementary School

DISTRICT AND NETWORK INFORMATION

DISTRICT: 19 **CHILDREN FIRST NETWORK (CFN):** 309

NETWORK LEADER: PAT TUBRIDY/MARTHA RODRIGUEZ-TORRES/Tatyana Ulubabova

SUPERINTENDENT: Ms. Rose Marie Mills

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
Willena George	Principal	Electronic Signature Approved.
Miriam Crespo	UFT Member	Electronic Signature Approved.
Leonore Pietrzak	UFT Member	Electronic Signature Approved.
Maurice Deutsch	UFT Chapter Leader	Electronic Signature Approved.
Christy Loutre	PA/PTA President or Designated Co-President	Electronic Signature Approved.
Zandra Rosario	Parent	Electronic Signature Approved.
Christopher Gagliano	UFT Member	Electronic Signature Approved.
Milagro Alvarez	Parent	Electronic Signature Approved.
Kimberly Rivera	UFT Member	Electronic Signature Approved.
Lorraine Kelly	Parent	Electronic Signature Approved.
Monsa Hernandez	Parent	Electronic Signature Approved.
Lizeth Pasco	Parent	Electronic Signature Approved.

* Core (mandatory) SLT members.

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.

Located in the East New York section of Brooklyn, P.S. 290 is surrounded by many single and multi-family dwellings. It is bordered by Schenck Avenue, Fulton Street, Barbey Street and Atlantic Avenue. The school is housed in a small, compact building.

School Vision

Our collective responsibility is to join hands, heads, and hearts to develop and strengthen our children intellectually, socially and emotionally. Through collaboration we will maximize the implementation and impact of our comprehensive educational plan and instructional programs so that all teachers and learners become highly competent, critical thinking citizens.

School Mission

The mission of P.S. 290, the Juan Morel Campos School, in partnership with our staff, administration, parents and community, is to provide every student in every classroom with the foundations and supportive skills needed to become lifelong learners and effective problem solvers in a competitive global society.

Toward that mission, we embrace the following motto:

Pride - In ourselves and in our school.

Achievement - To strive to do our best.

Excellence – In our work and behavior.

The school serves a diverse ethnic population of - students from kindergarten through grade five. All classes at P.S. 290 are heterogeneously grouped with cohort classes organized around reading levels in Grades K through 5. In kindergarten there are two monolingual classes, one Collaborative Team Teacher Inclusion class and one bilingual class. In first grade there are four monolingual classes and one transitional bilingual class. In second grade there are three monolingual classes, one Collaborative Team Teaching Inclusion class, and one bilingual class. In third grade there are four monolingual classes. In fourth grade there are four monolingual classes. In fifth grade there are four monolingual classes. There is a three/four/five grade bridge bilingual special education class which is a self-contained class serving students in a 12:1:1 model.

There are two free standing ESL programs. Beginning students and intermediate receive 360 minutes of ESL, and advanced students receive 180 minutes of ESL instruction. Native Language Arts (NLA) instruction is taught for 45 - 90 minutes daily for identified students.

The Special Needs component includes SETSS, Push-in teachers and the IEP team. There is one Collaborative Team Teaching kindergarten inclusion class, one Collaborative Team teaching second grade inclusion class, and one self-contained Bilingual Special Education class. Special services are provided for children in need of speech, hearing, adaptive physical education, physical therapy and occupational therapy.

The following committees have been formed: Mainstream Team, Individualized Education Program Team, Pupil Personnel Team, Safety Committee, Building Response Team, Leadership Committee, Attendance Team, Grade Leader Team, Assessment Team, Academic Intervention Team, Cabinet Team, Special Needs Data Team and School Inquiry Teams.

P.S. 290 follows the NYS Core Curriculum and has begun implementing the Common Core Standards in all content areas. In English Language Arts we maintain an uninterrupted 120-minute literacy block in grades K through 5. Grades K through 3 participate in Reading First; and the balanced literacy prototype is used in grades 4 and 5. Currently all grades (K-5), are using Everyday Mathematics as the primary vehicle for math instruction. Grades K-5 have a 60-minute math block. The Math Steps program is also utilized as a supplement to support our math program.

In Science students are given opportunities to model scientific methods of investigation through a "hands-on" workshop model using Harcourt, SCIS and Foss Science Programs, with an inquiry based approach. In Social Studies we use Harcourt. The primary focus of the social studies instructional programs are authentic research.

P.S 290 also offers: Extended Day, After School Intervention and Enrichment, Academic Intervention Services, Stock Market Game, Legal Lives Program, Science ,Math ,Technology Fair, Parent Workshops, Second Cup of Coffee, Nutrition classes, Parent Book Club, and Business in the City Program, Off-site swimming, Dance and Music programs, CBO After School and Saturday programs, Visual Thinking Strategies, Fine Arts Program, and Talent Extravaganzas.

P.S. 290 has partnerships with the following organizations: YMCA, Highland Park Community Development Corporation, Arts Horizon, Brooklyn District Attorney, NYC School Volunteers Program, Brooklyn Public Library, Learning Leaders, New Visions Partnership, Arts Connection, The Stock Market Game, VUE, Bushwick Institute for the Performing Arts, Pan American Symphony/Orchestra, and Project Arts in Residence.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 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. 290 Juan Morel Campos								
District:	19	DBN #:	19K290	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input 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*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		91.9	93.9	TBD		
Kindergarten	91	88	85						
Grade 1	106	119	105	Student Stability - % of Enrollment:					
Grade 2	122	97	103	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	111	111	90		91	91.93	TBD		
Grade 4	90	93	108						
Grade 5	99	82	91	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		77.9	88.7	94.1		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		13	30	TBD		
Grade 12	0	0	0						
Ungraded	2	0	10	Recent Immigrants - Total Number:					
Total	621	590	592	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					17	19	15		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	9	6	8	Principal Suspensions	0	13	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	4	6	Superintendent Suspensions	2	3	TBD		
Number all others	32	27	35						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants	0	0	0		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	70	61	46				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	80	72	74	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	2	0	16	Number of Teachers	57	55	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	10	10	TBD
				Number of Educational Paraprofessionals	2	2	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	75.4	74.5	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	49.1	52.7	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	75	84	TBD
American Indian or Alaska Native	0.6	0.8	1	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	93.9	96.9	TBD
Black or African American	25.6	24.6	25.3				
Hispanic or Latino	69.2	65.3	64.9				
Asian or Native Hawaiian/Other Pacific Isl.	3.7	3.2	2.2				
White	0.8	0.8	0.5				
Multi-racial							
Male	51.7	51.9	52.9				
Female	48.3	48.1	47.1				
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:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation 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	-	-	-				
Students with Disabilities	-	-	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	80.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.6	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	20.5	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	45.3	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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

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 schools 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?

Analysis of data from September 2010 DIBELS assessments which measures, initial sound fluency, phoneme segmentation fluency, letter naming fluency and oral reading fluency indicates the following: in grade K, 55% of students are meeting the benchmark, in grade 1, 76% of students are meeting the benchmark, and in grade 2, 71% of students are meeting the benchmark, and in grade 3, 58% of the students are meeting the benchmark. Running Records data as of 6/2010 indicates the following: in grade 1, 56% of students have met the benchmark in reading; in grade 2, 36% of students have met the benchmark in reading; and in grade 3, 22% have met the benchmark in reading. In mathematics, for grades K through 2 grade unit tests have found that students are deficient in the areas of word problems, measurement and geometry.

Analysis of data from standardized tests and data extracted from our school Progress Report for general education students, ELL students, and special needs students indicate the following: In the area of reading, results reveal that 39% of our students in grades 3, 4 and 5 tested grades are performing on or above grade level. In the area of math, results reveal that in grades 3, 4, and 5, 60.5% of our students are performing on or above grade level. In the area of social studies, results reveal that 91% of our students in grades 3, 4 and 5 tested grades are performing on or above grade level. In the area of science, results reveal that in grades 3, 4, and 5, 89% of our students are performing on or above grade level.

The major areas of concern at P.S. 290 are the reading levels as measured by the Fountas and Pinnell assessment. A review of the fall 2010 assessment results indicate that a focus needs to be placed on English Language Arts. The Progress Report indicates that an emphasis needs to be placed on students performing at levels 3 and 4 in the areas of literacy and math. An additional area of focus is to incorporate that arts and technology into school curriculum.

Our greatest accomplishments are the following:

- For the 2006-2007 calendar school year we received a Well Developed on our Quality Review.
- For the 2007-2008 calendar school year we received a Well Developed on our Quality Review.
- For the 2006-2007 calendar school year we received a B on our Progress Report.
- For the 2007-2008 calendar school year we received an A on our Progress Report.
- For the 2008-2009 calendar school year we received an A on our Progress Report.
- Due to these accomplishments we were exempt from receiving a Quality Review for the 2009-2010 calendar school year.
- PS 290 takes a data-driven approach to improving student performance, and has succeeded in the following trends. Trends show that over the years our reading scores have risen. As an example, in

2003 our school showed 37.8% of the students at or above grade level, and in 2009 our school performed at 69%, which shows a growth of 31.2%.

- We have had the Everyday Math Program for the past nine years, and since its implementation we have seen substantial growth in our students' math scores. Trends show that over the years our Math scores have risen. As an example, in 2003 our school showed 45.7% of the students at or above grade level, and in 2009 our school performed at 93%, which shows a growth of 47.3%.
- Trends show that over the years our Science scores have risen. As an example, in 2006 our school showed 52% of the students at or above grade level, and in 2009 our school performed at 86%, which shows a growth of 34%
- Trends show that over the years our Social Studies scores have risen. As an example, in 2006 our school showed 67% of the students at or above grade level, and in 2009 our school performed at 87%, which shows a growth 20%.
- In 2004, PS 290 was removed from the SINI Corrective Action status.
- Our current principal, Willena George, has been at 290 for 12 years. She began here first as the assistant principal; and in 2003 she became our principal. One of our assistant principals, Brigitte Newell-Islar, came to us in 2003. Our second assistant principal, Jill Skop-Rodriguez, has been here for eight years. She began as our literacy coach, then became the reading first coach and became assistant principal in 2005. Having a consistent administrative team that is connected and dedicated to the school has helped in academic achievement and teacher stability.
- Due to our efforts and hard work we have also been chosen by the city as a model site in the Collaborative Communities of Practice Initiative, here educators from other schools visit PS 290 to view best practices. In 2006, the school was featured in a Reading First film. As a selected school we were filmed to provide professional development for other Reading First schools throughout the city. In addition to academic growth, we stress the importance of making real life connections to learning.
- For the past few years our students have participated in and won the citywide Stock Market game where students use their math skills to create a stock portfolio. In 2004 we were featured in the New York Post.
- Throughout the years P.S. 290 received accolades in various contests such as the spelling bee and essay contests.
- In 2008 PS 290 came in fourth place at the citywide Chess tournament.
- In 2008 and 2009 students' artwork was featured at the Queens Museum of Art.
- In 2008 PS 290 came in first and second place at the Math, Science, and Technology fair.
- In 2007 students' science fair projects were on display
- The 2010 progress report indicates in the category of student progress the median growth percentile is 62% for ELA.
- The 2010 progress report indicates in the category of student progress the median growth percentile is 71% for mathematics.

In 2010-2011 our students won the Stock Market Game

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.

Annual Goal	Short Description
By June 2011, 87% of students will meet or exceed promotion criterion in the content area of English Language Arts.	<input type="checkbox"/> Students in grades K-5 will meet or exceed 87% promotion criterion, which represents the students meeting the proficiency requirements on the ELA, for grades 3-5, and ECLAS2 and DIBELS assessments, for grades K-2; in order to be promoted to the next grade.
By June 2011, 93% of students will meet or exceed promotion criterion in the content area of Mathematics.	<input type="checkbox"/> In grades K-5, 93% of students will meet or exceed mathematics promotion criterion which represents the students performance on the State Math test, for grades 3-5, and performance on Everyday Mathematics Progress Checks, for grades K-2.
<input type="checkbox"/> By June 2011, 90% of students will meet or exceed grade level standards in the content area of Science.	<input type="checkbox"/> Students will meet or exceed 90% which represents the students performing at proficiency levels 3 and 4 on the Elementary Level Science Exam for grade 4 and students performing at benchmark in grades K-3 and 5 on Harcourt Science Assessments.
<input type="checkbox"/> By June 2011, 90% of students will meet or exceed promotion criterion in the content area of Social Studies.	<input type="checkbox"/> Students in grades K-5 will meet or exceed 90% of Social Studies grade level standards, which represents the students performing at proficiency on Harcourt Social Studies informal assessments and school developed rubrics for grades K-5.
<input type="checkbox"/> By June 2011, 80% of students will utilize and incorporate technology to enhance as well as achieve learning goals by integrating what they gain knowledge of using technology with what they learn offline.	<input type="checkbox"/> 80% of students in grade K-5 will utilize technology to achieve goals through small group and differentiated instruction. This will be evident through student presentations, projects, culminating activities and assessments.

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

English Language Arts

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 87% of students will meet or exceed promotion criterion in the content area of English Language Arts.</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>	<p><input type="checkbox"/> Continued full implementation of the Balanced Interactive Learning Model with Core Curriculum and a gradual integration of Common Core Standards, based on the state/city-wide literacy core curriculum, using a 120 minute literacy block. Small group instruction, data driven instruction, using push-in teachers. Writers Workshop Model, After school and Saturday programs as the budget permits. Implementation of IEP mandates, and adaptive strategies for Special Education ESL Methodology. Extended Day for targeted students, AIS services for targeted students, Professional Development, Implement Kaplan K12 Learning Services Program (English and Spanish formats), Instructional integration of technology in literacy. Incorporating Art Into Curriculum.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/> TL Fair Student Funding, Title IIA Supplemental, TL DRA Stabilization, TL General Hold Harmless, Title I ARRA SWP, Title I SWP, Contract For Excellence, NYSTL. September 2010 – June 2011, 5 days per week, with a specific 120-minute literacy block in grades K through 5, and continued in subject areas throughout the day. Instruction and support will be provided by: Library and Textbook supplies, Classroom teachers, Administrators, Literacy Coaches, Literacy Staff Developers, Cluster Teachers, Students, and Parents. Support will be provided by two full time Literacy Coaches and Mentor Teacher.</p>

<p><i>actions/strategies/activities described in this action plan.</i></p>	<p>math workouts, home link, skills link, and Math Steps.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Indicators of progress are as follows:</p> <ul style="list-style-type: none"> • Grades K-5 will be assessed using Everyday Math unit tests as well as benchmark testing 2 times per year. There will also be ongoing yearly portfolios. • Grades 3-5 will also be assessed using ITA's 3 times per year, and Acuity Predictive assessments 3 times per year. <p>Projected gains are TBD.</p>

Subject Area
(where relevant) :

Science

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, 90% of students will meet or exceed grade level standards in the content area of Science.</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>	<p><input type="checkbox"/> Utilization of the science Core Curriculum with a gradual integration of the Common Core Standards, scope and sequence, coupled with components of the scientific method of hands-on discovery. Small group and differentiated instruction. Use of KAPLAN, continued professional development. Extended Day for targeted students, AIS services for targeted students. Instructional integration of technology in science. Incorporating Arts into curriculum. After school and Saturday programs.</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/> TL Fair Student Funding, Title IIA Supplemental, TL DRA Stabilization, TL General Hold Harmless, TL FSF Legacy, Teacher Supplement, Title I SWP, September 2011 – June 2012, formal instruction to be provided three times per week in grades K through 2, and four times per week in grades 3 through 5. Support will be provided by: Science materials/supplies, Classroom Teachers, Science Clusters, and Administrators.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Indicators of progress are as follows:</p> <ul style="list-style-type: none"> • Grades K-5 will be assessed using Harcourt Science unit tests as well as benchmark testing 3 times per year and ongoing yearly portfolios. <p>Projected gains are TBD.</p> <p><input type="checkbox"/></p>

**Subject Area
 (where relevant) :**

Social Studies

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, 90% of students will meet or exceed promotion criterion in the content area of Social Studies.</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>	<p><input type="checkbox"/> In the content area of Social Studies for grades K-5 we will implement the use of document-based and project-based instruction, based on the state/city-wide Core Curriculum with a gradual integration of the Common Core Standards. Journal writing using class library research. Small group and differentiated instruction. Multiple modes of assessment that include teacher-made assessments, rubrics, performance logs, and portfolio compilation. Incorporation of social studies into the reading block and math block. Utilizing Push-In/Out staff to provide targeted instruction for at-risk students. This will be continuous and ongoing throughout the school year. Professional Development differentiated by grade and teacher</p>

	<p>need will be provided by staff developers and administration. Professional Development is ongoing and based on both hard and soft data. Targeted instruction for ELL and special needs students will be provide as needed. Targeted students will participate in Extended Day and receive AIS services. There will be incorporation of the Arts into the curriculum, and instructional integration of technology in social studies.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include 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>TL Fair Student Funding, Title IIA Supplemental, TL DRA Stabilization, TL General Hold Harmless, September 2010 – June 2011, formal instruction to be provided three times per week in grades K through 2, and four times per week in grades 3 through 5. For grade 3 instruction will be integrated with the Arts. Support will be provided by: Social Studies books, supplies, and materials, Classroom Teacher, Administrators, Cluster Teachers, Push-in Teachers, Students, and Parents</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Indicators of progress are as follows:</p> <p style="padding-left: 40px;">Grades K-5 will be assessed using Harcourt Social Studies unit tests as well as benchmark testing 3 times per year and ongoing yearly portfolios.</p> <p>Projected gains are TBD.</p>

Subject Area
(where relevant) :

Technology

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>By June 2011, 80% of students will utilize and incorporate technology to enhance as well as achieve learning goals by integrating what they gain knowledge of using technology with what they learn offline.</p>
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<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>	<p><input type="checkbox"/> Use of SMART Boards installed in each classroom by students and staff, Integration of information from oral, visual, quantitative, and media sources into lessons and displays, Use media and visual displays strategically to help achieve communicative purposes, Ongoing professional development in technology for all classroom and cluster teachers, Small group and differentiated instruction throughout literacy and content areas, Coordinate projects and activities with Common Core State Standards and Core Curriculum, Culminating projects and activities (i.e. power point presentations, productions, research), Assessments via teacher/student designed rubrics</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/> TL Fair Student Funding, Title IIA Supplemental, TL DRA Stabilization, NYSTL, TL Computer Maintenance, TL 09 C4E CTT, Title I ARRA SWP, Title I SWP, TL Data Specialist. September 2010 – June 2011, formal instruction to be provided five times per week in grades K through 5. In grades K through 5 technology will be integrated into all content areas of instruction. Support will be provided by: Technology equipment, Administration, Library Technology Teacher, Cluster Teachers, and Classroom Teachers.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Ongoing assessments and utilization and incorporation of technology into all subject areas. <input type="checkbox"/></p>

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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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	50	50	N/A	N/A	46	2	2	5
1	34	34	N/A	N/A	37		1	
2	95	95	N/A	N/A	32		2	1
3	88	88	N/A	N/A	34	1	1	1
4	49	49	49	49	52		1	1
5	61	61	61	61	39		1	1
6								
7								
8								
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	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.).
ELA:	<p><input type="checkbox"/></p> <p>To reduce student to teacher ratio, pull-out, as well as a smaller class size model in literacy will be implemented during the daily 90-minute literacy block.</p> <p>AIS services will be provided daily for targeted students in a whole class, small-group instructional setting.</p> <p>Through extensive professional development, teachers will deliver a program designed to identify and remediate student skill deficiencies and promote the acquisition of literacy skills.</p> <p>After school will offer additional targeted instruction to Level 1 and 2 students in literacy beginning in November 2010 to April 2011.</p> <p>Extended Day will offer additional targeted instruction in literacy for students in grades K -5, Monday through Thursday.</p> <p>The implementation of the Storytown/VillaCuentos intervention program component will allow for primary grade intervention in the five dimensions of reading.</p> <p>The philosophy of ELL instruction for grades 4 and 5 is best articulated in the “CALLA” and “BICS” approach. This approach focuses on academic and linguistic development of the target language and is used during the school day, and extended day.</p> <p>The Wilson Reading Program will be implemented to allow for intervention for target students.</p> <p>o The SMILES Program will offer targeted instruction to Grades 4 and 5, Tuesday,</p>

	<p>Wednesday, and Thursday in literacy. Beginning October 2010-June 2011.</p> <ul style="list-style-type: none"> o The VECTA Program will offer targeted instruction to Grades K-5, Saturdays in literacy. Beginning October 2010-June 2011.
Mathematics:	<ul style="list-style-type: none"> <input type="checkbox"/> AIS services will be provided daily for targeted students in whole-class and small-group instructional setting. Extended Day will offer additional targeted instruction in mathematics for students in grades K -5, Monday through Thursday. After-school will offer additional targeted instruction to Level 1 and 2 students in mathematics beginning in November 2010 to April 2011. · To reduce student to teacher ratio, reduced class size in mathematics will be implemented. o The SMILES Program will offer targeted instruction to Grades 4 and 5, Tuesday, Wednesday, and Thursday in math. Beginning October 2010-June 2011. o The VECTA Program will offer targeted instruction to Grades K-5, Saturdays in math. Beginning October 2010-June 2011.
Science:	<ul style="list-style-type: none"> <input type="checkbox"/> Extended Day will offer additional targeted instruction in science for students in grades K -5, Monday through Thursday. Harcourt/FOSS/Core Knowledge Curriculum is used with at-risk students in grades K-5. Lessons are conducted in small groups Monday through Friday.
Social Studies:	<ul style="list-style-type: none"> <input type="checkbox"/> To reduce student to teacher ratio, teacher push-in model, pull-out, as well as a smaller class size model in literacy using social studies content will be implemented during the daily literacy block. AIS services will be provided daily for targeted students in a small-group instructional setting Extended Day will offer additional targeted instruction in social studies for students in grades K -5, Monday through Thursday.

At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> The guidance counselor will assess students support service needs of our students, target services to meet the needs of individual or groups of students and their families as needed.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> The school psychologist will assess students support service needs of our students, target services to meet the needs of individual or groups of students and their families as needed. Collaborate with the school's Pupil Personnel Team (PPT) to tailor personnel services to meet the needs of our educational community. Collaborate in developing Individualized Education Plans with a focus on promoting parental involvement, creating student intervention plans and integrating school and community services.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Collaborate with the school's Pupil Personnel Team (PPT) to tailor personnel services to meet the needs of our educational community. <input type="checkbox"/> Collaborate in developing Individualized Education Plans with a focus on promoting parental involvement, creating student intervention plans and integrating school and community services.
At-risk Health-related Services:	<input type="checkbox"/> Open Airways Asthma Curriculum - Emotional, Health and Physical Components, Delivered by DOH School Nurse Referrals to Supportive Agencies Hygiene classes

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

K-5

Number of Students to be Served:

LEP 125

Non-LEP 456

Number of Teachers 48

Other Staff (Specify) 32

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Grade Level(s) To Be Served - 3, 4, and 5

Number of Students to be Served: LEP 40 Non-LEP 0

Number of Teachers- 4

The Description of the Title III Language Instruction Program for ELLS

The language instruction education programs funded under Title III, Part A, of NCLB, will help LEP students attain English proficiency while meeting State academic achievement standards. Our program will use English and will include the participation of Beginning, Intermediate, Advanced and English proficient students.

Descriptions of Title III program/type of program/activities:

LEP students are provided with after school academic services in grades 3-5. The program offers additional literacy and math instruction for targeted students.

Teachers will work with small groups of targeted student to strengthen weak skills in both literacy and mathematics. This program is designed to remediate and enhance instruction that is given throughout the regular school day. For literacy, teachers and students, using an interactive model, will share literacy strategies, apply the skills to real text, respond to focused writing tasks and listen to stories for specific skill purposes. Students will be grouped based on assessed needs for additional instruction to improve literacy skills. Students throughout the grades will have access to books at both their instructional and independent levels. As students acquire more literacy strategies, the text materials will become increasingly more difficult.

For mathematics the program will provide additional support in basic computational skills to support mathematical test sophistication. Students will have access to manipulatives and utilize them to target skill deficiencies. The primary focus will be on number sense and numeration, measurement.

Our school's language instruction program for limited English proficient (LEP) students will mimic instruction taught during the course of the day. Specifically, the language of instruction for our after school program will be English or Transitional Bilingual. There will be 4 classes, and 4 teachers.

The program goals and focus

The major area of concern at P.S. 290 is the low academic achievement of some of its LEP students, as measured by results on State standardized assessments. A review of the Spring 2010 State standardized assessments indicated that 61% of students are performing below grade at levels 1 and 2 in English Language Arts, and 34% were performing below grade at levels 1 and 2 on the State mathematics assessment. The academic performance of English language learners is of particular concern, as this group represents a disproportionately higher percentage of students performing at levels 1 and 2 in both reading and mathematics. The Title III after school program will, therefore, focus on the areas of literacy and mathematics. Our goal is to provide supplemental service, based on analyzed periodic data, which will increase the performance of our English Language Learner subgroup by at least one or more benchmark levels in the content areas of literacy and mathematics.

Staff working in the program

All staff who service our LEP population are highly qualified and have all the necessary certification. Their license areas are Common Branches, ESL, and/or Bilingual Education

Parent involvement plan/activities

At P.S. 290 we recognize that families and other community members are a vital part of all students' academic and social success and consider family involvement a central ingredient for a successful educational program. Parents participate in the following activities at no cost to Title III:

- Teacher and Parent Meetings- Scheduled daily based on teachers' prep schedule
- Parent Book Club- Monthly discussion of provided reading translation available
- Parent Workshop Series- Development of parenting and social skill development
- 2nd Cup of Coffee- Parent information provided and community based speakers invited to participate
- PTA Meetings - Timely parent information provided and support from in school and outside agencies
- Leadership Team Meetings - committee of staff and parents meet to plan and discuss school policy
- Dial-A-Teacher- Homework help provided
- Mother/Child Dinner/Breakfast- Parents and students celebrate through literacy and art based activities
- Father/Child Dinner/Breakfast
- Learning Walks- Parents invited to participate in physical activities while discussing educational topics
- Family Movie Nights- Parents and students share the experience of watching a film together and group discussion
- Pajama Night-Staff - Parents and students share literacy based activities
- Open House- Parents are invited to meet with support staff and visit classrooms for orientation
- Open School - Individual parent teacher conferences
- Arts and Crafts - Parents invited to create projects
- Intervention Meetings - Parents invited to individual meetings to discuss student progress and meet school support staff in order to connect with support from outside agencies
- Books and Breakfast- Parents and students are invited to dress as their favorite storybook character and participate in literacy activities
- Morning Math- Parents and students participate in math based games and activities

- Learning Leaders - Parents are invited to train to be in-school volunteers

Parents of ELLs participate in the activities listed above, as well as, orientations conducted by the two ESL teachers.

We have an active family room, PTA, parent coordinator, and Translation and Interpretation Unit to provide translation services and to unite the teachers and parents.

Outline and description of the instructional materials to be used

With Title III funds in addition to other funds, the after school program will purchase and use the following materials:
 Leveled Libraries – Book organized according to student’s individual reading levels. Used to build fluency and comprehension.
 Wilson Reading Systems – Used to build basic phonics development and word study.
 Best Practices in Reading – Focuses on building comprehension skills and text analysis.
 Words Their Way – Vocabulary development and word study
 Keep on Reading – Geared toward comprehensive development
 Math Steps – Supplement to the Everyday Mathematics program. Focuses on building number and computation concepts.

Budget

Funds will be utilized strictly to provide supplementary support to ELLs. The funds will be used for direct instruction to enhance ELL language proficiency and academic achievement through an after school program. The budget has been designed to support the plan as follows:

Name of Program	Day(s)/Duration	Time	Participants/Number of Students	Coordinator/Supervisor
After School	Tues. – Thurs. = 3 sessions per week from November 30, 2010- April 14, 2011	3:00PM – 5:00PM	4 groups = Grades 3, 4, and 5 academic intervention (10 Students per group)	P.S. 290, Ms. Newell-Islar

Professional Development Program

- Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional development activities to support teachers working with ELLs

During school, and after school, teachers are given regular professional development to ensure that they are implementing best practices. Through study groups, grade conferences, and faculty conferences teachers are offered professional development opportunities through the duration of the programs. Professional development is coordinated by a Professional Development Team, which includes the Principal, Assistant Principals, UFT Chapter Leader, Staff Developer, Literacy Coach, Reading First Coach, Math Coach, and Grade Leaders, and Teachers, who work together to combine ideas on effective planning for monolingual, bilingual, and ESL teachers, on different ways to assess learning, on developing curricula and instructional materials, and assessing teachers' needs for professional development. The team meets regularly to reflect and refine school-based practices and up-date the professional development plans. This team provides a two-tier approach to staff development. On one level, they work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, implemented concurrently, focuses on effective practices in the delivery of instruction. Most professional development is delivered in the teacher's classroom. Particular emphasis is being placed on the reading programs. School based coaches, in literacy and in math, and support personnel from CFN 309 will provide training for the implementation of this reading program. Through District 5 staff development workshops, in-house component meetings which focus on various aspects of reading methods and strategies, feedback from observations, modeling and opportunities for inter-visitations, teachers' skills are refined. In addition, staff development for the State Standards for English Language Arts is provided during the school day as well as through the after school programs. ESL teachers attend meetings and turnkey best practices. Monolingual/ESL/Bilingual Teachers, and Coaches, collaborate by meeting during Study Groups, Share Sessions, Grade Conferences and Team Meetings, to best meet our ELLs needs.

Timeline: Professional development is provided throughout the school year (September through June). There is also on-going articulation between the classroom teachers, cluster teachers, service providers and administrators.

Target audience:

Intensive professional development is provided for teachers in specialized strategies to meet the needs of ELL, bilingual and special needs populations. We focus on the implementation of effective strategies for meeting the needs of the growing ELL population. Professional Development is differentiated by grade and teacher need. Professional Development is aligned to the instructional program being delivered during the instructional school day, after school, and Saturday programs. Professional development is ongoing and based on both hard and soft data. It will be at no cost to program.

Topics:

- Balanced Literacy Program (Grades 4 and 5)
- Four Square Writing and other graphic organizers
- Everyday Mathematics (Grades 3, 4, and 5)
- Wilson Reading Systems
- Keep on Reading
- Best Practices in Reading
- Skillbridge NY Reading
- Acuity Predictive and Diagnostics for ELA and Math
- Scantron Performance Diagnostic and Resources
- Math Steps

ECLAS sight Words
 Words Their Way

Section III. Title III Budget

School: 19K290
 BEDS Code: 331900010290

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$21,720	<input type="checkbox"/> After School 4 teachers x 6 hours x 14.5 weeks x \$49.89 = \$17,361.72 1 supervisor x 6 hours x 14.5 weeks x \$49.89 = \$4,340.43 <div style="text-align: right;">Total:</div> \$21702.15
Purchased services - High quality staff and curriculum development contracts	\$0	<input type="checkbox"/> Will be supplied through other funding at no cost to Title III.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$17.85	<input type="checkbox"/> Most of the material will be supplied through other funding at no cost to Title III, however, Title III funding will be used to purchase the following material for the after school program: Materials to be bought with Title III funds: Folders <input type="checkbox"/>

Educational Software (Object Code 199)	\$0	<input type="checkbox"/> Will be supplied through other funding at no cost to Title III.
Travel	\$0	<input type="checkbox"/> Will be supplied through other funding at no cost to Title III.
Other	\$0	<input type="checkbox"/> Will be supplied through other funding at no cost to Title III.
TOTAL	0	

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.

With the assistance of the parent-teacher coordinator, ELA, and bilingual teacher, parents are informed of all school activities, and reports of their child's progress in a language that they can easily understand. We have found that approximately 40% of parents need written and oral translations. In addition all notices that are sent to the home are translated into Spanish and there is staff available to translate as needed.

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.

P.S. 290 has a large Hispanic population, therefore there is a need to have personnel available to translate in Spanish both in oral and written communication. The aid of the parent-teacher coordinator, the ESL teacher, and the bilingual teachers are needed in order to keep the lines of communication open between the school and all the parents/guardians.

Findings are reported to the school community in a variety of ways; faculty conferences, professional development share sessions, PTA meetings, newsletters, report cards, Parent-Teacher conferences, and face-to-face contacts

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.

At P.S 290 all written translation is done in-house by the parent-teacher coordinator, ESL teacher, and by parent volunteers from the PTA. All written communications are translated into Spanish and provided to the parents in addition to the English version. All translations are provided in a timely manner, usually accompanying the English version.

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.

At P.S. 290 all oral interpretation services are done in-house by school staff such as, the parent-teacher coordinator, ESL teacher, bilingual teacher and parent volunteer. Interpreters are provided whenever requested.

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 order to fulfill the Chancellor's Regulations A-663, all parents are asked to complete the Home Language Survey, at registration. The surveys are updated yearly and the information is included in the ATS and on the blue emergency cards. P.S. 290 provides translation services upon request and if a parent chooses they may use a relative or family member to assist them with translation. In addition all written communications are also provided in Spanish, for which there is a need due to our overwhelming Hispanic population. However, as needed P.S. 290 will accommodate any translation needs. Parent notices will be sent in English and other languages informing parents of the availability of translation and interpretation services at P.S. 290. In addition a copy of such notification will be posted in a prominent location near the main area of the school

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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$631,429	\$111,532	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6,315		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$31,575	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$63,149	*	

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 2009-2010 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.

N/A

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : 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. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. 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 and disseminated in the major languages spoken by the majority of parents in the school.

See School Documents

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

Explanation : 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 eight 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 and disseminated in the major languages spoken by the majority of parents in the school.

See School Documents

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.



Data Aide	How it is used to align instruction?
Quality Review School Progress Report Standardized Exams (ELA Math, Science, NYSESLAT, and LAB-R) Learning Environmental Survey	Used to set school goals, influence staffing decisions and program needs, informs decisions on which instructional materials to purchase
Instructionally Targeted Assessments (ITA) /ACUITY	Used to identify and target skill deficiencies, create flexible groups, identify trends, and create targeted lessons in literacy and math.
DIBELS and MCLASS	Used to identify strengths and weaknesses in phonemic awareness, phonics, and fluency. Used to create station/center activities and small group intervention. Provides data to group flexibly.
The Early Childhood Literacy Assessment SYSTEM (ECLAS-2)	Includes all information regarding DIBELS. In addition, it provides data in spelling, vocabulary, and comprehension. In addition to how instruction is aligned using DIBELS, ECLAS2 helps teachers identify site words and vocabulary that are reinforced in the classroom.
Social Studies content and project assessments Harcourt Science exams EPAL ELA and Math practice Exams Teacher made assessments (ongoing) DRA/Running records (three times per year, minimum) Teacher observations	Used as predictive tools. Identifies trends, and helps teachers identify strategies to reinforce.
The Arts – culminating activities and projects	Used as a tool to evaluate and drive students' ability to use details. Used to embrace and strategically teach through multiple intelligences Used as an instructional tool in developing and teaching the English language.

Harcourt Assessments	Used as an outcome assessment to identify students in need of small group remediation and enrichment.
Everyday Math Unit Exams	Used as an item analysis tool to identify areas in the unit where students need additional instruction. Identifies progress toward goals. Used by teachers to provide remediation and enrichment.
Beginning and year math inventory exams	Used to provide a baseline of the content learned from the previous grade. Used to identify students in need of academic intervention services.
End of year math inventory exams	Used to identify goals mastered by the students in the current grade. Informs decisions made regarding staff, supplemental instructional materials, and intervention services.
Fitnessgram	Used to target and create activities during physical education classes to promote health and fitness.
School-wide Portfolios	Used as a progress monitoring tool. Used to set long and short term individual student goals. Used to inform flexible grouping.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Academic Intervention services are provided to meet the needs of all students who required additional assistance to meet the State standards in ELA, Mathematics, Science, and Social Studies. Intensive guidance and support services are provided to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically.

In addition to academic intervention services targeted at risk students are included in the Extended-Day 37 ½ minute program. This program provides small group 10:1, instruction. Teachers are able to work with small groups of targeted student to strengthen weak skills in both literacy and mathematic. This program is designed to remediate and enhance instruction that is given throughout the regular school day.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

Although the intensity of the services provided vary, based on the individual needs of the students, all grade K-5 students performing in levels 1 and 2, and Early Childhood students deemed to be at risk, including students in special education and English language learners, will received appropriately targeted services. The school has developed the following Academic Intervention Services programs: extended day, after school, during the school day, and summer school.

- o Help provide an enriched and accelerated curriculum.

Based on the individual needs of the students, all grade K-5 students performing in levels 3 and 4, and Early Childhood students deemed to be at benchmark, including students in special education and English language learners, will received targeted enrichment. The school has developed the following in class enrichment activities, push-in/pull-out programs, extended day, and after school in which to provide a more accelerated curriculum

- o Meet the educational needs of historically underserved populations.

In order to meet the needs of historically underserved populations, services are provided in the areas of ELA, Mathematics, Science, and Social Studies. Guidance and support services are provided to assist these students as needed in order to achieve academically. The intensity of the services provided vary, based on the individual needs of students. All students deemed to be at risk, including students in special education and English language learners, will received appropriately targeted services. The school has developed the following Academic Intervention Service programs: extended day, after school, during the school day, and summer school.

In addition to academic intervention services historically underserved populations are included in the Extended-Day 37 ½ minute program. This program provides small group 10:1, instruction. Teachers are able to work with small groups of targeted students to strengthen weak skills in both literacy and mathematic. This program is designed to remediate and enhance instruction that is given throughout the regular school day.

An after school literacy and mathematics program is offered to historically underserved populations Tuesday -Thursday from 3:00 to 5:00, and teachers will work with students in small group settings. Teachers and students, using an interactive model, will share literacy strategies, apply the skills to real text, respond to focused writing tasks and listen to stories for specific skill purposes. All participating historically underserved populations in grades K-5, including English language learners and special education students will be grouped based on assessed needs for additional instruction to improve literacy skills. In addition an after school project based enrichment program for grades K-5, we will continue to encourage higher order thinking and cross curricular connections.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

To address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program we have employed the following services:

Push-In Teacher	All Grades – small group - academic intervention and enrichment
Pull-Out Teacher	All Grades – small group - academic intervention and enrichment
Extended Day	Grades K-5-10:1 small group - intervention and enrichment
Lunch Tutoring	Grades 3, 4, and 5 – small group - academic intervention
AIS Pull-Out	Grades 1,2,3, 4 and 5 – small group - academic intervention
After School Intervention	Grades 3,4, and 5- small group - academic intervention
After School	Grades 2, 3, 4, and 5- small group - academic intervention
Professional Period Tutoring	All Grades – 1:1and small group– academic intervention and enrichment
AM Program	1:1 – English Language Learners
AM Tutoring	Small groups of At-Risk Students
Basketball	Grades 2, 3, 4, and 5 – Physical Fitness

- o Are consistent with and are designed to implement State and local improvement, if any.

Programs that are consistent with and designed to implement State and local improvement include the following: We have developed a more balanced approach to literacy instruction for our students who have developed emergent literacy skills through the Balanced Literacy Prototype as well as the Reading First initiative. This more balanced approach, developed in conjunction with our curriculum includes increased focus on the provision of reading comprehension activities such as guided reading and shared reading, as well as explicit writing instruction. With classroom teacher providing the bulk of literacy instruction to their own homeroom students, our model emphasizes the use of additional staff to target struggling students on an extended basis (approximately 12-14 weeks) in order to intensively develop decoding and encoding skills needed to support the students' readiness for grade level instruction.

In addition to instruction by the classroom teacher, two language arts clusters teachers hired through State funding, provide opportunities for further development in literacy. To further enhance student achievement in literacy, the bilingual staff developer and bilingual teachers attend workshops and turn-key approaches to language acquisition and language development to monolingual staff. Cluster teachers in Art, and

Writing also support students' development of literacy skills. Additionally, thirty one classroom teachers and four push-in teachers provide assistance for grades K through 5. A mentor provides support and guidance for new teachers.

The acquisition of mathematics skills at our school also follows an across the grades approach. P.S. 290 continues the Everyday Math Program in grades K-5 as its Urban Systemic Initiative (USI). Students are encouraged to recognize the connection between mathematics and other curriculum areas and to the world at large. In addition to instruction by the classroom teacher, two cluster teachers will provide opportunities for further development in the content areas. We also have one full time math staff developer.

The Science program follows New York State Standards curriculum. In addition to instruction by the classroom teacher, two science clusters provide the students with opportunities for hands-on experimentation and preparation for the ESPET Test. These clusters also provide staff development for teachers on all grade levels. The FOSS kits are critical to implementation of high quality science utilized as literacy oriented supplement to the hands-on program which is implemented in individual classrooms as well as in our new science lab. Participation in both the school-wide and LSO Fairs is encouraged.

Our approach to Social Studies is based upon the New York State Curriculum. Updated maps and globes are available in each classroom to support instruction. We have also purchased extensive materials for the bilingual classes in order to rectify the lack of Spanish language content area instruction resources. Research skills are targeted in the classroom and supported through the school library.

3. Instruction by highly qualified staff.

All teachers are highly certified. As required by law, all teachers at PS 290 were certified by September 2004. Professional development and constant intentional reflection on the impact of instruction are the cornerstones of our efforts to ensure that all students receive instruction by highly qualified teachers.

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.

Through faculty conferences, study groups, CFN professional development, conference days, and with the assistance of the Coaches and Staff Developers, P.S. 290 will target the assessed pedagogical needs of the staff with differentiated high quality professional development. All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction leading to improved student results and the removal of the school from "needs improvement" status.

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



Principals in collaboration with the Operation Centers' Personnel Manager and Liaisons work with the Division of Human Resources to identify qualified teachers through major recruitment campaigns and through relationships with Colleges and Universities.

Candidates for teaching at PS 290 are required to visit the school and meet with current staff and administrators. Current staff share insights about the school and 'advertise' the positive aspects of working at and continuing to grow professionally at our school. The provision of a great deal of differentiated professional development, the prominence of clear expectations regarding teacher and student performance, as well as opportunities to actively contribute to their own professional growth and evaluation via the Teacher Performance Review process are other strategies which help us to attract and maintain highly qualified teachers.

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



P.S. 290 will increase parental involvement by working with the PTA and parent coordinator, to offer workshops, and meeting to keep parents informed of all school activities and programs. In addition such events as Second Cup of Coffee, Mother-Child Dinners, Father-Child Dinner, Morning Math, Parent "Make-n-Take" workshops, Family Movie Night, Family Pajama Night, and Books and Breakfast all encourage parental involvement.

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.



- Invite staff of the kindergarten program to participate in exchange visits.
- The Pre-Kindergarten standards will also be shared with the Kindergarten staff and supervisors.
- Share Department of Education curriculum and standards for kindergarten with CBO agencies.

Transition Activities for Children

- **Involvement of Parents in Transition**

- Provide parents with information about the school their child will be attending
- Invite parents who have already had children transition to kindergarten to talk about their experience to the parents of the incoming group.
- Establish routines that children will use during the year, ex. where children will be picked up at the end of the day, where children will eat lunch, etc.

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.



Teachers actively participate in curriculum planning which includes the use of assessments. Teachers are also trained and expected to utilize the assessment data to target the instruction to tailor the needs of their individual students. Teachers use the data to reveal the weaknesses and strengths of a student and therefore instruction is geared towards academic growth.

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.

The funding will be coordinated to allow us to supplement the school's SWP focus on AIS services in Literacy, Mathematics, Science and Social Studies. This will enable the school to support all students with services in all content areas.

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.

We conduct a nutrition program each year and engage the parents in learning healthy habits. We will entertain a violence prevention program called Student Choice Workshops, presented by the Gang Unit in order to teach students tolerance, acceptance, and to prevent them from joining gangs.

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 specifically 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" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			631,487	True	Goals 1, 2, 3, 4, & 5
Title II	Federal	Yes			305,917	True	Goals 1, 2, 3, 4, & 5
Title III	Federal	Yes			21,720	True	Goal 1

¹**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.

²**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.

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.

We are not a TAS school.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

We are not a TAS school.

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;

We are not a TAS school.

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

We are not a TAS school.

c. Minimize removing children from the regular classroom during regular school hours;

We are not a TAS school.

4. Coordinate with and support the regular educational program;

We are not a TAS school.

5. Provide instruction by highly qualified teachers;

We are not a TAS school.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

We are not a TAS school.

7. Provide strategies to increase parental involvement; and

We are not a TAS school.

8. Coordinate and integrate Federal, State and local services and programs.

We are not a TAS school.

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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)

8

2. Please describe the services you are planning to provide to the STH population.

The STH population will be provided with all of the same services as the rest of the school population. These services include, but are not limited to the following:

Academic Intervention Services (as indicated in Appendix 1 of this CEP).

Transportation

Breakfast

Monitoring of attendance

Extended Day targeted instruction

Saturday School

Counseling

Work with the family liaison

Part B:

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).

N/A

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

N/A

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.

N/A

CEP RELATED ATTACHMENTS

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 290 Juan Morel Campos					
District:	19	DBN:	19K290	School		331900010290

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		91.9	93.9	94.0
Kindergarten	88	85	101				
Grade 1	119	105	98	Student Stability - % of Enrollment:			
Grade 2	97	103	95	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	111	90	97		91.0	91.9	91.5
Grade 4	93	108	92				
Grade 5	82	91	101	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		77.9	94.1	96.1
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		13	30	42
Grade 12	0	0	0				
Ungraded	0	10	0	Recent Immigrants - Total Number:			
Total	590	592	584	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					17	19	15

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	6	8	9	Principal Suspensions	0	13	15
# in Collaborative Team Teaching (CTT) Classes	4	6	6	Superintendent Suspensions	2	3	5
Number all others	27	35	37				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	61	46	TBD	Number of Teachers	57	55	47
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	10	10	7
# receiving ESL services only	72	74	TBD				
# ELLs with IEPs	0	16	TBD	Number of Educational Paraprofessionals	2	2	5

These students are included in the General and Special Education enrollment information above.

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	100.0
				% more than 2 years teaching in this school	75.4	74.5	89.4
				% more than 5 years teaching anywhere	49.1	52.7	70.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	75.0	84.0	91.5
American Indian or Alaska Native	0.8	1.0	0.2	% core classes taught by "highly qualified" teachers	93.9	96.9	98.5
Black or African American	24.6	25.3	25.7				
Hispanic or Latino	65.3	64.9	69.3				
Asian or Native Hawaiian/Other Pacific	3.2	2.2	4.1				
White	0.8	0.5	0.7				
Male	51.9	52.9	51.0				
Female	48.1	47.1	49.0				

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,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	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						
Multiracial	-	-	-			
Students with Disabilities	-	-	-			
Limited English Proficient	v	v	-			
Economically Disadvantaged	v	v				
Student groups making	5	5	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	B	Overall Evaluation:	NR			
Overall Score:	45.3	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	9.9	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	8.8	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	26.6					
<i>(Comprises 60% of the</i>						
Additional Credit:	0					

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 CFN309	District 19	School Number 290	School Name Juan Morel Campos
Principal Dr. Willena George		Assistant Principal Ms. Newell-Islar / Ms. Skop	
Coach		Coach	
Teacher/Subject Area Ms. Cheng / ESL		Guidance Counselor	
Teacher/Subject Area Mr. Blum / ESL		Parent	
Teacher/Subject Area		Parent Coordinator Ms. Leonor Roldan	
Related Service Provider		Other	
Network Leader		Other	

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	2	Number of Certified Bilingual Teachers	3	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	581	Total Number of ELLs	125	ELLs as Share of Total Student Population (%)	21.51%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

School Description / Demographics

Located in the East New York section of Brooklyn, P.S. 290 is surrounded by many single and multi-family dwellings. It is bordered by Schenck Avenue, Fulton Street, Barbey Street and Atlantic Avenue. The school is housed in a small, compact building.

The Juan Morel Campos School, P.S. 290 is composed of 581 students, out of which 125 are designated as English Language Learners (ELLs), which represent 21.51% of the student population. The diverse ethnic composition of the student body is as follows: 64.7% Hispanic, 22.9% Black, 3.4% Asian, 4.9% Others, 1.0 % White. 94.1% of our students are eligible for Title I funding . The total number of students per grade is as follows:

Kindergarten	99	Second	96	Fourth	92
First	96	Third	98	Fifth	100

The main languages spoken by our student population are English and Spanish. Other languages spoken are: Bengali and Slovak.

Our ESL program services our ELLs according to their proficiency level from the LAB-R test or the NYSESLAT. Two certified ESL teachers provide instruction. As required by CR Part 154, 360 minutes per week of ESL instruction is given to ELLs at the Beginning and Intermediate level of English language acquisition, and 180 minutes per week of ESL instruction is given to those ELLs at the Advanced level, based on the NYSESLAT/LAB-R scores.

One ESL teacher services 7 kindergarten students, 13 first graders, and 9 second graders. She provides small group literacy instruction using ESL methodologies through the Push-in/Pull-out model. She also collaborates with classroom teachers to provide language support, vocabulary development, and content area instruction through comprehensible input. In addition, at-risk students are pulled-out once a week in order to work on basic literacy skills.

The other ESL teacher services 18 third graders, 13 fourth graders, and 15 fifth graders.

He collaborates with the classroom teachers in order to enrich students' education through ESL pedagogy. A consistent Push-in/Pull-out schedule is created insomuch that students receive regular content instruction to facilitate development of their BICS (basic interpersonal communicative skills) and CALP (cognitive academic language protocol) throughout the content areas. Significant time is devoted to NYSESLAT preparation as well. Regular small class pull-out sessions are used to assist newcomer transition into the language and school as well as foster intermediate students' continued learning and success.

Bilingual Teachers

All staff who services our ELL population are highly qualified and have all the necessary certification.

License/Certification

- § Two teachers of Bilingual Common Branch (Spanish)
- § One Fellow Bilingual Teacher of Common Branch (Spanish)
- § One Fellow Special Education Bilingual Teacher
- § One Fellow K-12 ESL Teacher
- § One teacher with a K-12 ESL license

1. The steps for the initial identification of those students who may possibly be ELLs are as follows:

During enrollment, Ms. Cheng and Mr. Blum, the two licensed ESL pedagogues, conduct informal oral interviews in English and in the native language with parents to determine the child's home language for the Home Language Identification Survey (HLIS). The HLIS informs the ESL pedagogues of students that need to take the Language Assessment Battery-Revised (LAB-R), a test that determines students' English proficiency level and whether or not they are eligible for ELL state-mandated services. If the child's home language is a language other than English, he or she is given the LAB-R formal initial assessment by one of the two ESL pedagogues within the first 10 school days. If the HLIS indicated that the child's home language is Spanish, he or she is also given the Spanish LAB-R.

In order to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT), Mrs. Skop-Rodriguez, the testing coordinator, and Ms. Cheng and Mr. Blum, the two ESL teachers, meet to identify all students required to take the exam and to outline the procedures that must be adhered to for administration of it. Students take the NYSESLAT in the spring and their scores determine future eligibility for ELL services.

2. Parents of ELLs, as determined by the LAB-R, are sent a translated letter informing them of their child's eligibility for ELL services. They are also given a group orientation in September by Ms. Cheng and Mr. Blum so that they can make an informed decision about their

child's placement. The orientation entails an explanation of the three program choices: Transitional Bilingual Education Education, Dual Language, and English as a Second Language as relayed by the two licensed ESL pedagogues, a translated video, a translated Parent

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

forms, and Parent Survey forms are given to individual newcomer parents within the first ten days.

at home with the newly enrolled ELLs. Translated Parent Surveys and Program Selection forms are sent home with students whose parents did not attend orientation. The ESL pedagogues contact parents to try to obtain all completed forms. In the rare occasion that a form is not returned, the default program for ELLs is Transitional Bilingual Education Education as per CR Part 154. All forms are kept in a compliance binder with the ESL coordinator as well as in the students' cumulative files.

4. After students have been identified as ELLs according to the LAB-R, the ESL pedagogues communicate with parents about their child's English proficiency level through translated letters, phone calls, and/or group/individual orientations. As needed, the parent coordinator, ESL pedagogues, and classroom teachers and school aides are available on-site for all translations. If these resources are unable to provide translation, then the school enlists The Translation and Interpretation Unit for on-site or document translations. Identified ELLs are placed in either the Transitional Bilingual Education Program or the ESL program based on parent preferences in the Program Selection forms.

5. After reviewing the Parent Survey and Program Selection forms for the last few years, we have noticed that parents of ELLs in the

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	1	1	1	1	1	1								6
Dual Language														0
Freestanding ESL														0
Self-Contained														0
Push-In	8	8	13	12	9	10								60
Total	9	9	14	13	10	11	0	66						

The number of students in TBE and ESL Push-In/Pull-out by grade and proficiency level is as follows:

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	125	Newcomers (ELLs receiving service 0-3 years)	101	Special Education	7
SIFE	2	ELLs receiving service 4-6 years	24	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.

Home Language Breakdown	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	90	3	3	3	3	3	0	0	0	93
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	21	2	1	21	0	0	0	0	0	72
Total	101	2	4	24	0	3	0	0	0	125

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

Fourth Grade: 15, 0, 0

Fifth Grade: 18, 0, 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	15	13	16	0	2	4								50
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	15	13	16	0	2	4	0	50						

**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:	Hispanic/Latino:
Native American:	White (Non-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	7	12	8	17	13	14								71
Chinese														0
Russian														0
Bengali			1	1		1								3
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1												1
TOTAL	7	13	9	18	13	15	0	75						

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.

1. Instruction is delivered through the Transitional Bilingual Education model and the Push-in/Pull-out model.

a. All Transitional Bilingual Education classes are self-contained with content area and Native Language Arts instruction delivered on a sliding scale in both native and English language. i.e. first year students receive 60% of instruction in their native language and 40% in English.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for all ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for all ELLs as required under CR Part 154	180 minutes per week	180 minutes per week	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

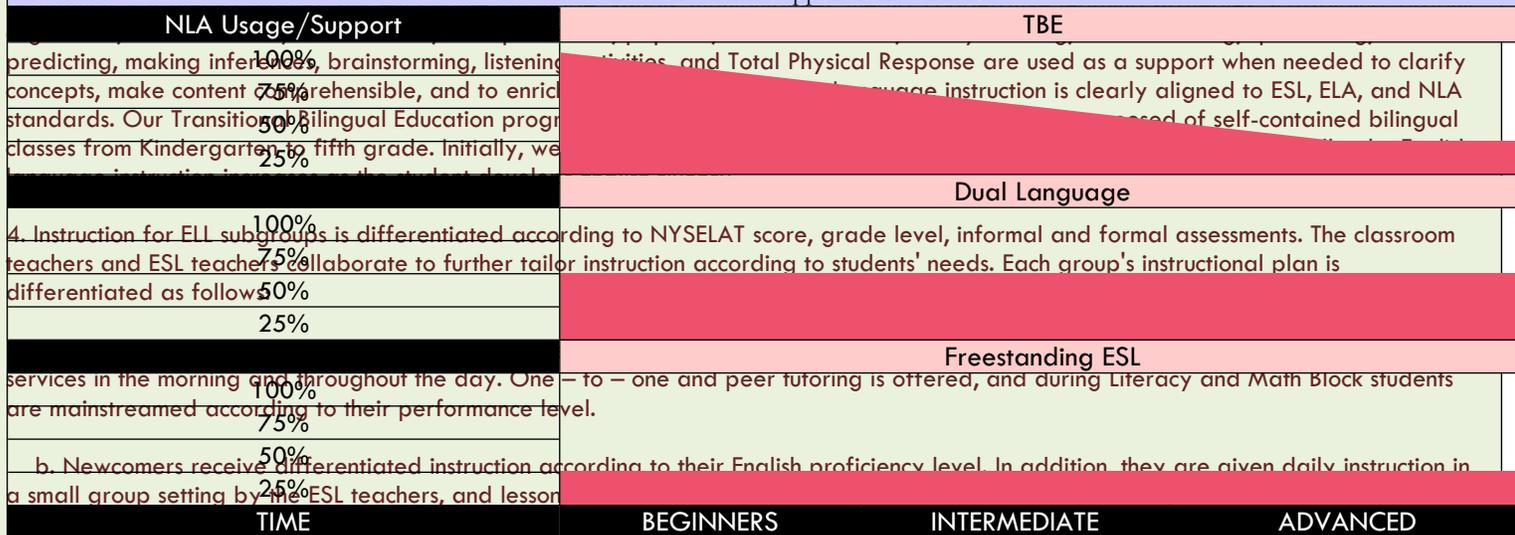
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for all ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for all ELLs as required under CR Part 154	180 minutes per week	180 minutes per week	180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

3. Student's native language skills are being used for instructional purposes in the following way: Native Language Arts is aligned with the

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



c. ELLs receiving service 4 to 6 years are placed in a reduced size classroom. They receive support through Academic Intervention Services and one – to – one professional period tutoring by the classroom teacher and/or paraprofessional. They are also mainstreamed during the literacy and math block. Ms. Jacobi, the Academic Intervention Teacher, designs lessons to differentiate instruction during school, and meets with parents and teachers to discuss students' progress and next steps.

d. Long-term ELLs - N/A

e. Similar to ELLs receiving service 4 to 6 years, ELLs identified as having special needs are either placed in a small classroom, in a Bilingual Special Needs setting or receive SETSS from the related service provider, Ms. Holguin. Service providers, classroom teachers, and ESL teachers collaborate on a regular basis in order to review IEP goals and tailor instruction accordingly. The ELLs in the Bilingual Special Needs setting receive support through Academic Intervention Services and one – to – one professional period tutoring by the classroom teacher, Ms. Baron and/or paraprofessional. They are also mainstreamed during the literacy and math block. Ms. Jacobi, the Academic Intervention Teacher, designs lessons to differentiate instruction during school, and meets with parents and teachers to discuss students' progress and next steps.

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?

5. Our targeted intervention programs are as follows:

ELA:

Placement in Reduced Size Class (Levels 1 and 2, including ELLs, beginner, intermediate, and advanced)

- Reduced Student-Teacher Ratio Enabling Small Group instruction
- Individualized Instruction Based on Assessed Needs.
- Grades K-5 (20-27 students, where possible)
- Daily throughout school year during the school day

Extended Block (General Ed., Special Ed., ELLs – beginner, intermediate, advanced, and SIFE in English and Spanish)

- Small Group Instruction Based on Needs (Levels 1 and 2)
- Extended Time on Tasks
- Grades K-5 - (70 minutes ELA grades K through 2, 75 minutes ELA grades 3 through 5)
- Daily throughout the school year during the school day

Push-In/Pull-Out and AIS Teacher

(Levels 1 and 2, including ELLs – beginner, intermediate, and SIFE)

- In identified classes grades K-5
- Reduced Student-Teacher Ratio enabling small group instruction
- Individualized instruction based on assessed needs.
- Small Group Instruction based on needs (Levels 1 and 2)
- Frequency according to need during the school day

Storytown Intervention (ELLs – beginner, intermediate and Sp. Ed.)

- Grades K-3
- Paraprofessional/Push-in Teachers Support-Based on Need
- 40 Minutes Daily
- Identified by ECLAS 2/ELSOL/DIBELS
- Small Group Instruction
- Monitoring of Student Progress-DIBELS-during the school day

Paraprofessional Tutoring in English and Spanish for ELLs – beginner and intermediate

- Tutoring during class instruction in grades K, 2, 3, 4, 5
- Small group and individualized tutoring
- Frequency according to need during the school day

SMILES After School Program for Grades 4-5

(ELLs – beginner, intermediate, and advanced, General Ed., and Special Ed.)

- Reduced Student-Teacher Ratio enabling small group and individualized instruction designed for social development and skill-building
- Tuesday - Thursday 3:30 - 5:30
- Skill Driven

- Incorporation of the arts and technology

VETCA Saturday Program

(ELLs – beginner, intermediate, and advanced, General Ed., and Special Ed.)

- Reduced Student-Teacher Ratio enabling small group and individualized instruction based on assessed needs.
- Frequency Based on Needs
- Skill Driven
- Experiential Learning
- Student Progress Monitored

Kaplan Learning

- Content-based test readiness (Grades 3-5 ELLs – beginner, intermediate, and advanced, and Sp. Ed.)
- Skills Driven
- Frequency Based on Students' Identified Needs Daily-during school day

Summer School Grades 3-5 (Levels 1, ELLs – beginner, intermediate, and advanced, General Ed., Special Ed.)

- Small Group Instruction
- Frequency Based on Assessed Needs

Consultant Teacher / SETSS

- Supporting At Risk Students (including ELLs – beginner, intermediate, and advanced)
- Small Group Instruction
- Frequency Based on Assessed Needs

Teacher Supervised Peer Tutoring

- Students at risk of failing required courses (including ELLs – beginner and intermediate)
- Student Progress Monitored
- Before School, After School, or During Lunch Period

Professional Period Tutoring

- Small group instruction (including ELLS - beginner, intermediate, and SIFE)
- All teachers
- Grades K-5
- At least one time per week

Mathematics:

Extended Mathematics Block in English and Spanish (Levels 1 and 2) (General Ed., Special Ed., and ELLs – beginner, intermediate, and advanced)

- Small Group Instruction Based on Needs
- Extended Time on Tasks
- Grades K-5
- Daily throughout the school year

Placement in Reduced Size Class (Levels 1 and 2, including ELLs – beginner, intermediate, and advanced)

- Reduced Student-Teacher Ratio Enabling Small Groups
- Individualized Instruction in English and Spanish based on assessed needs
- Grades K-5 (20-27 students, where possible)
- Daily throughout school year

Push-In Teacher

(Levels 1 and 2, including ELLs – beginner, intermediate, SIFE, and Sp. Ed. in 4th and 5th grade)

- Reduced Student-Teacher Ratio enabling small group and individualized instruction in English and Spanish based on assessed need
- Small Group Instruction based on needs (Levels 1 and 2)
- Frequency according to need

Paraprofessional Tutoring in English and Spanish for ELLs – beginner, intermediate, and advanced

- Tutoring during class instruction
- Small group and individual
- Frequency according to need

Kaplan Learning

- Test readiness (Grades 3-5) (including ELLs – beginner, intermediate, and advanced, and Sp. Ed.)
- Skills Driven

- Frequency Based on Student's Identified Needs
- Daily in English and Spanish

Summer School Grades 3-5 (ELLs - beginner, intermediate, and advanced, General Ed., Special Ed.)

- Small Group Instruction in English and Spanish
- Frequency Based on Assessed Needs

Consultant Teacher / SETSS

- Supporting At Risk Students (including ELLs – beginner, intermediate, and advanced)
- Small Group Instruction in English and Spanish
- Frequency based on assessed needs

Teacher Supervised Peer Tutoring in English and Spanish

- Students at risk of failing required courses (including ELLs – beginner, intermediate, and SIFE)
- Student's Progress Monitored
- Before School, After School, or During Lunch Period

Professional Period Tutoring in English and Spanish for ELLs – beginner, intermediate, and advanced

- Small group instruction
- All teachers
- Grades K-5
- At least one time per week

Science:

Teacher Supervised Peer Tutoring in English and Spanish for grade 4

- Students at risk of failing required courses (including ELLs – beginner, intermediate, and SIFE)
- Student's Progress Monitored
- Before School, After School, or During Lunch Period

Professional Period Tutoring for ELLs – beginner, intermediate, and SIFE

- Small group instruction in English and Spanish
- All teachers
- Grades K-5
- At least one time per week

Social Studies:

Teacher Supervised Peer Tutoring in English and Spanish for grade 5

- Students at risk of failing required courses (including ELLs – beginner, intermediate, and SIFE)
- Students' Progress Monitored
- Before School, After School, or During Lunch Period

Push-In Teacher

(Levels 1 and 2, including ELLs – beginner, intermediate, SIFE, and Sp. Ed. in 4th and 5th grade)

- Reduced Student-Teacher Ratio enabling small group and individualized instruction in English and Spanish based on assessed need
- Small Group Instruction based on needs (Levels 1 and 2)
- Frequency according to need

Professional Period Tutoring for ELLs – beginner, intermediate, and SIFE

- Small group instruction in English and Spanish
- All teachers
- Grades K-5
- At least one time per week

6. We offer transitional instruction for students reading at proficiency or who have scored out of the NYSESLAT by providing two years of extended time accommodations for state-wide assessments, small group instruction during the literacy block, and up to two additional years of ESL support through the content areas.

7. Programs or improvements will be contingent on budget. Plans for improvement will include:

S.M.I.L.E.S. After School Program

Individualized instruction utilizing Spotlight online software

Reader's Theatre ELL After School Program

Academic Intervention Services After School Program

8. We plan to continue all current programs/services for ELLS.

9. ELLs are afforded equal access to all school programs by taking part in the following:

Extended Day - academic intervention and enrichment

Lunch Tutoring - academic intervention

AIS - academic intervention provided by Ms. Jacobi

Push-in/Pull-out instruction daily

After School S.M.I.L.E.S. program

VECTA Saturday Program

Special Needs Services (as per IEP): Speech (mono. & bil.), Occupational Therapy, Physical Therapy, SETSS

Swimming

Translations Services provided as needed

All written communications are translated for accessibility

At-risk Services Provided by the Guidance Counselor:

Guidance Counselor Intervention

- Group and Individual Counseling
- ELL counseling services
- Needs Based
- Students not Meeting Promotional / Performance Standards
- Students Experiencing Behavioral / Emotional / Family Issues Negatively Impacting on Learning
- Referrals to Supportive Agencies

Alternative Instruction Suspension Program (SAVE Room)

- All Levels of Suspension
- Uninterrupted Academic Instructional Support
- Frequency Based on Needs
- Counseling Provided
- Outreach Services
- Reduced Student-Teacher Ratio enabling small group and individualized instruction based on assessed needs.
- Referrals to Support Agencies

At-risk Services Provided by the School Psychologist (English and Spanish)

- Frequency according to need
- Counseling
- Referrals to outside agencies

At-risk Services Provided by the Social Worker/Family Worker:

- Social Worker Intervention
- Group and Individual Counseling
- ELL interpretation services
- Crisis Intervention
- Students/families Experiencing Behavioral / Emotional / Family Issues Negatively Impacting on Learning
- Referrals to Supportive Agencies

Attendance Intervention

- Monitor Attendance of At Risk Students (Less than 90% attendance)
- Conducts Needed Outreach Services
- Family Counseling
- Attendance Teacher at Every School
- Attendance Coordinator at Every District
- Referrals to Supportive Agencies

At-risk Health/Special Needs-related Services:

Health Services

- Regional Nursing Director- Coordinates Services Throughout Region
- Supervising Nurse for Each District- Monitors Services
- Contract or DOH Nursing Services Support All Elementary Schools @ 6hrs /day
- Public Health Advisor for Each Middle School @ 7hrs/day
- Trained Health Aide in Each High School
- Monitor Health Needs of All Students
- Provide First Aid

- Referrals to Supportive Agencies
- Defibrillator and trained personnel

Open Airways Asthma Curriculum

- Emotional, Health and Physical Components
- Delivered by DOH School Nurse
- Small Group Instruction
- Referrals to Supportive Agencies

At-Risk Resource Room

- SETSS Teacher Identifies and Supports non-mandated students
- Small Group Instruction
- Frequency Based on Needs

10. ELLs are supported through the use of various instructional materials and resources such as:

Technology:

- . SMART Board
- . First Thousand Words Software
- . Brainpop.com
- . Computers
- . Starfall.com
- . Video
- . Audio equipment (e.g., listening tapes, CDs)
- . Manipulatives
- . Starfall.com
- . Thinkfinity.com
- . Leapfrog

Literacy:

- . Word builders
- . Reading Rods
- . Bilingual Picture cards
- . Bilingual Guided reading texts
- . Bilingual Libraries
- . Manipulatives
- . Letter blocks
- . Spotlight on English
- . Storytown / Villacuentos
- . Wilson Phonics
- . Letter blocks
- . Alphabet tubs
- . ELL intervention kits
- . Reader's Theater

Math:

- . Everyday Math (English and Spanish)
- . Manipulatives
- . Math Tools

Science:

- . F.O.S.S. Kits
- . Harcourt Science (English and Spanish)
- . Manipulatives
- . Science Tools and Equipment
- . Libraries

Social Studies:

- . Harcourt Social Studies (English and Spanish)
- . National Geographic Textbooks
- . Libraries
- . Maps and Globes

In addition to the above, the following subgroups use:

SIFE – listening tapes, finger puppets, reading rods, picture cards, starfall.com, leapfrog, Spotlight on English, handwriting and other writing conventions activities, SMART board, alphabet tubs, ELL intervention kits, Spelling Connections, bilingual dictionaries

Newcomers – listening tapes, finger puppets, reading rods, picture cards, starfall.com, leapfrog, Spotlight on English, handwriting and other writing conventions activities, SMART board, alphabet tubs, Spelling Connections, bilingual dictionaries

ELLs receiving service 4-6 years – Kaplan study strategies, tickettoread.com, dialogue journals, reader's theater, graphic organizers, SMART board, Keep On Reading, Read, Write, Edit & Listen, Comprehension Connections, Aim Higher - ELA Review

Long-term ELLs – N/A

ELLs identified as having special needs – Wilson Phonics, Kaplan, Harcourt Elements of Reading, Scholastic Literacy Place, Moving Into English

11. Native language support is delivered in each program model as per program design, i.e., TBE uses Villacuentos and Trofeos which are Spanish literacy programs aligned with the English literacy program, Story Town. Guided bilingual texts and musical CDs accompany programs to deliver native language arts instruction. Native language is supported through ESL by the use of translation services through bilingual dictionaries when deemed necessary, bilingual texts, cognate studies, and Spelling Connections.

12. Required services support and resources are tailored to ELLs ages and grade levels and based on formal and informal assessment. All ESL students have the support of their teachers, administration, and the following staff members:

Guidance Counselor:

- Group and Individual Counseling
- ELL counseling services
- Needs Based
- Students not Meeting Promotional / Performance Standards
- Students Experiencing Behavioral / Emotional / Family Issues Negatively Impacting on Learning
- Referrals to Supportive Agencies

School Psychologist:

- Frequency according to need
- ELL interpretation services
- Counseling
- Referrals to outside agencies

Social Worker/Family Worker:

- Social Worker Intervention
- Group and Individual Counseling
- ELL interpretation services
- Crisis Intervention
- Students/families Experiencing Behavioral / Emotional / Family Issues Negatively Impacting on Learning
- Referrals to Supportive Agencies

Parent Coordinator:

- Liaison between parents and school thus facilitating a home-school relationship
- Provides translation services, both written and oral, to ensure effective communication
- Provides workshops, meetings, and school-wide activities to encourage parental/community involvement
- Coordinates the Parent-Volunteer Program in order to encourage parents to take an active role in school proceedings

13. In order to assist newly enrolled ELLs before the beginning of the school year, summer reading lists and informational packets are sent to parents' homes, individual informal assessments are conducted, parent orientation meetings are held, and the Parent Coordinator reaches out to the parents.

14. English and Spanish are offered to ELLs during the school day. French is offered to ELLs through the after school S.M.I.L.E.S. program.

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)?

N/A

D. Professional Development and Support for School Staff

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

1. Monthly ESL teacher professional development are facilitated by the CFN network specialist. Teachers discuss current research, best practices, materials, NYS-ESL standards, Common Core standards, instructional strategies and alignment to core curriculum.

Staff, including ESL and bilingual teachers, attend professional development which is coordinated by a Professional Development Team, that includes the Principal, Assistant Principals, UFT Chapter Leader, Staff Developer, Literacy Coach, Reading First Coach, Math Coach, Grade Leaders, and Teachers, who work together to combine ideas on effective planning for teachers, on different ways to assess learning, on developing curricula and instructional materials, and assessing teachers' needs for professional development. The team meets regularly to reflect and refine school-based practices and up-date the professional development plans. This team provides a two-tier approach to staff development. On one level, they work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, implemented concurrently, focuses on effective practices in the delivery of instruction. Most professional development is delivered in the teacher's classroom. Particular emphasis is being placed on the reading programs. School based coaches, in literacy and in math, and support personnel from the Network will provide professional development. In-house component meetings focus on various aspects of instructional methods and strategies. Through feedback from observations, modeling and opportunities for inter-visitations, teachers' skills are refined. In addition, staff development for the State Standards and Common Core Standards for English Language Arts is provided during the school day as well as after school. Literacy, Math, Science, Social Studies, bilingual studies, and Technology instruction are supported by on-site staff members. Throughout the school year, there is on-going articulation between the classroom teachers, cluster teachers, service providers and administrators.

Grade conferences, workshops, study groups, share sessions, and team meetings are held to help improve student achievement in English Language, Mathematics, and other Content Areas using ESL strategies to meet the New York State and the Common Core Performance standards.

Intensive professional development is provided for teachers in specialized strategies to meet the needs of special populations; and implementation of effective strategies for meeting the needs of the growing ELL population. Professional Development is differentiated by grade and teacher need. Professional Development is ongoing and based on both hard and soft data.

Sample topics addressed during professional development includes but is not limited to the following:

Literacy:

Balanced Literacy Program (Grades 4 & 5)

Reading First Program (Grades K, 1, 2, & 3)

Four Square Writing and other graphic organizers

Reading Academy

Storytown & Villacuentos Program

Storytown Intervention

KAPLAN

DIBELS Assessment

Preparation for ELA

Native Language Arts

Standards

Bloom's Taxonomy

Running Records

Data analysis and implications for instruction

Mathematics:

Everyday Mathematics Program

KAPLAN

Math Steps

Preparation for Mathematics Standardized Assessments
Standards
Data analysis and implications for instruction

Science:

FOSS Kit

Preparation for ESPET

Classroom/Cluster Teacher Connection (maintain continuity)

Math, Science, and Technology Fair Projects

Literacy through the content area

Data analysis and implications for instruction

Standards

Social Studies:

Literacy through the content area

Classroom/Cluster Teacher Connection (maintain continuity)

Multicultural culminating activities

Data analysis and implications for instruction

Standards

Other

Skill of the Week/Grammar focus

Setting Long and Short Term Goals

Scheduling

Lesson Planning

Differentiated Instruction for ELLs

ELLs' Instructional needs

Inter and Intra- visitation observations and feedback

Students with IEPs

Using Data to Drive Instruction

Tests - NYSESLAT, LAB

Incorporation of the Arts through the Content Areas

Collaborative Planning

ESL teachers attend meetings and turnkey best practices. Monolingual/ESL/Bilingual Teachers, and Coaches, collaborate by meeting during Study Groups, Grade Conferences and Team Meetings, to best meet our ELLs' needs.

2. Professional development for non-ELL pedagogues are created and delivered by ELL pedagogues in order to familiarize staff with the needs of the ELL population and offer strategies to help them transition from elementary to middle school.

3. As per Jose P., staff development is on-going whereby all staff serving English Language Learners are informed about ESL methodologies and best teaching practices. Training is done by certified ESL teachers and the CFN Network.

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?

1. At P.S. 290 we recognize that families and other community members are a vital part of all students' academic and social success and consider family involvement a central ingredient for a successful educational program. Parents participate in the following activities:

Teacher and Parent Meetings- Scheduled daily based on teachers' prep schedule

Parent Book Club- Monthly discussion of provided reading translation available

Parent Workshop Series- Development of parenting and social skill development

2nd Cup of Coffee- Parent information provided and community based speakers invited to participate

PTA Meetings - Timely parent information provided and support from in school and outside agencies

Leadership Team Meetings - committee of staff and parents meet to plan and discuss school policy

Dial-A-Teacher- Homework help provided

Mother/Child Dinner/Breakfast- Parents and students celebrate through literacy and art based activities

Father/Child Dinner/Breakfast

Learning Walks- Parents invited to participate in physical activities while discussing educational topics

Family Movie Nights- Parents and students share the experience of watching a film together and group discussion

Pajama Night-Staff - Parents and students share literacy based activities

Open House- Parents are invited to meet with support staff and visit classrooms for orientation

Open School - Individual parent teacher conferences

Arts & Crafts - Parents invited to create projects

Intervention Meetings - Parents invited to individual meetings to discuss student progress and meet schoolsupport staff and connect with support from outside agencies

Books & Breakfast- Parents and students are invited to dress as their favorite storybook character and participate in literacy activities

Morning Math- Parents and students participate in math based games and activities

Learning Leaders - Parents are invited to train to be in-school volunteers

Parents of ELLs also participate in the activities listed above, as well as, orientations conducted by the two ESL teachers.

We also have an active family room, PTA, parent coordinator, and The Translation and Interpretation Unit to provide translation services and to unite the teachers and parents.

2. The school partners with the following agencies and Community Based Organizations (CBOs) in order to provide workshops or services to ELL parents:

Learning Leaders – how to volunteer at the school

New York Psychotherapy – inform families and individuals of counseling services available

Cornell University Nutrition Classes – teaches parents about healthy habits

Dial-A-Teacher – provides homework assistance

CUNY Adult Literacy Programs – teaches basic literacy skills

YMCA North Brooklyn – provides health awareness workshops for women

Citibank Community Bank – teaches math and money skills and money management

Community Empowerment, Inc. – provides free, supportive, and intervention services

Community Summer Camps Programs – gives information about the Fresh Air Fund

Barrier Free Living – teaches parents how to mitigate domestic violence

Ohel Children's Home & Family Service – provides housing, foster care, outpatient counseling, at-home services, school-based programs, camp programs, and sexual abuse services

Fire Department Mobile – trains parents in CPR

Arlington Library – teaches parents about library skills and resources

Brownsville Family Preservation – teaches parents how to build family ties

New York Urban League – informs parents of preventive services programs

Coalition for Hispanic Family Services – provides family support services for Hispanics

Building a Better Bridge Helping Adults Enter and Succeed – provides technology services

Urban Innovation: Cypress Hills Community School – works with parents to build a better community

Kings County GED Preparation Programs – prepares parents for the GED

NYC Department of Education Office of Adult and Continuing Education – encourages parents to continue education

New Horizons Adult Education Program – provide technology services

New York City College of Technology – provides technology services

Highland Park Community Development Corporation - provides youth enrichment programs

New York Stock Exchange - simulation of Stock Exchange activities

3. In order to evaluate the needs of the parents, we conduct biannual parents' needs surveys and hold monthly meetings to ascertain the needs of the parents. The results from the surveys and feedback from the parents are then drawn up into an action plan for improvement by the School Leadership Team.

The Parent Coordinator provides translation services, organizes individual and group parent meetings to determine parents' needs, and acts as a liaison between the parents and the teachers in the school. In addition, the PTA, Parent Coordinator, School Staff, and Guidance Counselor organize and conduct regularly held meetings and workshops to address the needs of the parents.

4. Our school addresses the needs of the parents by notifying them of the following parental involvement activities:

ESL Orientation – informs parents of services available

Teacher with Parent Meetings – informs parents of student progress and ways they can help as a partner to the school

Parent Book Club – literacy development for parents and skill building

Parent Nutrition Workshop - health awareness and cooking classes

2nd Cup of Coffee – various topics on parenting skills and resources available

PTA Meetings – encourages parental involvement

Leadership Team Meetings – collaboration between staff and parents on goals for the school

Dial-A-Teacher – provides homework assistance
 Mother/Child Dinner/Breakfast – encourages parental involvement and the mother's role in her child's education and development
 Father/Child Dinner/Breakfast – encourages parental involvement and the father's role in his child's education and development
 Learning Walks – community exploration and awareness
 Family Movie Nights – encourages community involvement
 Pajama Night – literacy development
 Open House – orientation and information is provided to the parents on the school curriculum
 Open School – individual parent-teacher conferences
 Arts & Crafts – skill building and ideas for activities to do at home with child to build relationship
 Intervention Meetings – provides parents with tools and resources to assist their child
 Books & Breakfast – parents participate in a literacy lesson
 Morning Math – parents participate in a Math lesson
 Learning Leaders – encourages parents to volunteer and participate in our school

These workshops address the needs of the parents by providing various information, skills and strategies used to help their students achieve. For example, during Books & Breakfast, the parents learn part of the literacy program and are able to better assist their child at home. Parents also receive translated results of benchmark and standardized tests as well as copies of the annual school report card. During workshops, translation services are provided by the parent coordinator, Ms. Roldan, and/or The Translation and Interpretation Unit. Our continuing efforts will focus on strengthening home-school relationships and increasing parent and community involvement.

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)	9	6	2	4	2	2								25
Intermediate(I)	4	10	10	7	4	4								39
Advanced (A)	9	10	13	7	9	13								61
Total	22	26	25	18	15	19	0	0	0	0	0	0	0	125

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	9	2	1	2	1	2							
	I	4	4	4	0	0	0							
	A	9	14	18	6	5	4							
	P	0	6	2	12	10	9							
READING/ WRITING	B	22	8	2	4	2	2							
	I	0	12	11	7	5	1							
	A	0	4	8	9	9	12							
	P	0	2	4	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	9	2	1	18
4	8	15	1	0	24
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	4	2	9	1	4	0	0	0	20
4	1	2	14	0	9	0	0	0	26
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	2	0	3	2	15	0	4	0	26
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?

ELSOL = ECLAS2

The Early Childhood Literacy Assessment System (ECLAS-2) is an assessment designed to help teachers determine the progress in literacy development in children from grades K-3. ECLAS-2 is administered in the fall and spring. The Kit activities include individually administered and group administered activities designed to measure each child's progress and provides insights in Phonemic Awareness, Phonics, Reading and Oral Expression, and Listening and Writing. Implications from this data are used in tailoring early literacy skills instruction.

LAB-R

The Language Assessment Battery-Revised (LAB-R), is a test that provides insight into students' English proficiency level. Those children that score at or below proficiency on the LAB-R become eligible for state-mandated services for ELLs.

The LAB-R has five levels: K-1, 2-3, 4-5, 6-8, and 9-12.

Level I includes subtests of Listening/Speaking, and Reading. At the remaining levels, the test includes Listening, Reading, Writing, and Speaking. Our school only administers up to level III as we only house up to grade five students. The LAB-R is both a group and individually administered test, depending on the subtest and level. Speaking is individually administered for all levels and all subtests in Levels I, II, and III are administered individually. Subtests for all levels are derived from NYS and ESL learning standards.

The Reading subtest asks students to answer questions about stories printed in their test books. The Writing subtest asks students to write and perform writing exercises in response to questions and stimuli in their test books. The Listening subtest asks students to select the correct response to a picture and/or dictated word or statement. The Speaking subtest asks students to respond to a dictated word or statement which sometimes refers to a picture.

The number of items varies by level. Implications from this data are used in tailoring early literacy skills instruction.

NYSESLAT

The NYSESLAT assessments reflect the New York State Learning Standards for English as a Second Language.

The language modalities assessed at each grade level, include:

- Listening
- Reading
- Speaking
- Writing

Listening

For grades K-4, the students answer questions based on pictures and photographs. Students are also asked to choose pictorial answers in response to brief oral questions as well as short stories. This is delivered by the instructor for grades K-1 and presented in a prerecorded tape for grades 2-4. The short stories, poems, and rhymes are said twice. For grades 5-12, the Listening assessments present four types of listening activities on a prerecorded tape.

The short and extended conversations are stated twice.

- In the first, students look at photographs while they listen to four statements, only one of which accurately describes what the photograph shows. The statements are said only once.
- In the second, students listen for details in brief, everyday conversation.
- In the third, students answer questions based on what is said or implied in conversations about everyday topics.
- In the fourth, students respond to questions based on conversations about general and academic subjects.

Reading

The teacher reads a script to guide students through the K-1 reading assessment. Tasks range from identification of letters and sounds to choosing answers to questions about stories of a few sentences. Each reading assessment (Grades 2-12) contains reading passages with multiple-choice questions.

- The passages offer a range of content that includes everyday topics and language; examples of social communication; literature texts for children; texts based on maps, charts, schedules, and calendars; and other academic subject matter.
- The multiple-choice questions assess cognitive and analytical proficiencies stressed in the standards. The questions focus on main ideas, facts, inferences, vocabulary, sequences of events, interpretation of non-fiction and literary texts, and social communication.

Speaking

Students will demonstrate their command of spoken English for everyday and academic purposes.

- In grades K-4, some descriptive tasks are based on picture stimuli.
- In grades 5-12, students are asked to perform a variety of cognitive tasks, such as: narrating a brief story based on a picture sequence, making predictions based on given stimuli, explaining a situation based on personal experience, giving directions to describe a process, expressing an opinion and/or persuading an audience, and interpreting visual material such as a graph, chart, or diagram.

Writing

The K-1 writing assessment is designed to measure how well a student writes letters, words, and simple sentences in English. The assessment presents three kinds of tasks:

- writing single dictated words
- writing short dictated sentences
- writing a short description of a picture printed in the student's test book.

Each writing assessment (Grades 2-5) presents three exercises: prewriting, writing an essay or story; and editing. The students perform and are evaluated on different parts of "The Writing Process" as indicated in the New York State Learning Standards for English as a Second Language.

Upon analyzing the four modalities being tested (listening, speaking, reading, and writing), it was found that the speaking score was the highest. Listening was higher than reading and writing, but the writing score was marginally the lowest of all the modalities.

The data from the NYSESLAT provides insight and implications for the school's LAP and instruction. We must continue emphasizing the writing component using the 4-square organizational methodology along with other critical-thinking graphic organizers. This will continue to be fully implemented and integrated within the Writer's workshop to support students' growth in writing skills.

2. Data patterns indicate that students who enter in Kindergarten, as demonstrated by the LAB-R, are stronger in speaking and listening skills. The NYSESLAT indicates that speaking and listening skills are stronger than reading and writing skills across the grades. For grades K-2, writing is initially stronger than reading, but the reading scores show improvement as the grades get higher. The levels of proficiency improve through the years, from beginning – to intermediate – to advanced, with more advanced students in the upper grades, 4th and 5th. Students become stronger readers, however, their writing takes longer to develop.

3. Patterns across NYSESLAT modalities will affect instructional decisions by weaving the skills students lack into various lessons across all content areas throughout the year. Additionally, a tighter focus will be maintained on these skills during explicit NYSESLAT preparation.

4. a. Student results indicate that students perform better in Science than Math. The majority of students are at a level III or level IV in Science and at a level II or level III in Math.

b. All teachers that interact with ELLs received a copy of all scores from all assessments as soon as they are available from the city or state. These teachers include any intervention staff. Staff then meets to decide and plan an instructional program that best meets the needs of our ELLs. These instructional programs include classroom instruction, extended day, after school, push-in/pull out intervention, one-to-one tutoring, and other intervention services. As data becomes available, (i.e. interim assessment, practice exams, etc.) they are distributed to the staff and then the instruction is adjusted accordingly.

c. PS 290 takes a data-driven approach to improving ELL student performance, and has succeeded in using the results of the periodic assessment to differentiate instruction, which had resulted in the following trends: Trends show that over the years our reading scores have risen.

We have had the Everyday Math Program for the past nine years, and since its implementation we have seen substantial growth in our ELLs' math scores. Trends show that over the years our Math scores have risen. The students' native language is used in order to clarify concepts and interpret information when necessary.

5. N/A

6. Our school evaluates the success of our programs for ELLs by analyzing hard and soft data. Examples of these data include but are not limited to: NYSESLAT at the end of the school year, LAB-R within the first 10 days of entrance, ELA, one time per year. Instructionally Targeted Assessments (ITA)-three times per year, Predictive Assessments-two times per year, practice exams, ECLAS2/ELSOL, DIBELS, Scantron, Terra Nova, Harcourt Assessments, daily evaluations through classroom monitoring, and portfolios. Monthly evaluation of writing samples. Students will show progressive gains in all evaluative measures. A 3-5% increase of students will reach benchmark standards. Ongoing informal assessment, Unit tests, Mid-year tests, Instructionally Targeted Assessments (ITA)-three times per year, Predictive Assessments-two times per year, with periodic gains of 3-5% in grade 4 and a 5-9% increase in grades 3 and 5.

Additional Information

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

Additional Information

Paste additional information here

Part VI: LAP Assurances

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		

	Other		
	Other		
	Other		