



**P.S. 090 HORACE MANN**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: P.S. 090 HORACE MANN**  
**ADDRESS: 86-50 109 STREET**  
**TELEPHONE: 718-847-3370**  
**FAX: 718-847-2965**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 342700010090      **SCHOOL NAME:** P.S. 090 Horace Mann

**SCHOOL ADDRESS:** 86-50 109 STREET, QUEENS, NY, 11418

**SCHOOL TELEPHONE:** 718-847-3370      **FAX:** 718-847-2965

**SCHOOL CONTACT PERSON:** ADRIENNE UBERTINI      **EMAIL ADDRESS:** AUberti@schools.nyc.gov

**POSITION / TITLE**      **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Maria Gonzalez

**PRINCIPAL:** ADRIENNE UBERTINI

**UFT CHAPTER LEADER:** Diane DeCristino

**PARENTS' ASSOCIATION PRESIDENT:** Iris Rivera

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 27      **CHILDREN FIRST NETWORK (CFN):** 303

**NETWORK LEADER:** KATHLEEN LAVIN

**SUPERINTENDENT:** MICHELE LLOYD-BEY

**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
Adrienne Ubertini	Principal	Electronic Signature Approved.
Joan Verdino	UFT Member	Electronic Signature Approved.
Maria Gonzalez	UFT Member	Electronic Signature Approved.
Iris Rivera	PA/PTA President or Designated Co-President	Electronic Signature Approved.
Nadia Jaikram	Parent	Electronic Signature Approved. Comments: password did not work
Patricia Minerva	UFT Member	Electronic Signature Approved.
Juliana Chiu	Parent	Electronic Signature Approved.
Rebecca Ferrer	Parent	Electronic Signature Approved.
Sahera Bano	Parent	Electronic Signature Approved.
Cherise Black	UFT Member	Electronic Signature Approved. Comments: password did not work Password did not work.
Diane Walsh DeCristino	Admin/CSA	Electronic Signature Approved. Comments: password did not work
Carla Verdecias	Parent	

\* 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.

#### Vision

It is the vision of the P.S. 90 school community to provide an environment where all members of the educational community are aware of and held to the expectation of meeting high standards.

#### Mission

All students will have an equal opportunity to become lifelong learners and responsible, productive, and caring members of our multi-ethnic and culturally diverse society through the team effort of home, school and community. P.S. 90 is located in an ever changing neighborhood. The current enrollment of 854 children comes from a broad spectrum of socioeconomic backgrounds (from children living in temporary housing, to families inhabiting large single family dwellings. Students walk, take buses, trains and cars to our school. Students at P.S. 90 learn through the philosophy of Balanced Literacy. Balanced Literacy is composed of several parts; Read Aloud, Word Study, Literacy Centers, Writer's Workshop, Independent Writing and Independent Reading. Through Balanced Literacy children explore the different genres. Each month students use the writing process to create an original piece that is celebrated in the classroom through publishing. This model allows for differentiated instruction which caters to the many levels present in the classroom. P.S. 90 is a Knowledge Network School. Our focus is on content area instruction to expand the students' knowledge base. We began the Core Knowledge program in Kindergarten. This year we will maintain the program in Kindergarten and First Grade. We have a large ELL (English Language Learner) population and there are numerous languages spoken by the students. There is a Saturday program for our ELL students and parents. On Tuesdays and Thursdays, we offer an English class for adult ELL learners. Technology has been integrated into both programs. This program, along with everything we plan, is set up to help students meet the high expectations that we have for them. We have fostered a relationship with the South Queens Boys and Girls Club. The Club provides homework help, as well as some structured sporting events, arts and crafts, computers, and music. Family programs include Family Literacy Night, the Science Fair, and our Annual Book Fair. Early in the year, we have a Meet the Teacher Night where the class and grade expectations are shared with families. During the school day, parents participate in workshops presented by EPIC (Every Person Influences Children). Other partnerships include Safety City, Richmond Hill Historical Society, Principal for a Day, Children to Children Volunteer Project, and the Queens Borough Public Library.

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										
<b>School Name:</b>		P.S. 090 Horace Mann								
<b>District:</b>		27	<b>DBN #:</b>		27Q090	<b>School BEDS Code:</b>				
DEMOGRAPHICS										
<b>Grades Served:</b>		<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>					<b>Attendance: - % of days students attended*:</b>					
<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		35	36	36			93.3	94.1	TBD	
Kindergarten		121	130	121						
Grade 1		130	137	147	<b>Student Stability - % of Enrollment:</b>					
Grade 2		148	128	147	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		132	138	134			93.1	92.20	TBD	
Grade 4		138	128	144						
Grade 5		138	131	133	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			66.6	66.6	85.6	
Grade 8		0	0	0						
Grade 9		0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			4	5	TBD	
Grade 12		0	0	0						
Ungraded		3	0	2	<b>Recent Immigrants - Total Number:</b>					
Total		845	828	864	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							16	13	21	
<b>Special Education Enrollment:</b>					<b>Suspensions: (OSYD Reporting) - Total Number:</b>					
<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		26	38	44	Principal Suspensions		3	4	TBD	
# in Collaborative Team Teaching (CTT) Classes		9	16	34	Superintendent Suspensions		7	6	TBD	
Number all others		38	45	44						
<i>These students are included in the enrollment information above.</i>					<b>Special High School Programs - Total Number:</b>					
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<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		10	0	0						

# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	188	181	197	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	0	35	Number of Teachers	65	63	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	10	11	TBD
				Number of Educational Paraprofessionals	3	3	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(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	78.5	81	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	69.2	71.4	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	89	94	TBD
American Indian or Alaska Native	1.4	0.6	0.7	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	92	92.8	TBD
Black or African American	9	8.6	9.3				
Hispanic or Latino	58.1	57.1	56.5				
Asian or Native Hawaiian/Other Pacific Isl.	28.2	29.3	26.5				
White	3.3	3.4	3.4				
Multi-racial							
<b>Male</b>	52.4	52.3	51.7				
<b>Female</b>	47.6	47.7	48.3				
<b>2009-10 TITLE I STATUS</b>							
<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		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
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"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
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	√	√					
<b>Student groups making AYP in each subject</b>	<b>7</b>	<b>7</b>	<b>1</b>				

#### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	84.3	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.8	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	21.6	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	47.6	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	5.3	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = 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](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?

Our early childhood classes have shown progress based on DRA (Developmental Reading Assessment) and DIBELS (Dynamic Indicators of Basic Early Literacy Skills). The DRA and DIBELS programs will continue this year in grades K – 5 and K-2 respectively.

Based upon DRA data for our general education students, we noticed the following:

- In Grades K-2 approximately 93% of the students moved at least two levels. Specifically;
- In Kindergarten, 91% of the students moved at least two DRA Levels from September to June.
- In Grade 1, 97% of the students moved at least two DRA Levels from September to June.
- In Grade 2, 89% of the students moved at least two DRA Levels from September to June.

Analysis of the reading assessment data shows about 52% of the students in grade 3-5 is performing at higher levels. Over the 3 previous years, the state results ranged between 71% to 87%.

DRA results indicate that overall our students perform better in accuracy than in comprehension. As texts become more complex, grades 3-5 students' overall comprehension decreases.

DIBELS allow teachers to identify strengths and weaknesses and to adjust and align instruction with Common Core State Standards in order to address these areas.

DIBELS scores show the following:

In Kindergarten

Data shows the following: 69% of the students in Kindergarten accomplished DIBELS Benchmark, 17% left the grade at the Strategic Level and 14% left at the Intensive Level. In Letter Naming Fluency, of the students at Strategic Level, 0% is at High Risk and only 29% are at Low Risk. Of the students at the Intensive Level 21% are at Medium Risk, and 79% are at High Risk. In Phoneme Segmentation Fluency, of the students at Strategic Level only 29% are High Risk, and 71% are at Medium Risk. Of the students at Intensive Level 64% are at High Risk and 29% are at Medium Risk. In Nonsense Word Fluency, of the students at Strategic Level only 18% are at High Risk and 64% are at Medium Risk. Of the students at Intensive Level only 1% is at Medium Risk and 93% are at High Risk. Students that did not meet the benchmark need to reinforce letter naming and letter-sound correspondence skills. We will differentiate instruction to move forward the students that are reading at or above grade level.

70% of the students in First Grade accomplished DIBELS Benchmark, 20% left the grade at the Strategic Level and only 10% left at the Intensive Level. Of the students at the Strategic Level and Intensive Level in Phonemic Segmentation Fluency, only 3% and 7% were at High Risk, 45% and 79% are at Medium Risk, and 52% and 14% at Low Risk respectively. Of the students at the Strategic Level and Intensive Level in Nonsense Word Fluency, 10% and 71% are at High Risk, 62% and 29% are at Medium Risk, and 28% and 0% are at Low Risk, respectively. Of the students at the Strategic Level and Intensive Level in Oral Reading Fluency 100% are at Medium Risk and 100% at High Risk respectively.

Students that did not meet the benchmark need to reinforce Phoneme Segmentation Fluency and Nonsense Word Fluency. We will differentiate instruction to move forward the students that are reading at or above grade level. High Risk students will use the Read Well Program during extended day tutorial session and the Foundations Program with the AIS and ESL providers.

## Grade 2

57% of the students in Second Grade accomplished the DIBELS Benchmark, 21% of the students left the grade at the Strategic Level, and 22% of the students left at the Intensive Level. Of the students at the Strategic Level and the Intensive Level in Oral Reading Fluency, 100% are at Medium Risk and 100% are at High Risk, respectively. Of the students at the Strategic Level and the Intensive Level in Oral Reading Fluency and Retell Fluency 91.6% and 92% scored OK, 6.8% and 0% scored Not Ok and 0% and 8% gave no answer respectively. Students that did not meet the benchmark need to reinforce Oral Reading Fluency and Oral Reading Fluency and Retelling Fluency. We will differentiate instruction to move forward the students that are reading at or above grade level. High Risk students will use the Foundations Program with the AIS and ESL providers.

EPAL scores show the following:

In 2nd Grade, our EPAL (Early Performance Assessment in Language Arts) results show in Listening/Writing, Level 0: 0 students, Level 1: 23 students, Level 2: 56 students, Level 3: 39 students. In Reading/Writing, Level 0: 1 student, Level 1: 27 students, Level 2: 63 students, Level 3: 27 students. In Writing Mechanics, Level 0: 0 students, Level 1: 19 students, Level 2: 72 students, Level 3: 27 students. In the Listening/Writing and Reading/Writing sections this year we had more students on Level 1, and fewer students on Levels 2 and 3. In the Writing/Mechanic section there are fewer students in Level 1, more students in Level 2, and there are fewer students in Level 3 than last year. Therefore, Writing/Mechanics continues to be an area of weakness. An area of strength was taking notes during Listening/Writing. We noticed that although the students are taking good notes, and completing graphic organizers, they are not using them to answer questions. We will continue to address these needs by differentiating and aligning instruction with the Common Core State Standards. The average EPAL scores for the Listening/Writing, Reading/Writing and Writing Mechanic sections of the test was level 2.

In 3rd Grade, our EPAL results show in Listening/writing, Level 0: 0 students, Level 1: 20 students, Level 2: 47 students, Level 3: 37 students. In Reading/Writing, Level 0: 0 students, Level 1: 12 students, Level 2: 62 students, Level 3: 30 students. In Writing Mechanics, Level 0: 0 students, Level 1: 8 students, Level 2: 62 students, Level 3: 34 students. In the Listening/Writing section this year none of the students that took the test scored a 0, and the number of students at Level 1 decreased. However, there were fewer students at Level 2 and 3 than last year. In the Reading//Writing and Writing/Mechanic sections, we noticed the same trend as in the Listening/Writing section.

An area of strength was Listening/Writing and Reading/Writing where most of the students scored at Level 2 and 3. We noticed that many students mastered answering questions based on the listening passage. An area of concern is a disconnect between the question and the answer. We noticed that although the students are taking good notes, and completing graphic organizers, they are not using them to answer questions. We will continue to address these needs by differentiating and aligning

instruction with the Common Core State Standards. Most students scored well in the Writing/Mechanic section. The average EPAL score for the Listening/Writing, Reading/Writing and Writing Mechanic sections of the test was level 2.

ELA results show the following across Grades 3-5:

#### Strengths

Students performed well on questions concerning main idea and supporting details, using specific evidence from stories to describe characters, actions, and their motivation; and relating the sequence of events.

Grade 4 students performed well on questions concerning graphic organizers to record details and identifying the author's purpose.

Grade 5 students performed well on questions concerning using context clues, dictionary, and glossary to determine the meaning of unfamiliar words, inferencing and identifying essential details for note taking.

#### Weaknesses

Grade 3 students exhibited weaknesses in reading unfamiliar text to collect data, facts, and ideas; evaluating content for important/unimportant details.

Grade 4 students exhibited weaknesses in understanding written directions and procedures; making predictions, drawing conclusions, inferences about events and characters.

Grade 5 students exhibited weaknesses in evaluating information, ideas, opinions, and themes in text by identifying a central idea and supporting details; observing rules of punctuation, capitalization and spelling; grammar.

In Grade 3, State ELA (English Language Arts) results show that over the last three years third graders performing at or above grade level remained consistent between 75% and 78%. ('06-'07 at 76%; '07-'08 at 78%; '08-'09 at 75%). However, we noticed that from 2008-2009 to 2009-2010 the percentage decreased by 21.3%

The percentage of students scoring at Level 1 in ELA in 2009-2010 increased from 1% to 11%; the percentage of students scoring at Level 2 increased from 20% to 24% to 36% in the past three years. The percentage of students scoring at Level 3 decreased from 72% to 44.8%. We noticed an increase of 5% of students scoring at Level 4. ('06-'07 at 7%; '07-'08 at 12%; '08-'09 at 3%; '09-'10 at 8%).

In Grade 4, over the past three years, 4th graders performing at or above grade level in ELA had steadily increased from 71% to 78% ('06-'07 at 71%; '07-'08 at 76%; '08-'09 at 78%). However, we noticed a decrease of 25.6% for 2009-2010. The percentage of students scoring at Level 1 has remained steady for the most part over the past three years with a decrease of .9% from 2008-09 to 2009-10 ('08-'09 at 4.7%; '09-'10 at 5.6%). The percentage of students scoring at Level 2 was 42.7%, representing an increase of 24.7% ('07-'08 at 24%; '08-'09 at 18%; '09-'10 at 42.7%). The percentage of students scoring at Level 3 for 2009-2010 was 50.3% showing a decrease of 20.8%. We noticed that the previous year the students had shown an increase of 3% from 69% to 72% at Level 3. The percentage of students scoring at Level 4 had steadily increased by 4% from 2% to 6% in the past three years. However, this year we noticed a decrease of 4.9%

In Grade 5, our State ELA results show that 50.4% of the students are at or above grade level. Over the past three years, 5th graders performing at or above grade level had increased by 14% from 73% to 87%. We noticed this year a decrease of 36.3% of students in Levels 3 and 4. The percentage of students scoring at Level 4 was 9.4%. We noticed a steady increase in students scoring at Level 4. The percentage of students scoring Level 4 had increased by 2% the previous year (6% to 8%). This year the increase was 1.3%. The percentage of students scoring at Level 3 was 40.9%. The percentage of students scoring at Level 3 had increased by 12% the previous year. This year we noticed a decrease of 37.6% of the students that scored at Level 3. The percentage of students scoring at Level 2 was 41.7%. In the previous years we noticed a decrease of students at Level 2 by

11%. This year data shows an increase of 29.8% of students at Level 2. The percentage of students scoring Level 1 had decreased by 3% the previous year. This year we noticed an increase of 6.4% with 7.9% of the students in Grade 5 scoring at Level 1. Overall, we noticed an increase in the number of students at Level 1 and 2, and we have decreased the number of students at Level 3 and 4.

Based on our assessment of the results of the tested population, the following are strategies to aid in achieving our goals for our literacy instructional program for Grades 3-5 students:

Continuation of a 150-minute literacy block

Continue grade-wide parallel instruction, including self-contained special education, and ICT (Integrated Co-Teaching).

Continue intensive AIS (Academic Intervention Services) to at-risk students.

Continue use of portfolio assessment to monitor student progress.

Continue school-wide monthly genre reading/writing focus.

Continuation of test sophistication strategies throughout the year.

Teacher Teams will use data from assessments to provide instructional emphasis aligned with the Common Core State Standards, on students' strengths and weaknesses and to assist in differentiating instruction.

Intensive professional development will be provided in the following areas:

The integration of the Common Core State Standards with teaching practices

Enrichment for the Level 4 students provided by outside Aussie consultants

OT-Children with sensory issues

Special Education; IEP goals, objectives, accommodations

ARIS research and data application

Different models of ICT

Math Results show the following across grades 3-5:

In Grade 3, in Mathematics data shows that 50.4% of the students performed at or above grade level. 7% of the students performed at Level 1, and 42.6% performed at Level 2, 34.1% at Level 3, and 16.3% at Level 4. This indicates that the majority of our students scored at Level 2 and 3. We will concentrate on moving all our students to meet the Common Core State Standards, with an emphasis on students moving from Level 2 to Level 3, and Level 3 to Level 4.

#### Strengths

Grade 3 students performed well on questions concerning use of manipulatives, visual models, illustrations to name and represent unit fractions; reading and interpreting data in bar graphs, pictographs; identifying and constructing lines of symmetry.

#### Weaknesses

Grade 3 students exhibited weaknesses in checking reasonableness of an answer using estimation; developing strategies for selecting the appropriate operational method in problem solving situations.

In Grade 4, data shows that 68.8% of the students performed at or above grade level in Math. 1.4% of the students performed at Level 1, 29.9% performed at Level 2, 39.6% performed at Level 3, and 29.2% performed at Level 4. This indicates that the majority of our students scored at Level 3 and 4. We will continue to concentrate on moving all of our students to meet the Common Core Standards, with an emphasis on moving students from Level 2 to Level 3, and Level 3 to Level 4.

### Strengths

Grade 4 students performed well on questions concerning use of symbols to compare whole numbers and fractions; finding areas of a rectangle by counting the number of squares; developing and making predictions that are based on data; using concrete materials, visual models to compare and order decimals to the hundredths place in context of money.

### Weaknesses

Grade 4 students exhibited weaknesses in understanding place value structure of base ten system; selecting tools and units appropriate to the capacity being measured (milliliters and liters); formulating conclusions and making predictions from graphs.

In Grade 5, data shows that 58.9% of the students performed at or above grade level in Math. 2.3% of the students performed at Level 1, 38.8% performed at Level 2, 41.9% performed at Level 3, and 17.1% performed at Level 4. This indicates that the majority of our students scored at Level 2 and 3. We will concentrate on moving all of our students to meet the Common Core State Standards, with an emphasis on students moving from Level 2 to Level 3, and Level 3 to Level 4.

### Strengths

Grade 5 students performed well on questions concerning adding and subtracting decimals to tenths and hundredths using a hundreds chart; identifying congruent triangles; comparing and ordering numbers to millions; solving simple one step equations using basic whole number facts; using symbols to compare whole numbers, unit fractions and decimals.

### Weaknesses

Grade 5 students exhibited weaknesses in substituting assigned values into variable expressions and evaluating using order of operations; classifying quadrilaterals by properties of their angles and sides; finding the common factors and the greatest common factors of two numbers.

Based on our assessment of the results of the tested population, the following are strategies to aid us in achieving our goals for our mathematics instructional program for Grades 3-5 students:

Continue grade-wide parallel instruction, including self-contained special education, and ICT (Integrated Co-Teaching).

Continue intensive AIS (Academic Intervention Services) to at-risk students.

Continue use of portfolio assessment to monitor student progress.

Continuation of test sophistication strategies throughout the year.

Continue use of Orchard Program

Continue use of Edperformance Scantron Program

Teacher Teams will use data from assessments to provide instructional emphasis aligned with the Common Core State Standards, on students' strengths and weaknesses and to assist in differentiating instruction.

Intensive professional development will be provided in the following areas:

The integration of the Common Core State Standards with teaching practices

Enrichment for the Level 4 students provided by outside Aussie consultants

OT-Children with sensory issues

Special Education; IEP goals, objectives, accommodations

ARIS research and data application

Different models of ICT

State Assessment data for our English Language Learners (ELLs) shows:

Over the past three years, we noticed that we continue to show a decrease in the number of Grade 3-5 students performing at Level 1. Data indicates a decrease of 14.7% of ELL Students in these grades

performing at Level 1 from 2008-09 to 2009-10. Moreover, ELL Students scoring at Level 2 are also showing the same trend. Data indicates a decrease of 14.6% of ELL Students in these grades performing at Level 2. Additionally, 50.3% of the ELL Students scored at Level 3 and 7.3% scored at Level 4 indicating an increase of 23.1% and 6.1% respectively. We noticed that last year only 1.2% of the ELL Students scored at Level 4. The latest data shows 57.6% of our ELLs in these grades scored at or above grade level (Level 3 or 4).

State Assessments data for our Students with Disabilities shows:

Over the past three previous years, the percentage of students with Disabilities from grades 3-5 at Level 1 decreased by 13% to 40%. This year data indicates an increase of 21.9% of students with Disabilities at Level 1. 53.3% of the students with Disabilities from grades 3-5 scored at Level 2 indicating an increase of 15.4% from 2008-09 to 2009-2010. 20% of the students with Disabilities from grades 3-5 scored at Level 3 indicating a decrease of 30.1% from 2008-09 to 2009-10. 0% of the students with Disabilities from grades 3-5 scored at Level 4 indicating a decrease of 7.2% from 2008-09 to 2009-10. 20% of the students with Disabilities from grades 3-5 scored at or above grade level indicating a decrease of 37.3% from 2008-09 to 2009-10. We noticed there was an overall change of -37.3% indicating that we had fewer students with Disabilities from grades 3-5 scoring at Level 3 and 4, and more students with Disabilities from grades 3-5 scoring at Levels 1 and 2.

Progress Report Overview 2009-2010 data from School Statistics indicates.

The students at PS 90 Queens showed great progress as measured by the score of 35.5 points out of 60 points in Student Progress our school received when our students were compared to other students in the City who started at similar levels.

In ELA, our Median Growth Percentile was 72.0. This score is 64.9% from the lowest possible score of 47 and the maximum possible score of 85.5 when compared to our peer group.

In ELA, our Median Growth Percentile for School's Lowest Third in ELA was 71.5. This score is 53.8% from the lowest possible score of 50.1 and the maximum possible score of 89.9 when compared to our peer group.

In Math, our Median Growth Percentile was 67.0. This score is 49.5% from the lowest possible score of 46.1 and the maximum possible score of 88.3 when compared to our peer group.

In Math, our Median Growth Percentile was 76.0. This score is 72.8% from the lowest possible score of 46.8 and the maximum possible score of 86.9 when compared to our peer group.

We will continue to help our students meet the Common Core State Standards, achieve their goals, and improve their performance in the State tests in English Language Arts and Math.

Data shows that PS 90 when compared to other schools in the City, in Student Performance, scored 7.7 points out of 25 points.

In ELA, the Percentage of Students at Proficiency (Level 3 and 4) was 51.1%. This score is 33.1% from the lowest possible score of 29.3% and the maximum possible score of 95.1% when compared to our peer group.

In ELA, the Median Student Proficiency (1.00-4.50) was 3.03. This score is 42.5% from the lowest possible score of 2.69 and the maximum possible score of 3.49 when compared to our peer group.

In Math, the Percentage of Students at Proficiency (Level 3 and 4) was 59.5%. This score is 16.0% from the lowest possible score of 51.8% and the maximum possible score of 100.0% when compared to our peer group.

In Math, the Median Student Proficiency (1.00-4.50) was 3.13. This score is 25.0% from the lowest possible score of 2.80, and the maximum possible score of 4.12 when compared to our peer group.

Additionally, PS 90 received 3.8 points out of a maximum of 15 points for Additional Credit for making exceptional gains with students with disabilities, English Language Learners, and students with the lowest proficiency citywide.

PS 90 showed Exemplary Proficiency Gains of 53% in the Lowest Third Citywide (Math); of 51.9% in Self-Contained/CTT/SETSS (Math); of 40.9% in SETSS (Math); of 15.4% in Self-Contained (Math); of 13.6% in SETSS (ELA); of 7.7% in Self-Contained (ELA).

WE HAVE IDENTIFIED THE FOLLOWING BARRIERS:

Limited funding for full time Math and Literacy Coach Positions.

Lack of funding for academic after school programs.

An increase in class sizes.

BASED ON OUR LAST QUALITY REVIEW FROM 2008, WE RECEIVED THE FOLLOWING RECOMMENDATIONS:

What the school needs to improve

Continue to build the capacity of staff to use data to inform their teaching strategies and differentiate instruction.

Share whole school goals with the community and provide more opportunities for parents to help their children improve.

Develop a schedule to support all teachers in visiting each other's classrooms to replicate exemplary practices.

## 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
<p><input type="checkbox"/></p> <p><input type="checkbox"/> Goal # 1</p> <p>After conducting our needs assessment, the SLT found that the students at P.S. 90 improved for the 3 previous years. This year, in Grade 3, the students increased by 5% in Level 4. Data indicates a decrease of 21.3% in students at or above grade level. Grade 4 increased the percentage of students at Level 3 and 4 in ELA by 7% and 4% last year respectively. This year, students at or above grade level decreased by 25.6%. Grade 5, increased b1.3% the students at Level 4. Data shows this year a decrease of 37.3% in students at or above grade level. As a result, we have made our priority to move more students to the highest level (Level 4).</p> <p>By June 2011 all students will increase ELA scores by 3% as measured by the New York State English Language Arts Exam (NYS ELA). Students will score at or above Performance Level 2.</p>	<p><input type="checkbox"/></p> <p>We will continue to provide students with an enriched curriculum in literacy. Students will be given multiple opportunities to read, write, speak and listen throughout the day.</p> <p>Students will be benchmarked numerous times throughout the year to see that each student is on progress to meet the grade standards.</p> <p>Multiple web-based technologies (i.e. Achieve 3000, Funbrain, and BrainPop) will be used. We will continue to use the Acuity Item Bank and Performance Series, as necessary. We will use Read Well, Foundations and Wilson, and other</p>

	<p>reading programs.</p> <p>Parents will be informed of children's progress at least five times a year.</p>
<p><input type="checkbox"/></p> <p><input type="checkbox"/> Goal # 2</p> <p>After conducting our needs assessment, the SLT found that the students at P.S. 90 improved for the 3 previous years. Last year, in Grade 3 the students scoring at Level 3 increased by 3%. This year, in Grade 3, the students scoring Level 4 and Level 3 decreased by 2.8% and 43.8% respectively on NYS Math exam. Last year, Grade 4 increased the percentage of students at Level 3 and 4 in NYS Math by 7% and 4% respectively. This year, the students at Level 3 and 4 decrease by 16.7% and 4.9% respectively. In Grade 5, the increase in Level 3 and 4 students on the NYS Math exam last year was 14% and 7% respectively. This year, data shows a decrease of 4.7% and 30.3% respectively. As a result, we have made our priority to move more students to the highest level (Level 4).</p> <p>By June 2011 all students will increase math scores by 3% as measured by the NYS Mathematics Exam. Students will score at or above Performance Level 2.</p>	<p><input type="checkbox"/> We will continue to provide children with an enriched math curriculum. Students will be given multiple opportunities to study practice and engage in mathematical learning. We will differentiate lessons using the Every Day Math program.</p> <p>Students will be assessed numerous times throughout the year to see that each student is in course to make progress and meet grade standards.</p> <p>Technology in the form of educational software, such as Orchard, and Internet based programs will be used.</p> <p>Parents will be informed of their child's progress at least five times a year.</p>
<p><input type="checkbox"/></p> <p><input type="checkbox"/> Goal # 3</p> <p>After conducting our needs assessment, the SLT found our English Language Learners (ELL's), at P.S. 90, have been improving their Proficiency Level for the past 3 years, as measured by the NYSESLAT exam. However, more ELL's score at Level A (Advanced), than at Level P (Proficiency). As a result, we have made our priority to move more ELL's to Proficiency Level.</p> <p>By June 2011, all English Language Learners (ELL's), will show a 3% improvement in their English Language Arts (ELA) performance as measured by the NYS ELA exam and/or NYSESLAT exam.</p>	<p><input type="checkbox"/> We continue to have close to 25% of our students considered to be English Language Learners at P.S. 90; and the percentage increases when we include former English Language Learners.</p> <p>We will utilize our ESL specialists to provide training to staff regarding different approaches to reach our English</p>

	<p>Language Learners.</p> <p>English English Learners will be given an opportunity to attend a Saturday program or an after school program (pending funding), to increase their time on task.</p> <p>Students' work will be assessed multiple times throughout the year to see that each student is on progress to meet proficiency, and to help the students be aware of their progress towards meeting grade standards.</p> <p>Parents will be informed of children's progress at least five times a year.</p>
<p><input type="checkbox"/></p> <p>Goal # 4</p> <p>After assessing the NYS Requirements for visual arts, theater, music and dance, we have made it our priority to expand the arts program to meet these requirements.</p> <p>By June 2011, P.S. 90 will incorporate visual arts, theater, music, and dance into subject areas for all students as measured by ELA and portfolio assessments.</p>	<p><input type="checkbox"/></p> <p>We intend to immerse our students at P.S. 90 in visual arts incorporating knowledge of artists, art style and works of art. Students will have many opportunities to draw, paint, listen to music, sing, dance, act, and produce works of art.</p> <p>Teachers will incorporate the arts into the content areas. Standards, as well as, the Blueprint For Learning will be used to plan activities to scaffold and help</p>

	<p>children meet the grade-appropriate benchmarks, and to help them develop art appreciation.</p> <p>Students will use technology, as well as, other resources to explore art disciplines.</p> <p><input type="checkbox"/></p>
<p><input type="checkbox"/></p> <p><input type="checkbox"/> Goal # 5</p> <p>After assessing attendance at PTA meetings, school activities, School Parent Compact, and overall school engagement, we have made raising parental involvement a priority.</p> <p>By June 2011, P.S. 90 will raise parental involvement by 3%, bringing staff and parents together on the issues regarding improvement of instruction and test scores as measured by attendance at school meetings, Parent Teacher Association (PTA) meetings, and the School Leadership Team (SLT) meetings.</p>	<p><input type="checkbox"/> We will provide different types of parental activities which will lead to increased participation of parents in our school. We will increase the number of activities where parents come to school with their children after school hours.</p> <p>In addition, we will provide more opportunities for parents to come to school to partake in different learning activities with children.</p> <p>We will include dances, Parent Workshops, in-class parental visits, and a Literacy Night, as well as, ways parents may support their child(ren) at home.</p> <p>During each opportunity, we will share information</p>

	<p>about the school, as well as, PTA meetings.</p>
<p><input type="checkbox"/> Goal # 6</p> <p>After conducting our needs assessment, the SLT found that the students with an Individual Educational Plan, (IEP) have been steadily moving towards Special Education Declassification in the past three years. Data shows an increase of students with decertification of 2.6% and 0.7% from 2007 through 2010. We have noticed a decrease in services leading toward decertification. As a result, it is our priority to continue moving these students toward decertification. By June 2011, PS 90 will increase mainstreaming of students with IEPs by 10% to prepare them for a reduction in services leading toward decertification.</p>	<p><input type="checkbox"/></p> <p>We will continue to provide students with an enriched curriculum in literacy and math. Students will be given multiple opportunities to read, write, speak and listen throughout the day.</p> <p>Students will create and work toward monthly goals that will be aligned to the standards, as well as, their individual IEP goals.</p> <p>Students will be benchmarked numerous times throughout the year to see that each is on progress to meet the grade standards and their IEP goals.</p> <p>Multiple web-based technologies (i.e. Achieve 3000, Funbrain, and BrainPop) will be used. We will continue to use the Acuity Item Bank and Performance Series, as necessary. We will also use Read Well, Foundations and Wilson and other reading programs.</p> <p>Parents will be informed of children's progress at least five times a year.</p>



## SECTION VI: ACTION PLAN

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

**Subject Area**  
(where relevant) :

**Literacy**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> <input type="checkbox"/> Goal # 1</p> <p>After conducting our needs assessment, the SLT found that the students at P.S. 90 improved for the 3 previous years. This year, in Grade 3, the students increased by 5% in Level 4. Data indicates a decrease of 21.3% in students at or above grade level. Grade 4 increased the percentage of students at Level 3 and 4 in ELA by 7% and 4% last year respectively. This year, students at or above grade level decreased by 25.6%. Grade 5, increased b1.3% the students at Level 4. Data shows this year a decrease of 37.3% in students at or above grade level. As a result, we have made our priority to move more students to the highest level (Level 4).</p> <p>By June 2011 all students will increase ELA scores by 3% as measured by the New York State English Language Arts Exam (NYS ELA). Students will score at or above Performance Level 2.</p>
<p><b>Action Plan</b> <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"/></p> <p>It is our priority for students to learn confidently and challenge their abilities to achieve excellence. In order for the students to reach their highest potential, P.S. 90 will continue to analyze students' data, class work and their portfolios as a means of assessing progress.</p>

This will be accomplished in the lower grades through benchmark assessments three times a year through Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and progress monitoring assessments on an as needed basis for targeted students. We will continue to use DRA (Developmental Reading Assessments), and to analyze portfolios to identify students' needs to differentiate instruction.

For grades 3-5 teachers will assess students monthly through SCANTRON EdPerformance and ACUITY, as well as, class work. Using the data from these targeted and predictive assessments, teachers will identify students' individual needs and differentiate instruction in order to increase ELA . Teachers will also use DRAs to analyze student's progress and differentiate instruction.

Targeted students, who are at risk of not achieving grade standards, will be further tracked through Grade Level Inquiry Teams as well as Academic Intervention Specialists (AIS) in order to advance them to their next level of performance.

Additionally, the SETSS teacher (Special Education Teacher Support Services) and Test Coordinator/AIS Provider will provide support to the lower 1/3 of the population in grades 3, 4 and 5 through small group instruction in ELA.

Focus will be given to students in the lower 1/3 as identified by the Grade Level Inquiry Teams. The Literacy Coach provides support for grade 5 students in ELA .

The following are strategies and activities for delivering a high-quality instructional program that is aligned with the state ELA standards for all students:

Teachers will conduct individual conferences to assign specific learning goals.

A.M. Tutorial Program Reading Instruction for Level 1 and 2 students.

25 book initiative

Wilson program for phonemic acquisition in grades 3-5

Foundations for targeted students in grades K-1

Read Well reading program for grade 1

Saturday ELL Program (Pending funding)

After School ELL tutoring for targeted students (Pending funding)

Great Leaps for targeted students in grades 3-5

This goal has a timeline of 12 months to be implemented.

<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <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>	<input type="checkbox"/> Early Grade Class Size Reduction will be accomplished through the School Support Supplement, and Title II A Supplemental Class Reduction. Title I SWP (School Wide Program), TL NYSTL SOFTWARE, TL NYSTL HARDWARE, TL NYSTL LIBRARY, TL Fair Student Funding, TL Children First Network, TL One-Time Allocation, TL NYSTL TEXTBOOK, Tax Levy DRA Stabilization, Contract For Excellence (C4E) for Coach Professional Development.
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> ELA Standardized Tests above level 2; 70% of the population will achieve proficiency on the following assessments: Dibels, E-PAL, Instructionally Targeted Assessments (ITAs), Predictive Assessments, DRA, teacher created tests Portfolio assessments.  Classroom teachers will use Strategy Sheets which indicate students' performance levels three times a year. Teachers in grades 3-5 use Scantron/EdPerformance three times a year. Teachers in grades K-2 use Dibels for progress monitoring as needed. These together with DRA results allow the classroom teacher to modify instruction to help the students meet the appropriate benchmarks. Teachers in grade 1 will also have access to Read Well unit tests as further indicators of student's achieving or not achieving benchmark.

**Subject Area**  
(where relevant) :

**Mathematics**

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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and</i>	<input type="checkbox"/>
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<p><i>Time-bound.</i></p>	<p><input type="checkbox"/> Goal # 2</p> <p>After conducting our needs assessment, the SLT found that the students at P.S. 90 improved for the 3 previous years. Last year, in Grade 3 the students scoring at Level 3 increased by 3%. This year, in Grade 3, the students scoring Level 4 and Level 3 decreased by 2.8% and 43.8% respectively on NYS Math exam. Last year, Grade 4 increased the percentage of students at Level 3 and 4 in NYS Math by 7% and 4% respectively. This year, the students at Level 3 and 4 decrease by 16.7% and 4.9% respectively. In Grade 5, the increase in Level 3 and 4 students on the NYS Math exam last year was 14% and 7% respectively. This year, data shows a decrease of 4.7% and 30.3% respectively. As a result, we have made our priority to move more students to the highest level (Level 4).</p> <p>By June 2011 all students will increase math scores by 3% as measured by the NYS Mathematics Exam. Students will score at or above Performance Level 2.</p>
<p><b>Action Plan</b>  <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"/></p> <p>It is our priority for students to learn confidently and challenge their abilities to achieve excellence. In order for the students to reach their highest potential, P.S. 90 will continue to analyze students' data, class work and their portfolios as a means of assessing progress.</p> <p><input type="checkbox"/> This will be accomplished through benchmark assessments three times a year, and math strategy sheets created for the purpose of identifying students in jeopardy of not achieving the standards.</p> <p>We will continue to use and analyze data from our Every Day Mathematics Program to identify students' needs to differentiate instruction.</p> <p>For grades 3-5 teachers will assess students monthly through SCANTRON EdPerformance and ACUITY, as well as, class work. Using the data from these</p>

	<p>targeted and predictive assessments, teachers will identify students' individual needs and differentiate instruction in order to increase Math scores.</p> <p>Targeted students, who are at risk of not achieving grade standards, will be further tracked through teacher monitoring, as well as, Academic Intervention Specialists (AIS) in order to advance them to their next level of performance. Focus will be given to students in the lower 1/3 as identified by the Grade Teachers.</p> <p>Additionally, the SETSS teacher (Special Education Teacher Support Services)/AIS Provider and Test Coordinator/AIS Provider will provide support to the lower 1/3 of the population in grades 3, 4 and 5 through small group instruction in Every Day Mathematics. The Literacy Coach provides support for grade 5 students in Math.</p> <p>The following are strategies and activities for delivering a high-quality instructional program that is aligned with the State Mathematic standards for all students:</p> <p>Teachers will conduct individual conferences to assign specific learning goals.  A.M. Tutorial Program Math Instruction for Level 1 and 2 students. After School Math tutoring for targeted students (Pending funding)  Parent Literacy Volunteers for Math support  Implement Everyday Mathematics Programs  Computerized Orchard Program to support the math curriculum</p> <p>This goal has a timeline of 12 months to be implemented.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <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"/> Early Grade Class Size Reduction will be accomplished through the School Support Supplement , Title IIA Supplemental Class Reduction, Title I SWP (School Wide Program), Title III, Tax Levy Fair Student Funding, Tax Levy DRA Stabilization, Contract For Excellence (C4E) for Coach Professional Development. <input type="checkbox"/></p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Math Standardized Tests above level 2; 70% of the population will achieve proficiency on the following assessments: Every Day Mathematics Unit Assessment, Instructionally Targeted Assessments (ITAs), Predictive Assessments, teacher created tests.</p> <p>Classroom teachers will use Math Strategy Sheets, which indicate students' performance levels three times a year and identifies students in jeopardy of not achieving the standards. Teachers in grades 3-5 use Scantron/EdPerformance three times a year. Teachers K-2 use Every Day Mathematic Unit Assessment. This collection of data allows the classroom teacher to modify instruction to help the students meet the appropriate benchmarks.</p> <p><input type="checkbox"/></p>
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**Subject Area**  
 (where relevant) :

**English Language Learners**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> Goal # 3</p> <p>After conducting our needs assessment, the SLT found our English Language Learners (ELL's), at P.S. 90, have been improving their Proficiency Level for the past 3 years, as measured by the NYSESLAT exam. However, more ELL's score at Level A (Advanced), than at Level P (Proficiency). As a result, we have made our priority to move more ELL's to Proficiency Level.</p> <p>By June 2011, all English Language Learners (ELL's), will show a 3% improvement in their English Language Arts (ELA) performance as measured by the NYS ELA exam and/or</p>
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	<p>NYSESLAT exam.</p>
<p><b>Action Plan</b>  <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"/> It is our priority for ELL's to learn confidently and meet and exceed the standards. In order for ELL's to reach their highest potential, P.S. 90 will continue to analyze students' data, class work and their portfolios as a means of assessing progress.</p> <p>In the lower grades teachers will use the following tools to evaluate students' progress; Benchmark assessments three times a year through Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and progress monitoring assessments on an as needed basis for all ELL's; DRA (Developmental Reading Assessments); Portfolios to identify students' needs to differentiate instruction. First Grade teachers will use Read Well Unit Assessments.</p> <p>In grades 3-5 teachers will assess students monthly through SCANTRON EdPerformance and ACUITY, as well as, class work. Using the data from these targeted and predictive assessments, teachers will identify students' individual needs and differentiate instruction in order to increase ELA and Math scores. Teachers will also use DRAs to analyze student's progress and differentiate instruction.</p> <p>Some targeted ELL students, who are at risk of not achieving proficiency, will be further tracked through Grade Level Inquiry Teams, as well as, Academic Intervention Specialists (AIS) in order to advance them to their next level of performance.</p> <p>The following are strategies and activities that will be used for delivering a high-quality English As A Second Language, (ESL), instructional program that is aligned with the state ELA standards:</p> <p>ESL teachers will conduct individual conferences to assign specific learning goals.</p> <p>A.M. Tutorial Program for reading instruction for beginner and intermediate proficiency level ELL's</p> <p>Foundations for targeted ELL's in grades K-1</p> <p>Saturday ELL Program (Pending Funding)</p> <p>After School ELL tutoring for targeted students (Pending funding)</p> <p>Leap Frog Program for targeted ELL's</p> <p>Rigby's On Our Way To English for all ELL's</p>

	<p>AWARD Reading Program for K-1. Reader's Theater for all ELL's</p> <p>This goal will be implemented within 12 months.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <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"/> Title IIA Supplemental; Tax Levy Fair Student Funding.</p> <p><input type="checkbox"/></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Periodic formal and informal observations will be conducted by the ESL teachers. In addition DRA's will be used to assess all ELL's reading levels three times a year. Grades k through 2 will be administered DIBELS at the beginning, middle, and end of the year.</p> <p>ELL's in grades 3 through 5 use the computers to take the SCANTRON EdPerformance monthly. Additionally, each month ESL teachers will use the results from ACUITY to assess ELL's individual needs and adjust instruction accordingly.</p>

**Subject Area**  
(where relevant) :

**Arts**  
\_\_\_\_\_

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific,</i></p>	<p><input type="checkbox"/></p> <p>Goal # 4</p>
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<p><i>Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>After assessing the NYS Requirements for visual arts, theater, music and dance, we have made it our priority to expand the arts program to meet these requirements.</p> <p>By June 2011, P.S. 90 will incorporate visual arts, theater, music, and dance into subject areas for all students as measured by ELA and portfolio assessments.</p>
<p><b>Action Plan</b>  <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"/></p> <p>Each grade will be aligning the arts to the content area. This will be accomplished through Core Curriculum, dramatic plays, Reader’s Theater, cultural celebrations, musical and dance workshops, as well as, monthly teacher selected projects.</p> <p>Students will attend theater/drama performances and exhibits by or at cultural organizations and museums.</p> <p>Teachers will implement the New York State Learning Standards for the Arts to guide project-based, theme-based and performance oriented instruction.</p> <p>The classroom teacher will focus upon linking literacy skills, as well as, the other content areas to the arts.</p> <p>Use hands-on arts based learning to teach K-5 students literacy skills assessed by NYS exams</p> <p>Promote mathematics and literacy-based skills into arts education.</p> <p>Develop lessons or topics that will enable students to meet or exceed grade level and developmentally appropriate benchmarks in the arts.</p> <p>Integrate art making, literacy, academic connections, community and cultural resources, and career and life-long learning into the core curriculum.</p> <p>This goal will be implemented within 12 months.</p>

<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <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>	<input type="checkbox"/> Tax Levy Fair Student Funding; Title IIA Supplemental.
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <input type="checkbox"/> Blueprint For Teaching And Learning In The Arts benchmarks for grades 2 and 5, ELA and Math Standardized Tests above level 2; 70% of the population will achieve proficiency on the following assessments: Every Day Mathematics Unit Assessment, Dibels, E-PAL, Instructionally Targeted Assessments (ITAs), Predictive Assessments, DRA, teacher created tests Portfolio assessments.

**Subject Area**  
**(where relevant) :**

**Parent And Community Engagement**

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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> <input type="checkbox"/> Goal # 5  After assessing attendance at PTA meetings, school activities, School Parent Compact, and overall school engagement, we have made raising parental involvement a priority.  By June 2011, P.S. 90 will raise parental involvement by 3%, bringing staff and parents together on the issues regarding improvement of instruction and test scores
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	<p>as measured by attendance at school meetings, Parent Teacher Association (PTA) meetings, and the School Leadership Team (SLT) meetings.</p>
<p><b>Action Plan</b>  <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"/></p> <p>Increase parent involvement in the school by working closely with all school and community organizations.</p> <p>Students in the lower grades participate in Children for Children Volunteer Project. This project allows students to create plants, pillows, etc. to give back to the community. Projects are donated to the Community Library, Fire Department, local merchants and organizations in the community.</p> <p>Serve as a facilitator for parent and school community concerns and issues including, for example, school policies or facilities issues.</p> <p>Conduct outreach to engage parents in their children's education through parent newsletters, classroom visitations, participation in school activities and parenting workshops.</p> <p>Convene regular parent meetings and events around topics of key concerns to parents.</p> <p>Attend parent meetings along with the principal, where appropriate.</p> <p>Provide parents with all content area goals for their children to communicate the child's needs.</p> <p>Provide parent workshops on the ELA, Math, Science and Social Studies tests to inform parents about test requirements.</p> <p>Work with the school parent association, where needed, to provide assistance in establishing by-laws, holding elections and conducting their affairs in accordance with Chancellor's Regulation A-660.</p> <p>Serve as a school liaison to Central parent and Regional parent support staff.</p> <p>Organize back to school and other events to increase parental and community involvement in order to create a welcoming school environment to parents.</p> <p>Provide information to parents on child abuse, crisis intervention, suicide prevention, health related issues, service agencies, reducing gang involvement and violence prevention.</p> <p>Use translation funds to hire interpreters to work with families and translate documents as needed.</p>

	This goal will be implemented within 12 months.
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <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>	<input type="checkbox"/> <div style="border: 1px solid black; padding: 5px;">           1% of Title I SWP Funds for Parental Involvement, Tax Levy Fair Student Funding Instruction, Title I ARRA SWP.         </div>
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Attendance at PTA meetings, workshops, Open House Orientations, Parent Teacher Conferences, Learning Leaders Parent Volunteer Program, School Leadership Team and subcommittees.

**Subject Area**  
(where relevant) :

**Special Education**

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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> Goal # 6  After conducting our needs assessment, the SLT found that the students with an Individual Educational Plan, (IEP) have been steadily moving towards Special Education Declassification in the past three years. Data shows an increase of students with decertification of 2.6% and 0.7% from 2007 through 2010. We have noticed a decrease in services leading toward decertification. As a result, it is our priority to continue moving these students toward decertification. By June 2011, PS 90 will increase mainstreaming of students with IEPs by 10% to prepare them for a reduction in services leading toward decertification.
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**Action Plan**

*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*



It is our priority for students to learn confidently and challenge their abilities to achieve excellence. In order for students with IEPs to reach their highest potential, P.S. 90 will continue to analyze students' data, class work and their portfolios as a means of assessing progress, as well as, their IEPs and IEP Goals.

In consultation with the classroom teacher, service providers and administration, subject area/s will be selected for mainstreaming. As the student adjusts socially and academically, mainstreaming opportunities will be increased.

Students will be provided with the opportunity for mainstreaming in core subject areas to prepare them for a reduction in services leading toward decertification.

In the lower grades teachers will use the following tools to evaluate students' progress; Benchmark assessments three times a year through Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and progress monitoring assessments on an as needed basis for targeted students; DRA (Developmental Reading Assessments); Portfolios to identify students' needs to differentiate instruction. First Grade teachers will use Read Well Unit Assessments.

In grades 3-5 teachers will assess students monthly through SCANTRON EdPerformance and ACUITY, as well as, class work. Using the data from these targeted and predictive assessments, teachers will identify students' individual needs and differentiate instruction in order to increase ELA and Math scores. Teachers will also use DRAs to analyze student's progress and differentiate instruction.

Some targeted students, who are at risk of not achieving grade standards, will be further tracked through Grade Level Inquiry Teams, as well as, Academic Intervention Specialists (AIS) in order to advance them to their next level of performance.

Additionally, the AIS Provider will provide support to some of the lower 1/3 of the population in grades 3, 4 and 5 through small group instruction in ELA and Every Day Mathematics.

	<p>The IEP Teacher will provide support for grade 5 students in ELA and Math.</p> <p>The following are strategies and activities that will be used for delivering a high-quality instructional program that is aligned with the state ELA standards for ALL students:</p> <p>Teachers will conduct individual conferences to assign specific learning goals.</p> <p>A.M. Morning Program Reading/Math Instruction for Level 1 and 2 students.  25 book initiative  Wilson program for phonemic acquisition in grades 1-2  Foundations for targeted students in grades K-1  Saturday ELL Program (Pending Funding)  After School ELL tutoring for targeted students (Pending funding)  Great Leaps for targeted students in grades 3-5  Parent Literacy Volunteers for Literacy/Math support  Implement Everyday Mathematics Programs  Computerized Orchard Program to support the math curriculum.</p> <p>This goal has a timeline of 12 months to be implemented.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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"/> Tax Levy Fair Student Funding; Tax Levy Fair Student Funding Legacy Teacher Supplement; Tax Levy DRA Stabilization; IDEA ARRA CTT; Tax Levy IEP Teacher.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> ELA and Math Standardized Tests above level 2; 70% of the population will achieve proficiency on the following assessments: Every Day Mathematics Unit Assessment, Dibels, E-PAL, Instructionally Targeted Assessments (ITAs), Predictive Assessments, DRA, teacher created tests with individual test</p>

accommodations and modifications, and Portfolio assessments. Goals identified in the IEP will be monitored and progress recorded three times a year. The progress report will be aligned with report card.

Classroom teachers will use Strategy Sheets which indicate students' performance levels three times a year. Teachers in grades 3-5 use Scantron/EdPerformance three times a year. Teachers in grades K-2 use Dibels for progress monitoring as needed. These together with DRA results allows the classroom teacher to modify instruction to help the students meet the appropriate benchmarks. Teachers in grade 1 will also have access to Read Well unit tests as further indicators of student's achieving or not achieving benchmark.

## **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	16	16	N/A	N/A	2	2	3	1
1	25	25	N/A	N/A	4		5	1
2	20	20	N/A	N/A	7	1	3	
3	37	37	N/A	N/A	14		4	
4	33	39	15	15	19		4	3
5	49	49	18	18	25	1	3	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)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<input type="checkbox"/> Push-in/Pull-out small group, 3 to 5 periods per week (Grades 3 -5). Push-in/Pull-out small group, 2 to 3 periods per week (Grades K - 2). Wilson , Great Leaps, Foundations, Reader’s Theater, Rigby and Leap Frog.
<b>Mathematics:</b>	<input type="checkbox"/> Push-in/Pull-out small group, 3 to 5 periods per week (Grades 3 -5). Push-in/Pull-out small group, 2 to 3 periods per week (Grades K - 2). Orchard, Everyday Math.
<b>Science:</b>	<input type="checkbox"/> Pull-out small groups, one period per week (as needed), (Grades 4 and 5). Foss.
<b>Social Studies:</b>	<input type="checkbox"/> Pull-out small group, one period per week (as needed), (Grades 4 and 5). Harcourt – Brace.
<b>At-risk Services Provided by the Guidance Counselor:</b>	<input type="checkbox"/> Pull-out small group, as mandated by IEP, (Grades K -5).
<b>At-risk Services Provided by the School Psychologist:</b>	<input type="checkbox"/> Pull-out individual student as mandated by IEP or when needed (Grade 5).
<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> Pull-out small group/individual as mandated by IEP or when needed.

**At-risk Health-related Services:**

Individuals as needed (Grades K – 5).

## **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 90

Non-LEP 0

**Number of Teachers** 7

**Other Staff (Specify)** 2 Supervisors (one for each program)

**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.

□

Title III funds for ELL enrichment/supplementary activities will facilitate additional instructional time to ELLs through a Saturday Academy and an Extended Day Program at PS 90 Q. The Saturday Academy program will have three ESL classes. Saturday Academy will serve ELL's from K through 5. Each class will have 15-20 students. The Saturday Academy will be held weekly in the school. The 15 sessions will be from 8:30 am to 12:30 pm. It will start approximately November and will end in March. In addition, we will have an Extended Day program after school. It will have 3 classes with 20 students each. It will serve ELL's from K through 5. The language of instruction is English. The Extended Day program will start in January and will continue through March. The sessions will be from 3:00 to 5:00 pm. There will be one supervisor in each program to ensure quality instruction, effective communication with parents and student safety.

The instruction will include literacy activities, content area and intensive ESL, as well as test preparation. Emphasis will be on building skills and strengthening students' listening, speaking, reading and writing skills. Balanced Literacy components, such as Read Aloud, Shared Reading and Guided Reading will be used into the language instruction. In addition, ELL's will practice strategies to assist them with the following standardized tests: NYSESLAT, ELA and MATH.

Extended Day Instruction will include the Leap Frog program as well as a variety of test prep materials to ensure the ELL's meet and exceed the standards. The Leap Frog program promotes language development through interaction. It provides comprehensive literacy instruction and standard-based content area information. This program offers reading and writing instructions tailored to the needs of ELL's. For grades K and 1 the AWARD Reading Program will be introduced. This program will integrate animated technology and print. The program ensures that ELL's will develop the necessary grade level fluency, comprehension and technology skills. AWARD provides texts that are brought to life on CD-ROMs and audio CDs which gently guide students along a leveled continuum of reading success. The instructional strategies utilized by the four certified ESL teachers include: Cooperative Learning Approach, The Total Physical Response, The Natural Approach, The Language Experience Approach, and Cognitive Academic Language Approach. These strategies are utilized during a variety of theme based activities using a wide range of materials that include teacher created materials, Supplemental trade books, art activities, musical activities, movement activities, storytelling and the latest technology.

There will be a supervisor hired to work during the after school program to ensure quality instruction and safety. The supervisor will work with students and teachers to achieve program goals. The supervisor will assist and support parents and serve as a liaison to the principal in all program issues. The supervisor will supervise dismissal to make sure that all students are picked up at the end of the day.

The Saturday Academy will be held weekly at the school. There will be a supervisor to ensure quality instruction and safety. The sessions will be from 8:30 am to 12:30 pm. The Saturday Academy will start in November and will end in March.

### **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.

The Professional Development program will support the teachers in their work to meet the needs of ELL students. In doing so, teachers will be familiarized with the concepts of ESL, culture and language as well as the characteristics of ELL's. The PD will expose program teachers to different approaches in ESL instruction and content area teaching. The Professional Development activities will be designed to enhance the teacher's ability to understand the development of language proficiency and distinguish between Social and Academic language skills. Teachers will learn a variety of ESL strategies to develop the cognitive, academic and content specific English language skills necessary for ELL in their classroom. The Professional Development program will be implemented on Saturdays. The training will be conducted for 30 minutes each time from 8:00-8:30. The program supervisor will facilitate the staff development as part of the Title III plan. This will occur on a weekly basis from October through April. There will be two cycles of training over 5 weeks. Current research articles and text will be used to guide the work of teaching and learning. Topics include:

Overview of ESL Services Culture and Language  
Characteristics of ESL students  
Approaches to ESL instruction  
Social and Academic English  
Four levels of Language Acquisition.

### **Parental Involvement Program**

Parent and Community Involvement/ Saturday Parent Outreach Program will provide ELL parents with opportunities to practice skills in English Language. Computer technology will be introduced and used to build language skills and to become familiar with the parent website. There will be one class for parents of ELL students during the Saturday Academy. One computer teacher will provide parent classes, four hours from 8:30-12:30 for approx. 15 sessions on Saturdays. The program will begin in November and continue through March.

### **Section III. Title III Budget**

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School: PS 90Q  
 BEDS Code: 342700010090

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$ 26,058.21	<input type="checkbox"/> Saturday Academy 3 teachers x 4 hrs x 15 sessions x 49.89= \$8980.20 1 supervisor x 4 hrs x 15 sessions x 52.21= \$3132.60  Extended Day 3 Trs x 2 hrs x 24 sessions x \$ 49.89 = \$ 7,184.16 1 Sup x 1.5 Hrs X 24 sessions x 52.21 = \$1,879.56  Professional Development 3 teachers x .5 hrs x 15 sessions x \$ 49.89 = \$ 1,122.53 1 Supervisor x .5 hrs x 15 sessions x \$ 52.21 = \$ 391.58  Parent Program-Saturday 1 teachers x 4.5 hours x 15 sessions x \$49.89 = \$ 3367.58  <b>Subtotal \$26,058.21</b> <input type="checkbox"/>
<b>Purchased services</b> - High quality staff and curriculum development contracts	0	<input type="checkbox"/> N/A
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$ 4201.79	<input type="checkbox"/> Instructional Materials for the instructional program Awards Reading material Leap Frogs Supplemental libraries General Supplies

<b>Educational Software (Object Code 199)</b>	0	<input type="checkbox"/> N/A
<b>Travel</b>	0	<input type="checkbox"/> N/A
<b>Other</b>	0	<input type="checkbox"/> N/A
<b>TOTAL</b>	<b>0</b>	

## 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.

P.S. 90 uses information collected from the Home Language Surveys, as well as verbal surveys conducted at School Leadership meetings and during PTA meetings to assess our school's written translation and oral interpretation needs. In addition, we use the results of our Learning Environment survey to help meet the needs of the parents. From our home language surveys we learned that there are over 300 families that speak English and an additional 300 families that speak Spanish at home. The next two largest home language populations were Punjabi and Bengali. The Parent Coordinator at P.S. 90, as well as many other staff members are fluent in Spanish. During Parent Teacher conferences these staff members provide translation services to the parents that need or request this service. Also, one of our paraprofessionals on the staff is fluent in Punjabi and helps translate during parent workshops and Parent Teacher conferences. Moreover, school information, letters and notes are sent home in English and Spanish, due to the fact that approximately 50% of our students have parents who speak Spanish at home. Letters are translated also into Punjabi and Bengali for families that speak these languages at home as well.

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. 90 found some major findings of our school's written translation and oral interpretation needs. We found that parents use the resources of their place of worship and outside groups to help them translate material. We found that we are in need of verbal translators in languages like Urdu and Bengali. Often parents will bring a translator to school that is unqualified, such as a student. We may need to use the telephone translating service as well. These findings were reported to teachers through Administrative memos. Parents were notified through letters. The PTA is working to find parent volunteers as interpreters for important meetings such as Parent Teacher conferences. Parents are also being encouraged to bring an adult to translate for them during workshops and conferences.

## Part B: Strategies and Activities

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



Letters going home to the parents at P.S. 90 will be translated into appropriate languages. We will use paraprofessionals and secretaries to translate material into Spanish. In addition, we will send certain, larger items to the translation service. When necessary, we will also use parent volunteers. Parents will be encouraged to tell teachers what language is spoken at home in the beginning of the school year. This will provide for letters to be translated in a timely fashion. Parent volunteers that speak Bengali and Urdu will be recruited to interpret during parent workshops and Parent Teacher Conferences.

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.



P.S. 90 will provide for oral interpretation services in the languages of Spanish, Punjabi, Hindi, and Arabic. These languages are represented by staff members in the school and by the survey data of the parents. Whenever possible staff members will offer their translation services to parents. Parent volunteers are also being drafted to translate in the languages not represented by the above staff members such as Urdu and Bengali.

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>.

Parents will indicate at the beginning of the school year what language is spoken at home. According to Section VII of Chancellor's Regulations A-663 schools are required to determine within 30 days of enrollment, the student's home language. Parents will be encouraged to give their primary language in order to receive important documents translated in a timely manner. All the students' letters going home will be translated into the primary language. P.S. 90 will provide parents whose primary language is a covered language with a translation of any document pertaining to their child's safety, health and legal or disciplinary matters. We have posted signs in and around the building notifying parents of this service. This information has also been sent home to parents in written communications.

## 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:	530,356	32,531	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,629		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	26,518	*	
4. Enter the anticipated 10% set-aside for Professional Development:	53,036	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
89

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.

The percentage of staff which is highly qualified is approaching 100% therefore we have implemented the following: Use effective methods and instructional strategies that are based on scientifically-based research that follows school curriculum which is based on Standards. The school's professional development committee 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. Professional development will be conducted during: Grade conferences/study group, workshops provided by the Reading coach, administrators, colleagues and outside consultants. Staff members will be sent to appropriate workshops.  
\* 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.

-

#### ***Parent Involvement Policy 2010-2011***

### **Overview**

*District 27 receives funds under Title I to implement supplemental instructional programs for its students. Outlined in this document are the policies and procedures for parental involvement which include four (4) components: consultation, annual meetings, parental involvement activities and visitations. At the regional level, the Office of Parent Support monitors all parental involvement activities. At the school level, parent coordinators facilitate parental involvement activities in collaboration with the parents’ association. Throughout this document, the term “parent” is defined as any and all primary caregivers (and is intended to have the broadest possible meaning), including parents, guardians and other persons having “parental responsibilities” to a child currently attending a school within this district.*

### **Consultation**

*Consultation is defined in the District 27 program to include providing a comprehensive range of opportunities for parents to become informed, in a timely way, about how the program will be designed, operated and evaluated; and allowing opportunities for parental participation so parents and educators can work together to realize the program’s objectives. After consultation with and review by parents, the district*

*developed this written policy to insure parents are involved in the planning, design and implementation of programs, and shall provide such reasonable support for parental involvement activities as parents may request.*

*The following procedures have been implemented to insure ongoing opportunities for consultation:*

- *Each Title I/PCEN school has established a Parent Advisory Council (PAC). In Title I schools, at least 51% of the membership is composed of parents of Title I students.*
- *The District Council of Presidents (DCP) where the membership includes a minimum of two (2) representatives from each school's PAC.*
- *PAC and DCP meetings are held monthly to:*
  - *inform parents of their rights and responsibilities pursuant to Title I guidelines and regulations;*
  - *provide parents with written descriptions of program activities for their review, discussion and recommendations;*
  - *disseminate information, and obtain parental input, regarding program goals, objectives, procedures for selecting and assessing the participating schools and students, and the development, implementation and evaluation of educational strategies;*
  - *provide monthly progress reports on program activities;*
  - *discuss recommendations for programmatic change.*

*Monthly school PAC meetings are to be coordinated and scheduled by the parent coordinator and the PAC chairperson. DCP meetings are to be lead by the DCP chair with program information provided by the District Superintendent or his/her designee; the latter also will attend each meeting.*

*The Regional District Comprehensive Educational Plan (RDCEP) is to be made available for review by parents. The RDCEP also will be distributed to all district schools in September.*

### **Annual Meetings**

*Each school year, an annual "open house" must be held in all schools by October 31. Each school's parent coordinator will assist the PAC chair in scheduling this event. Parents will be provided with information regarding opportunities for involvement in the development of policies, programs, activities and procedures for ongoing parental involvement. Funded program personnel, which include Reading, Math, Early Childhood and/or Bilingual teachers, will provide parents with information about program goals, objectives, activities, mid-year assessments and procedures for individual parent conferences throughout the school year. Each funded teacher will conduct two (2) workshops during the school year on topics specifically requested by parents.*

### **Parental Involvement Activities**

*In consultation with parents, the following activities will be supported during the school year:*

- *monthly PAC and DAC meetings, each of which will include discussions of programs to apprise parents of the activities that will be conducted and to solicit recommendations for change. Light refreshments will be provided;*
- *a minimum of six (6) district-wide parental workshops will be conducted to assist parents in becoming active partners in the education of their children. Workshops will be conducted by program coordinators, funded teachers and/or consultants. Light refreshments will be provided at workshops. Program funds will support the provision of relevant written and instructional materials for participating parents;*
- *participation in school activities and school-based announcements to keep parents informed of school events; these include PA meetings, science fairs, multicultural fairs, school assemblies, trips and other special events. Funds also may be provided for parent trips related to school and parental involvement activities;*
- *school visits by parents to view school-based programs and activities. A workshop will be conducted for interested parents and a schedule developed for parent visits.*
- *mid-year and final evaluation reports will be presented to the District Advisory Council and the Regional Superintendent for their review.*

*In addition, parental involvement is an integral component of the following programs:*

*Universal Pre-Kindergarten (located in public schools and community-based organizations, SuperStart and SuperStart Plus (located in public schools).*

*Pre-kindergarten family workers and social workers shall coordinate and conduct workshops in their assigned schools at least once a month. These workshops allow the staff an opportunity to meet the specific needs of their school community. CBOs are strongly urged to send their parents to these workshops. Moreover, all pre-kindergarten parents in the district may participate in district-based pre-kindergarten Parent Advisory Committee meetings run by the pre-kindergarten social workers. These PAC meetings may be held either in a public school or in one of the CBOs. Additionally, two (2) representatives of each district's PAC attend the Citywide PAC meetings throughout the year.*

### **Visitations**

*It is district policy that all parents are strongly encouraged to attend parent-teacher conferences and to participate in parent workshops scheduled at their child's schools.*

### **Shared Responsibility for High Student Achievement**

*As a component of school-level policy regarding parental involvement, each Title I/PCEN school will develop, with parents, a Home-School Compact that outlines the manner in which school staff, parents and students will jointly share responsibility for improved student performance. The compact will:*

- *describe the school's responsibility for providing high quality curriculum and instruction and the ways in which parents will be responsible for supporting the learning of their children;*

- *address the importance of communication between parents and teachers through, at a minimum, regularly scheduled parent-teacher conferences, frequent school reports on the progress being made by children, and reasonable access of parents to school staff;*
- *provide opportunities for parents to assist in school activities as volunteers, and observe and participate in their children's activities.*

### **District and School Building Capacity for Parental Involvement**

*The district will provide assistance to parents in understanding national educational goals, New York State's and New York City's content and student performance standards, as reflected in evolving curriculum frameworks, New York State and New York City assessment tools and instruments, and how parents can participate in decision-making related to the education of their children;*

- *educate school administrators, teachers, student placement personnel and other staff to work with and maximize the use of technology;*
- *involve parents and community members in the educational process via the School Leadership Team.*

### **Title I LEA Parent Involvement Policy**

*The Regional Office of Parent Support, comprised of a team leader and parent support officers, will:*

- *involve parents in the joint development of each district's Title I plan and the process of school review and improvement;*
- *provide technical assistance and other support necessary to assist participating schools in the planning and implementation of effective parental involvement activities that will lead to improved student academic achievement and school performance;*
- *build the school's and parent's capacity for strong parental involvement through a collaboration between the parent coordinator and the parents' association;*
- *coordinate and integrate parental involvement strategies with early childhood programs such as Head Start, Reading First, Early Reading First, Parents as Teachers, Home Instruction Program for Preschool Youngsters and State-run preschool programs;*
- *conduct, in collaboration with parents, an annual City and State evaluation of*
  - *the content and effectiveness of the parental involvement policy*
  - *improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, or are of any racial or ethnic minority background) and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, these parental involvement policies.*

15. Provide a description of how the LEA will provide additional educational assistance to individual students assessed as needing help in meeting the State's student academic achievement standards.

*District 27 has developed a detailed Academic Intervention Services (AIS) Plan which specifies the criteria for AIS. Additionally educational assistance to individual students assessed in needing help in meeting the State's student academic achievement standards will be data driven and needs specific to each individual's child's educational/academic profile. In order to make the program most effective and eliminate fragmentation and duplication of student services students in these categories will receive instruction that aligns with the core instruction program being delivered on the child's specific grade. Enhancement will be provided by specific high impact services including High Intensity learning academies, peer tutoring, 50 minute tutorial block, zero period tutoring, Saturday Academy, family support team mentoring, push-in delivery model, CBO tutorial intervention, co-teacher model, and intervention classes. All additional educational intervention will be grade and academic cohort specific.*

## **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 document.

## **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.

Refer to Section IV: Needs Assessment.

2. Schoolwide reform strategies that:

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



Students at P.S. 90 engage in the Balanced Literacy curriculum model which allows for many opportunities for differentiated instruction. Students are engaged in small group learning during guided reading. While these students are targeted to help them meet State Standards in literacy, the other students are engaged in centers designed to meet their needs based on data driven assessments. Students use material based upon their level to help them move towards the standards.

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.



P.S. 90 has an advanced and accelerated curriculum for those who qualify. There are Literature Circle groups in classrooms for students that are advanced level readers. These groups engage in high level strategy instruction and have centers that are tailored to meet their advanced needs. Some students at P.S. 90 are also involved in the Student Council and/or Peer mediation. They enjoy an accelerated curriculum in Social Studies. Students learn about civic duty and community responsibility when they are on the council. These students participate in decision making that involves the school. They decide what charities the school will contribute to, how to solve kitchen issues and some custodial issues.

- o Help provide an enriched and accelerated curriculum.



P.S. 90 serves the needs of all its students regardless of ethnic background. Our school has high academic standards for all its students. The curriculum at P.S. 90 makes social, cultural and historical connections.

- o Meet the educational needs of historically underserved populations.

The educational needs of historically underserved populations are met through sharing in the rich diversity of the community and engaging in learning beyond the classroom. During Black History month students engage in a curriculum that revolves around the achievements of many historical figures. This instills a pride in our population of students. The culmination of the curriculum is a theatrical performance by the upper grades showcasing and highlighting many educational role models. During Hispanic Heritage month students are involved in a curriculum that is driven by the artistry of many important Latino writers and artists. Students read works by these writers during Read Aloud and Shared Reading. They also create visual art in the style of famous and beloved Latino artists.

- 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.

PS 90 addresses the needs of low academic achieving children and those at risk of not meeting the State academic content standards by providing a tutorial morning and after school program, and AIS services. There is an on site guidance counselor and a social worker who provide support to mandated students as well as on as needed basis.

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

Refer to Section VI: Action Plan

3. Instruction by highly qualified staff.

Whenever possible, all recruited teachers will be appropriately certified, (except in shortage areas). When they are not, we are monitoring their progress through principal counseling, administrator support and coaches. Staff members will be given opportunity to attend workshops with colleagues during and after school hours. In addition, staff will intervisit classes.

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.



The school's professional development committee 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. Professional development will be conducted during: Grade conferences/study groups, workshops provided by the Reading coach and outside consultants.

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



Principals in collaboration with the ISC (Integrated Service Centers) and Liaisons work with the Divisions of Human Resources to identify qualified teachers through major recruitment campaigns and through relationships with Colleges and Universities. Whenever possible, all recruited teachers will be appropriately certified. Teachers are recruited from: Hiring Halls, Summer Interns and Student Teachers.

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



Workshops specifically directed towards educating parents will enable them to assist their children in achieving higher standards. ESL classes for parents provide the opportunity to develop language and communication skills. These classes are hosted by EPIC, Social Worker and Parent Coordinator. Information will be gathered from meetings and surveys.

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.



Schedule a visit or a series of visits to the school for the children. Provide pre-kindergarten children with a summer package that includes transition activities. Encourage children to ask questions about kindergarten. Organize an orientation day for Pre-kindergarten parents and children who will be attending Kindergarten the following year. Parent coordinator and Family Assistant outreach to families.

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.



Professional development/Collaborative group studies exit slips.

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.



Grade specific AIS teachers push-in to lower class size and target the Level 1 and 2 students. PPT committee (Pupil Personnel Committee) meets every 2 weeks, it evaluates the students' needs and helps plan for instructional needs. A Inquiry committee is formed to look at students' work and plan appropriate activities. Research is used to guide the session.

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.



The following funding sources will be consolidated as part of the school's SWP program (School-wide Program): Funds that our school have selected under a Schoolwide Program in support of the school's educational plan include: Title I, Tax Levy, Early Grade Class Size Reduction, Professional Development, IDEA (Individuals with Disabilities Education Act). The funding will be coordinated to allow us to supplement the school's SWP focus on improving ELA and Math scores which has been described in Section IV. This will enable the school to support all students with services in Literacy and mathematics. P.S. 90 will coordinate and integrate resources to support the School-wide Program in the following manner: At our school Leadership Team meeting all constituency group chairs reported to the Leadership committee as to their constituencies current needs as well as any modifications or deletions to already existing funded programs. Through this discussion and our assessment of the latest data and information provided by the Department of Education, we determined our programs should include: A minimum of 3.5

Literacy Support/AIS teachers to be grade dedicated, each teacher will push in/pull-out. They will assist our students with the continuation of the unified curriculum. Specific sub groups of students will be targeted using all available data with additional funding we hope to expand this program so as to impact on more students. The Research Center is well stocked with library and research materials and technology equipment in order for the students to complete research projects. Class size reduction will continue through both federal and state funding. Our staff development needs will be met by utilizing our literacy coach. Our school will continue to meet the needs of our special education students by inclusion in all school academic and social programs. Mainstreaming and the placement our children in the least restrictive environment remains our goal. Our resource room services will continue to be push-in/pull-out using the collaborative teacher model.

## **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" <sup>1</sup> 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 <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	Check(x)	Page#(s)
		Yes	No	N/A				

<sup>1</sup>**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.

<sup>2</sup>**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.

- 
- N/A

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

- N/A

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;

n/a

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

N/A

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

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

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

N/A

7. Provide strategies to increase parental involvement; and

N/A

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

N/A

## **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>

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### **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.)

We currently have 5 children in temporary housing.

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

We plan to use the funds to support the children in school. Our plan includes assisting with supplies, food and or clothing. Clothing will include uniforms, coats, shoes, book bag, and glasses if necessary.

### **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.



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.



# **CEP RELATED ATTACHMENTS**

# Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28\_27Q090\_102710-160719.doc

## 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 <b>CFN Cluster 3</b>	District <b>27</b>	School Number <b>090</b>	School Name <b>Horace Mann</b>
Principal <b>Adrienne Ubertini</b>		Assistant Principal <b>Catherine Canzoneri</b>	
Coach <b>type here</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>type here</b>		Guidance Counselor <b>Gregg Yancovitch</b>	
Teacher/Subject Area <b>type here</b>		Parent <b>type here</b>	
Teacher/Subject Area <b>type here</b>		Parent Coordinator <b>Carmen Perrone</b>	
Related Service Provider <b>Meri Debehar, ESL teacher</b>		Other <b>type here</b>	
Network Leader <b>Dr. Kathleen Lavin</b>		Other <b>type here</b>	

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

#### C. School Demographics

Total Number of Students in School	<b>867</b>	Total Number of ELLs	<b>188</b>	ELLs as Share of Total Student Population (%)	<b>21.68%</b>
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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.

1. The initial identification of English Language Learners (ELL's) starts with the administration of the Home Language Identification Survey (HLIS) . The 4 certified ESL teachers at school are Mrs. Debehar, Mr. Dilek, Mrs. Roman and Mrs. Serino. They are highly qualified teachers who demonstrate strong academic language proficiency and are skilled in content and pedagogy. They are equipped with the appropriate teaching certification and are engaged in professional development on regular basis. They are responsible for conducting the initial screening as they review each HLIS. They fill and sign the section that identifies the language that the student speaks at home. If the HLIS indicates a language other than English, one of the ESL teachers conduct an informal oral interview in English and in the native language. The ESL teachers in the building speak the following languages: Spanish, Arabic, French and Turkish. Also, paraprofessionals in the building are available to assist the ESL teachers with the oral interview. Once the ESL teachers confirm that the student speaks a language other than English, they administer the formal initial assessment. The potential ELL's are tested within the 10 days of admission as per CR Part 154, using LAB-R. Students who receive a raw score below the cut score are identified as ELL's. ELL's who are in the Beginning and Intermediate English Proficiency levels receive mandated 360 minutes of ESL services a week while Advanced ELL's receive mandated 180 minutes a week. All ELL's are annually evaluated using the New York State English as a Second Language Achievement Test (NYSESLAT). Performance on this test determines the child's continued entitlement to English language development support services. It is administered each Spring.

2. The structures that are placed at P.S. 90 to ensure that parents understand all three program choices include Paren Orientation session, Open House as well as phone calls to the parents. Parent involvement is an important part of the ESL program. In September, P.S. 90 holds an annual Parent Orientation meeting where the ELL parents are invited. Notification letters are sent out in English and in various home languages regarding the session. During the meeting parents watch a DVD that explains the three programs in English as well as in different home languages in great detail. The Orientation session is conducted in English by the ESL teacher and translated into Spanish by the Parent Coordinator. Other ESL teachers as well as paraprofessionals are available for assistance in translation. Parents are encouraged to ask questions regarding the program selection and their child's education. In October, P.S. 90 has its annual Open House. The parents are invited again to come in and become more familiar with our ESL program. They are able to look through various materials that the certified ESL teachers use in order to meet the instructional needs of the ELL's.

3. P.S ensures that the entitlement letters are distributed and Parent Survey and Program Selection forms are returned. The entitlement letters are distributed to the students in envelopes and sent to their parents. During the annual Parent Orientation session, parents are given the opportunity to fill the Parent Survey and Program Selection form. If a form is not returned, the parent coordinator will then contact the parents and offer assistance. Parents are given another chance to visit the school to learn about the programs and fill the form. In addition, parents are reminded about the Paren Orientation session in the School News Letter.

4. ELL students are placed in a Free Standing ESL Program based on choice that parents indicated on the Parent Selection form. Parents receive entitlement letters that describe the Free Standing ESL Program their children are in. Every year, while the new admits receive the First Year Entitlement Letter, the ELL's who are already in the program receive Continued Entitlement Letter. As part of open communication with parents, they receive information about ESL instructional program in English and in various native languages.

5. After reviewing the Parent Survey and forms for the past few years, the trend in program choices that parents have been requesting was consistent with the Free Standing ESL program that is offered at P.S. 90. All parents of ELL's at P.S. 90 (188) requested the Free Standing ESL program as their number one choice.

6. The model offered at P.S. 90 is 100% aligned with parent requests.

## Part III: ELL Demographics

### A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	44	34	27	27	31	25								188
<b>Total</b>	44	34	27	27	31	25	0	0	0	0	0	0	0	188

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	188	Newcomers (ELLs receiving service 0-3 years)	109	Special Education	16
SIFE	2	ELLs receiving service 4-6 years	79	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>	0									0
<b>Dual Language</b>	0									0
<b>ESL</b>	109	1	8	79	2	8				188
<b>Total</b>	109	1	8	79	2	8	0	0	0	188

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

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
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
<b>TOTAL</b>	<b>0</b>													

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
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	31	22	20	22	17	20								132
Chinese	2	0	0	2	0	0								4
Russian	0	0	0	0	1	0								1
Bengali	0	2	0	1	1	0								4
Urdu	1	2	2	1	4	1								11
Arabic	3	2	1	0	2	2								10
Haitian	0	0	0	0	0	0	0							0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	5	4	3	0	6	1								19
Polish	0	0	0	0	0	0								0
Albanian	0	1	0	0	0	0								1
Other	2	1	1	1	0	1								6
<b>TOTAL</b>	<b>44</b>	<b>34</b>	<b>27</b>	<b>27</b>	<b>31</b>	<b>25</b>	<b>0</b>	<b>188</b>						

## 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 by Free Standing ESL program that includes Pull-Out and Push-In services.
  - a. During Pull-Out, ESL teachers work with small group of students to develop English skills for information and understanding as well as for literacy response and expression. During Push-In, ESL teachers work with small group of ELL's in the classroom using ESL methodologies to facilitate English for critical analysis and evaluation.
  - b. ELL's are placed heterogeneously in their appropriate grades. During Pull-Out, ELL's are grouped homogeneously based on their English Proficiency levels.
2. Four certified ESL teachers at P.S. 90 ensure that the mandated number of instructional minutes is provided according to proficiency levels. As per CR Part 154, mandated instructional unit requirements for ELL's differ by levels. Students who are placed in the beginning and intermediate levels of English proficiency receive 360 minutes per week of ESL instruction. Advanced students will receive 180 minutes per week of ESL instruction. P. S. 90 provides Free Standing ESL program. All language arts and subject matter instruction is in English using specific instructional strategies.
  - a. Explicit ESL is delivered in the form of Push-In and Pull-Out programs. ESL instruction includes literature and content based instruction which is aligned with the NYS Learning Standards in ESL, ELA and content areas. ELL students are receiving ESL instruction based on their language proficiency levels and their learning needs. The ELL's are challenged to think critically, solve problems and communicate in English. ELL's are actively engaged in standard based academic curriculum. ELL students receive 180 per week of ELA instruction. During ELA instruction ELL's are exposed to linguistically demanding concepts. Instructions include the development of academic discourse such as evaluating, inferring, generalizing, predicting and classifying. Well developed learning strategies prepare ELL's to think critically and communicate in the language of instruction which is aligned explicitly to New York Standards in ELA.
3. Freestanding ESL program uses small group instruction for content areas such as Math and Science instruction. Vocabulary development in content areas is emphasized. The strategies utilized include cognitive, meta-cognitive and affective strategies by infusing language development through the content areas in accordance with the scientifically based research by A. Chamot and M. O'Malley. The Cognitive Academic Language Approach (CALLA) is an instructional model developed to meet the academic needs of ELL's. CALLA integrates academic language development, content area instruction and explicit instruction in learning strategies for both content and language acquisition. This approach makes content comprehensible to enrich language development.
4. Differentiated Instruction for ELL's subgroups:
  - a. Plan for SIFE In addition to ESL services SIFE students receive additional academic support by Academic Intervention Service (AIS) teachers. They receive instruction appropriate for their language and academic ability.
  - b. Plan for Newcomers They receive 360 minutes of ESL instruction a week in a small group. Instruction includes listening, speaking, reading and writing activities promoting cross cultural knowledge and understanding. ESL teachers create a low anxiety environment to help facilitate language acquisition. Additionally, because NCLB now requires ELA testing for ELL's after one year, these ELL's are invited to Saturday Academy and Afterschool programs for language enrichment as well as academic support.
  - c. Plan for ELL's receiving service 4 to 6 years Depending on the results of the NYSESLAT, students receive the appropriate allocation of ESL services. Balanced Literacy components such as Read Alouds, Shared and Guided reading are incorporated in freestanding ESL instruction. ESL teachers use Rigby's On Our Way to English as their instructional material. This program offers reading and writing instructions specifically tailored to the needs of ELL's. In addition. They participate in afterschool program on Tuesday and Thursday as well



## 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. P. S. 90 uses the following intervention programs for the targeted ELL's subgroups. All services offered to ELL's are in English. The newcomers are provided with 360 minutes of ESL services by certified ESL teachers. The ESL program develops skills in listening, speaking, reading and writing in English. Students use all modalities of the language for information and understanding as well as for literary response. A variety of instructional strategies and activities are implemented to ensure that the ELL's receiving service 4 to 6 years meet and exceed the standards. The instructional strategies utilized by the four certified ESL teachers include: Cooperative Learning Approach, Language Experience Approach and Cognitive Academic Language Approach. These strategies are utilized during a variety of theme based activities using a wide range of materials that include teacher created materials, trade books, story telling and the latest technology. ELL's identified as having special needs receive services according to their IEP's. ESL teacher uses materials that include books and audio tapes to support fluency and comprehension. The books include repetitive text structure, simple sentences and close picture match.
6. Transitional support for ELL's reaching proficiency: The ELL students who reach proficiency on NYSESLAT test will no longer be serviced by ESL teachers. However, the students receive additional support services by AIS providers. They are entitled to extra time and separate location for testing as well as the third reading of the listening passage.
7. P.S. 90 purchased some new programs for the upcoming school year. The programs include Read Well reading program, Award Reading software and Achieve 3000 computer program.
8. No programs or services will be discontinued for the following year. ESL teachers will use other assessment tools such as Scantron computer testing, DRA, Acuity and teacher observation and conference notes to review students' progress throughout the school year.
9. ELL's are afforded equal access to all school programs. The ELL's are invited and can participate in any afterschool program. In addition, Title III offers afterschool and Saturday program specifically designed for ELL's. The programs focus on literacy skills as well as computer use.
10. Instructional materials: The four certified ESL teachers use a wide range of materials that include books and audio tapes to support fluency and comprehension. Rigby's On Our Way to English program offers reading and writing instruction specially tailored to the needs of ELL's. The program is based on effective research and provides comprehensive literacy instruction as well as standard based content area information. In addition, ESL teachers use high interest non-fiction books to support Science and Math instructions. Manipulative are used for hands on activities to enforce learning. Moreover, ESL program provides a variety of fiction titles so children can practice reading different genres. Large colorful charts are used to highlight different strategies and skills children need to be good readers. ESL instructions also include the Leap Frog program. Leap Frog promotes language development through interaction. These instructional programs and activities are implemented to ensure that meet and exceed the standards.
11. P.S. 90 has only freestanding ESL program. All instruction is in English yet; Newcomers may receive some support in their native language. For content areas such as Math, Science and Social Studies, they receive grade appropriate text and work books in the native language. In addition, ELL's are provided with the content area test in their native language. If the test is not available in the native

- language, translation is provided for content area tests. During test, ELL's are allowed to use bilingual dictionaries.
12. All required services support and all resources correspond to ELL's ages and grade levels.
13. At this time P.S 90 does not have any programs or activities to assist newly enrolled ELL's before the beginning of the school year.
14. Since P.S. 90 is an elementary school (K-5), there are not any language electives that are offered to ELL's.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

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

1. All ESL teachers at P.S. 90 are actively involved in professional development. They attend monthly meetings to keep up with the necessary administrative paperwork as well as the current research-based ELL instruction. Each ESL teacher attends the common prep grade meetings for planning and assisting with the challenges ELL's face.

2. ESL teachers provide assistance through Professional development and Collaborative planning. Professional development sessions are designed to support monolingual staff members in delivering instruction to our ELL students. ESL teachers coordinate instruction with mainstream teachers throughout the year. As the ELL's transition from elementary school to middle school, ESL teachers work in collaboration with school guidance counselor Mr. Yancovitch to ensure ELL's proper placement in middle school. Our ESL team is available to respond and assist the middle school ESL teachers with concerns regarding the transferred ELL students.

3. The Professional Development program assists mainstream classroom teachers to meet the needs of ELL students. In doing so, teachers are familiarized with the concept of ESL, culture and language as well as the characteristics of ELL's. The professional development workshop given by the certified ESL teachers exposes the mainstream teachers to different approaches to ESL instruction and content area teaching for a minimum of 7.5 hours. Non-ESL teachers learn a variety of ESL methods that develop the cognitive, academic and content specific English language skills necessary for ELL's in the classroom. The ESL teachers provide staff development as part of the Title III plan to ensure that monolingual teachers are able to deliver instruction to our ELL's.

### 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. Parent involvement is an important part of the ESL program. In September, P.S. 90 holds an annual Parent Orientation meeting where the ELL parents are invited. . During the meeting parents watch a DVD that explains the three programs in English as well as in different home languages in great detail. Other ESL teachers as well as paraprofessionals are available for assistance in translation. Parents are encouraged to ask questions regarding the program selection and their child's education. In October, P.S. 90 has its annual Open House. The parents are invited again to come in and become more familiar with our ESL program. They are able to look through various materials that the certified ESL teachers use in order to meet the instructional needs of the ELL's. During Parent Teacher Conferences ELL parents are provided with translation in their native language. In addition ELL parents have a chance to discuss their children's progress in Language

Acquisition with the ESL teachers.

2. P.S. 90 provides workshops to all parents including parents of ELL's. Parent workshop gives information and helpful tips on how to assist their children work towards their goals. Other workshops familiarize parent with upcoming tests their children will take as they focus on test taking strategies. In addition, parent coordinator informs ELL parents about city wide ELL parent workshops. The fliers are sent home in English and their native language.

3. P.S. 90 evaluates the needs of parents using Learning Environment Survey. In addition, school receives feedback from parents during parent workshop sessions. Furthermore, the principal conducts a meeting called "Tea with Parents" which provides parents an open forum for face to face dialogue.

4. Parental involvement activities address the needs of the parents in various ways. P.S. 90 offers ELL parents ESL classes twice a week in the building. Parents are invited to celebrate cultural diversity as they bring foods from their culture and artifacts representing their culture. In addition, parents take part in monthly writing celebration as they observe their children's academic achievement.

## 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)	18	8	2	4	5	2								39
Intermediate(I)	0	16	9	10	8	8								51
Advanced (A)	26	10	16	13	18	15								98
Total	44	34	27	27	31	25	0	0	0	0	0	0	0	188

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	1	1	0	0	1							
	I	4	0	2	2	2	2							
	A	18	14	3	9	3	5							
	P	10	11	20	17	17	8							
READING/ WRITING	B	7	1	4	3	1	3							
	I	15	8	12	8	7	2							
	A	8	12	10	17	14	11							
	P	2	5	0	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	12	12	1	29
4	3	16	9	0	28
5	4	6	2	0	12
6					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
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	3		18		9		3		33
4	0		19		9		3		31
5	0		9		5		1		15
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	1		10		17		3		31
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	2		4		10		0		16
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				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

1. P.S. 90 uses DRELS and DRA to assess the early literacy skills of ELLs. ELLs mostly score lower than the native language speakers due to

four modalities will affect our instructional decision. ESL teachers will therefore spend more instructional time on reading and writing. These strategies will be utilized meta-cognitive and affective strategies by infusing language development through the content areas. ESL programs integrate academic language development with content area instruction.

4. a. ELL students who were in this country for more than one year are required to take the ELA test. The students who were in the country less than two years scored a Level 1 in ELA. The intermediate and advanced students scored Level 2 and 3. More students scored on level 2 and 3 in ELA than 1. On Math assessment, ELL students had the right to take the translated version of the test . No students in grades 4 and 5 scored level 1. Across the grades most students scored levels 2 and 3 and some scored level 4. On the NYS Science test, more students scored at Level 2 and 3 than 1 and 4. On the NYS Social Studies test, more ELL's scored 2 and 3 than 1.

b. School leadership and teachers use the results of ELL Periodic Assessments in various ways. The school leadership recommends specific books and programs to purchase to meet the needs of ELL's. Some of the materials include multicultural story books for Read Alouds, Leap Frog to foster language acquisition and Reader's Theater for building fluency and vocabulary. After analyzing the ELL Periodic Assessment data, ESL teachers modify their instruction accordingly.

c. Periodic Assessments allows the school to see ELL's strengths and weaknesses. ESL teachers review the assessments to use ELL's strengths in one language modality such as Oral language to target their weaknesses in other modalities such as Reading and Writing. Native Language is not used during ELL's Periodic Assessments since P.S. 90 does not have a Bilingual or a Dual Language program.

5. P.S. 90 does not have a Dual Language program. N/A

6. P.S. 90 uses different assessments and data to evaluate the success of the freestanding ESL program for ELL's. ESL teachers analyze data from NYSESLAT, State tests as well as DRA's to appraise ELL's standings. DRA results demonstrate that ELL's reading levels are improving in accordance with their language proficiency levels. Based on the review of the all tests, the freestanding ESL program at P.S. 90 is very successful. NYSESLAT results indicate that ELL's are progressing according to the language acquisition continuum. Content area tests results also show that ELL's are mastering the content. The freestanding ESL program emphasizes "Academic Rigor" with high quality ESL teachers and instruction that includes literature and content based learning which is aligned explicitly to NYS Learning Standards in ESL, ELA and content areas.

### 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.

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		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 090 Horace Mann					
<b>District:</b>	27	<b>DBN:</b>	27Q090	<b>School</b>		342700010090

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<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	36	36	36		93.3	94.1	93.8
Kindergarten	130	121	145				
Grade 1	137	147	126	<b>Student Stability - % of Enrollment:</b>			
Grade 2	128	147	148	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	138	134	139		93.1	92.2	92.5
Grade 4	128	144	135				
Grade 5	131	133	146	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		66.6	85.6	85.6
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		4	5	16
Grade 12	0	0	0				
Ungraded	0	2	1	<b>Recent Immigrants - Total Number:</b>			
Total	828	864	876	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					16	13	21

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<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	38	44	52	Principal Suspensions	3	4	1
# in Collaborative Team Teaching (CTT) Classes	16	34	48	Superintendent Suspensions	7	6	2
Number all others	45	44	34				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<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	0	0	TBD	Number of Teachers	65	63	65
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	10	11	7
# receiving ESL services only	181	197	TBD				
# ELLs with IEPs	0	35	TBD	Number of Educational Paraprofessionals	3	3	8

*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	78.5	81.0	87.7
				% more than 5 years teaching anywhere	69.2	71.4	83.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	89.0	94.0	95.4
American Indian or Alaska Native	0.6	0.7	1.1	% core classes taught by "highly qualified" teachers	92.0	92.8	100.0
Black or African American	8.6	9.3	9.5				
Hispanic or Latino	57.1	56.5	56.5				
Asian or Native Hawaiian/Other Pacific	29.3	26.5	28.5				
White	3.4	3.4	4.2				
<b>Male</b>	52.3	51.7	52.2				
<b>Female</b>	47.7	48.3	47.8				

**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**

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

**Overall NCLB/Diferentiated 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:**

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	54.4	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	7.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	7.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	35.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	3.8						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**School DBN: 27Q090**

*All Title I SWP schools must complete this appendix.*

**Directions:**

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

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	206,840	32,531	239,371
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,303	3,253	8,556
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	265,178	*	
4. Enter the anticipated 10% set-aside for Professional Development:	53,035	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
89% of the Teachers are Highly Qualified

If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

The percentage of staff which is highly qualified is approaching 100% therefore we have implemented the following: Use effective methods and instructional strategies that are based on scientifically-based research that follows school curriculum which is based on Standards. The school's professional development committee 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. Professional development will be conducted during: Grade conferences/study group, workshops provided by the Reading coach, administrators, colleagues and outside consultants. Staff members will be sent to appropriate workshops.

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

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

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

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Parent Involvement Policy

2010-2011

Overview

District 27 receives funds under Title I to implement supplemental instructional programs for its students. Outlined in this document are the policies and procedures for parental involvement which include four (4) components: consultation, annual meetings, parental involvement activities and visitations. At the regional level, the Office of Parent Support monitors all parental involvement activities. At the school level, parent coordinators facilitate parental involvement activities in collaboration with the parents' association. Throughout this document, the term "parent" is defined as any and all primary caregivers (and is intended

to have the broadest possible meaning), including parents, guardians and other persons having “parental responsibilities” to a child currently attending a school within this district.

### Consultation

Consultation is defined in the District 27 program to include providing a comprehensive range of opportunities for parents to become informed, in a timely way, about how the program will be designed, operated and evaluated; and allowing opportunities for parental participation so parents and educators can work together to realize the program’s objectives. After consultation with and review by parents, the district reasonable support for parental involvement activities as parents may request.

The following procedures have been implemented to insure ongoing opportunities for consultation:

- Each Title I/PCEN school has established a Parent Advisory Council (PAC). In Title I schools, at least 51% of the membership is composed of parents of Title I students.
- The District Council of Presidents (DCP) where the membership includes a minimum of two (2) representatives from each school’s PAC.
- PAC and DCP meetings are held monthly to:
  - o inform parents of their rights and responsibilities pursuant to Title I guidelines and regulations;
  - o provide parents with written descriptions of program activities for their review, discussion and recommendations;
  - o disseminate information, and obtain parental input, regarding program goals, objectives, procedures for selecting and assessing the participating schools and students, and the development, implementation and evaluation of educational strategies;
  - o provide monthly progress reports on program activities;
  - o discuss recommendations for programmatic change.

Monthly school PAC meetings are to be coordinated and scheduled by the parent coordinator and the PAC chairperson. DCP meetings are to be lead by the DCP chair with program information provided by the District Superintendent or his/her designee; the latter also will attend each meeting.

The Regional District Comprehensive Educational Plan (RDCEP) is to be made available for review by parents. The RDCEP also will be distributed to all district schools in September.

## Annual Meetings

Each school year, an annual “open house” must be held in all schools by October 31. Each school’s parent coordinator will assist the PAC chair in scheduling this event. Parents will be provided with information regarding opportunities for involvement in the development of policies, programs, activities and procedures for ongoing parental involvement. Funded program personnel, which include Reading, Math,

Early Childhood and/or Bilingual teachers, will provide parents with information about program goals, objectives, activities, mid-year assessments and procedures for individual parent conferences throughout the school year. Each funded teacher will conduct two (2) workshops during the school year on topics specifically requested by parents.

## Parental Involvement Activities

In consultation with parents, the following activities will be supported during the school year:

- monthly PAC and DAC meetings, each of which will include discussions of programs to apprise parents of the activities that will be conducted and to solicit recommendations for change. Light refreshments will be provided;

- a minimum of six (6) district-wide parental workshops will be conducted to assist parents in becoming active partners in the education of their children. Workshops will be conducted by program coordinators, funded teachers and/or consultants.

Light refreshments will be provided at workshops. Program funds will support the provision of relevant written and instructional materials for participating parents;

- participation in school activities and school-based announcements to keep parents informed of school events; these include PA meetings, science fairs, multicultural fairs, school assemblies, trips and other special events. Funds also may be provided for parent trips related to school and parental involvement activities;

- school visits by parents to view school-based programs and activities. A workshop will be conducted for interested parents and a schedule developed for parent visits.

- mid-year and final evaluation reports will be presented to the District Advisory Council and the Regional Superintendent for their review.

In addition, parental involvement is an integral component of the following programs:

Universal Pre-Kindergarten (located in public schools and community-based organizations, SuperStart and SuperStart Plus (located in public schools).

Pre-kindergarten family workers and social workers shall coordinate and conduct workshops in their assigned schools at least once a month.

These workshops allow the staff an opportunity to meet the specific needs of their school community. CBOs are strongly urged to send their parents to these workshops. Moreover, all pre-kindergarten parents in the district may participate in district-based pre-kindergarten Parent

Advisory Committee meetings run by the pre-kindergarten social workers. These PAC meetings may be held either in a public school or in one of the CBOs. Additionally, two (2) representatives of each district's PAC attend the Citywide PAC meetings throughout the year.

#### Visitations

It is district policy that all parents are strongly encouraged to attend parent-teacher conferences and to participate in parent workshops scheduled at their child's schools.

#### Shared Responsibility for High Student Achievement

As a component of school-level policy regarding parental involvement, each Title I/PCEN school will develop, with parents, a Home-School

Compact that outlines the manner in which school staff, parents and students will jointly share responsibility for improved student performance. The compact will:

- describe the school's responsibility for providing high quality curriculum and instruction and the ways in which parents will be responsible for supporting the learning of their children;

#### District and School Building Capacity for Parental Involvement

The district will :provide assistance to parents in understanding national educational goals, New York State's and New York City's content and student performance standards, as reflected in evolving curriculum frameworks, New York State and New York City assessment tools and instruments, and how parents can participate in decision-making related to the education of their children;

- educate school administrators, teachers, student placement personnel and other staff to work with and maximize the use of technology;

- involve parents and community members in the educational process via the School Leadership Team.

#### Title I LEA Parent Involvement Policy

The Regional Office of Parent Support, comprised of a team leader and parent support officers, will:

- involve parents in the joint development of each district's Title I plan and the process of school review and improvement;

- provide technical assistance and other support necessary to assist participating schools in the planning and implementation of effective parental involvement activities that will lead to improved student academic achievement and school performance;
- build the school's and parent's capacity for strong parental involvement through a collaboration between the parent coordinator and the parents' association;
- coordinate and integrate parental involvement strategies with early childhood programs such as Head Start, Reading First, Early Reading First, Parents as Teachers, Home Instruction Program for Preschool Youngsters and State-run preschool programs;
- conduct, in collaboration with parents, an annual City and State evaluation of
  - o the content and effectiveness of the parental involvement policy
  - o improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, or are of any racial or ethnic minority background) and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, these parental involvement policies.

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

## **Part 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.

Refer to Section IV: Needs Assessment.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- 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.
  - o Help provide an enriched and accelerated curriculum.
  - o Meet the educational needs of historically underserved populations.
  - 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.
  - o Are consistent with and are designed to implement State and local improvement, if any.

Students at P.S. 90 engage in the Balanced Literacy curriculum model which allows for many opportunities for differentiated instruction. Students are engaged in small group learning during guided reading. While these students are targeted to help them meet State Standards in literacy, the other students are engaged in centers designed to meet their needs based on data driven assessments. Students use material based upon their level to help them move towards the standards. P.S. 90 has an advanced and accelerated curriculum for those who qualify. There are Literature Circle groups in classrooms for students that are advanced level readers. These groups engage in high level strategy instruction and have centers that are tailored to meet their advanced needs. Some students at P.S. 90 are also involved in the Student Council and/or Peer mediation. They enjoy an accelerated curriculum in Social Studies. Students learn about civic duty and community responsibility when they are on the council. These students participate in decision making that involves the school. They decide what charities the school will contribute to, how to solve kitchen issues and some custodial issues.

The educational needs of historically underserved populations are met through sharing in the rich diversity of the community and engaging in learning beyond the classroom. During Black History month students engage in a curriculum that revolves around the achievements of many historical figures. This instills a pride in our population of students. The culmination of the curriculum is a theatrical performance by the upper grades showcasing and highlighting many educational role models. During Hispanic Heritage month students are involved in a curriculum that is driven by the artistry of many important Latino writers and artists. Students read works by these writers during Read Aloud and Shared Reading. They also create visual art in the style of famous and beloved Latino artists. PS 90

addresses the needs of low academic achieving children and those at risk of not meeting the State academic content standards by providing a tutorial morning and after school program, and AIS services. There is an on site guidance counselor and a social worker who provide support to mandated students as well as on as needed basis.

3. Instruction by highly qualified staff.

Whenever possible, all recruited teachers will be appropriately certified, (except in shortage areas). When they are not, we are monitoring their progress through principal counseling, administrator support and coaches. Staff members will be given opportunity to attend workshops with colleagues during and after school hours. In addition, staff will intervisit classes.

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.

The school's professional development committee 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. Professional development will be conducted during:

Grade conferences/study groups, workshops provided by the Reading coach and outside consultants.

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

Principals in collaboration with the CFN Human Resource Liaisons work with the Divisions of Human Resources to identify qualified teachers through major recruitment campaigns and through relationships with Colleges and Universities.

Whenever possible, all recruited teachers will be appropriately certified. Teachers are recruited from: Hiring Halls, Summer Interns and Student Teachers.

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

Workshops specifically directed towards educating parents will enable them to assist their children in achieving higher standards. ESL classes for parents provide the opportunity to develop language and communication skills. These classes are hosted by EPIC, Social Worker and Parent Coordinator. Information will be gathered from meetings and surveys.

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.

Schedule a visit or a series of visits to the school for the children. Provide pre-kindergarten children with a summer package that includes transition activities. Encourage children to ask questions about kindergarten. Organize an orientation day for Prekindergarten parents and children who will be attending Kindergarten the following year. Parent coordinator and Family Assistant outreach to families.

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.

Professional development/Collaborative group studies exit slips.

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.

Grade specific AIS teachers push-in to lower class size and target the Level 1 and 2 students. PPT committee (Pupil Personnel Committee) meets every 2 weeks, it evaluates the students' needs and helps plan for instructional needs. A Inquiry committee is formed to look at students' work and plan appropriate activities. Research is used to guide the session

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.

The following funding sources will be consolidated as part of the school's SWP program (School-wide Program): Funds that our school have selected under a Schoolwide Program in support of the school's educational plan include: Title I, Tax Levy, Early Grade Class Size Reduction, Professional Development, IDEA (Individuals with Disabilities Education Act). The funding will be coordinated to allow us to supplement the school's SWP focus on improving ELA and Math scores which has been described in Section IV. This will enable the school to support all students with services in Literacy and mathematics. P.S. 90 will coordinate and integrate resources to support the School-wide Program in the following manner: At our school Leadership Team meeting all constituency group chairs reported to the Leadership committee as to their constituencies current needs as well as any modifications or deletions to already existing funded programs. Through this discussion and our assessment of the latest data and information provided by the Department of Education, we determined our programs should include: A minimum of 3.5 Literacy Support/AIS teachers to be grade dedicated, each teacher will push in/pull-out. They will assist our students with the continuation of the unified curriculum. Specific sub groups of students will be targeted using all available data with additional funding we hope to expand this program so as to impact on more students. The Research Center is well stocked with library and research materials and technology equipment in order for the students to complete research projects. Class size reduction will continue through both federal and state funding. Our staff development needs will be met by utilizing our literacy coach. Our school will continue to meet the needs of our special education students by inclusion in all school academic and social programs. Mainstreaming and the placement our children in the least restrictive environment remains our goal. Our resource room services will continue to be push-in/pull-out using the collaborative teacher model.

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

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services,

Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality

professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	x			530,356	x	21-36;39-48
Title I, Part A (ARRA)	Federal	x			32,531	x	21-36;39-48

<sup>1</sup> **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.

<sup>2</sup> **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.

Title II, Part A	Federal	x			352,917	x	9,10;39-48
Title III, Part A	Federal	x			30,260	x	41-47
Title IV	Federal			x			
IDEA	Federal			x			
Tax Levy	Local	x			3,998,792	x	21-36