



PS 290 ELEMENTARY SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 24Q290

ADDRESS: 70-02 54TH AVENUE, MASPETH, NY 11378

TELEPHONE: 718.458.0183

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NOTE: HIGHLIGHTED APPENDICES ARE NOT APPLICABLE TO NEW SCHOOLS

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 24Q290 **SCHOOL NAME:** PS 290 Elementary School

SCHOOL ADDRESS: 70-02 54th Avenue, Maspeth, NY 11378

SCHOOL TELEPHONE: 718.458.0183 **FAX:** 718.898.0757

SCHOOL CONTACT PERSON: Mieasia Harris **EMAIL ADDRESS:** Mharris62@scho
ols.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

***SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Shaun Porter

PRINCIPAL: Mieasia Harris

***UFT CHAPTER LEADER:** Shaun Porter

***PARENTS' ASSOCIATION PRESIDENT:** Flor Spariosu

***STUDENT REPRESENTATIVE:**
(Required for high schools) _____

***ONCE THE ELECTIONS HAVE BEEN COMPLETED, ENTER THE NAMES IN THE SPACES PROVIDED.**

DISTRICT AND NETWORK INFORMATION

DISTRICT: 24 **CHILDREN FIRST NETWORK (CFN):** 606

NETWORK LEADER: Petrina Palazzo

SUPERINTENDENT: Madelene Taub-Chan

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: Once the SLT has been formed, enter the names and positions in the spaces provided. 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
Mieasia Harris	*Principal or Designee	
Shaun Porter	*UFT Chapter Chairperson or Designee	
Flor Spariosu	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

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

*** Core (mandatory) SLT members.**

SECTION III: SCHOOL PROFILE

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, New School Proposal, etc.).

P.S. 290 is dedicated to the highest levels of student achievement. Our scholars perform with distinction because of our innovative approach to teaching and learning. We expect our scholars to compete at an international level; therefore, we use the Math in Focus curriculum, which originated in Singapore, the highest scoring nation on the TIMSS (Trends in International Mathematics and Science Study) for the past two decades. Our balanced literacy program includes a comprehensive phonemic awareness and comprehension component equipping our scholars with the skills they need to be literate and to develop as thinkers.

At P.S. 290, scholars study Global Connections, instead of Social Studies, which emphasizes the link between the classroom and the international culture around us. As a college readiness school our Arts and Sciences class provides scholars with a liberal arts college education approach, where they create, discover, explore, and express their thoughts and ideas. Finally, our "Yoga Play" class nourishes our scholar's mind and body; they imitate animals and nature, by using creative expression, dance, games, music, art, and storytelling with puppets.

Our mission is to ensure that every scholar develops the skills they need to meet or exceed all academic standards. Our **personalized instruction** nurtures multiple intelligences and we meet the needs of every child through small group instruction and individualized learning plans using a data driven approach. We have a unified purpose and believe that every child can succeed. As a result, we collaborate to cultivate critical thinking through effective planning, questioning, and a rigorous interdisciplinary curriculum. At P.S. 290 we are all **accountable** and responsible for every child's academic, social and emotional development, and all scholars develop the **courage** to achieve academic **excellence**.

Our instructional philosophy is that through **personalization, accountability, courage** and **excellence** all scholars will believe and achieve! In addition to our rigorous academic programs, P.S. 290 distinguishes itself by its commitment to developing the character of each scholar. Starting at the Kindergarten level, scholars meet in small groups that offer a personalized focus on social development and civic service. By living our core values of accountability, courage, and excellence, P.S. 290 exemplifies a harmonious community that strives for excellence academically and socially.

P.S. 290 nurtures and develops each scholars' achievement through a collaborative approach. Our teachers meet regularly during common planning preparation periods, using classroom data to drive personalized instruction. Our partners support our work, making generous donations of time and treasure. Finally, our parent involvement is of paramount importance and helps to ensure our scholars' success.

At capacity our school will serve students in grades K-5 and graduate scholars who are intelligent, engaged in their community with global awareness and a strong sense of social responsibility - who act courageously with passion and integrity.

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 City Department of Education accountability and assessment resources, i.e., ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. Feel free to use any additional measures used by your school to determine the effectiveness of educational programs). It may also be useful to review your school's use of resources: New 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 are the most significant aids or barriers to the school's continuous improvement?

NOTE: You may elect to respond to this section by referencing the page(s) and sections(s) in your New School Proposal that contains this information. School Leadership Teams may wish to revise their needs assessment once additional student data becomes available.

I. Schools Strengths

- 1) **Small class size, which enables us to pay close attention to our students' needs. In addition, teacher student relationships are enriched.**
- 2) **Planning & Collaboration: Teachers meet regularly during common planning periods to develop our interdisciplinary plans, analyze assessments and lesson plan accordingly. In addition, with a smaller staff it is easier to build consensus and share ideas: every voice is heard.**
- 3) **Culture – we are all a close knit community. Every teacher knows every child.**
- 4) **Family Engagement: PTA, SLT; a large percentage of parents attend meetings. All parents feel welcome, English and Spanish speakers. We translate all documents and hand-written notices sent home regarding individual students.**

II. Accomplishments

- 1) **Developed lesson plans**
- 2) **Integrated the Common Core State Standards**
- 3) **Implemented a new reading and math program, Journeys (a balanced literacy program with phonemic awareness and comprehension components) and Math in Focus (a mastery curriculum) respectively.**
- 4) **Arts & Sciences curriculum supports college readiness**
- 5) **Global connections class is all inquiry based enabling students to develop their ability to effectively ask and answer questions.**
- 6) **Secured various partnerships to support scholar character development (academically and socially), secure teacher resources, and for school beautification**

III. Challenges

- 1) As a small school we have a limited budget and a small staff. Many of our staff members are responsible for various areas and departments in our school.**
- 2) Sharing space as an Elementary School with a middle school is challenging. We share the auditorium, gymnasium, cafeteria and yard space, which requires quite a bit of communication and planning,**
- 3) Budgetary constraints limit us from hiring key people: i.e. guidance counselors, parent coordinators, school aides, paraprofessionals, and an ESL teacher, to name a few. In addition, as the only out-of-the-classroom person in my building, the administrator, it can be difficult to balance instruction with all of the other transactional tasks.**
- 4) Busing is an immense challenge, especially for an early childhood school. Our school is not a zoned school and we have families who live in various areas in Queens, many far away. It has been difficult to accommodate them given the OPT requirements.**
- 5) As a school that was opened to relieve overcrowding many issues arose: enrollment, students started late, we had to wait for students via placement for SpEd and G & T.**
- 6) Data – we did not have a plethora of data gathered when school began as a new school.**

IV. Performance Trends –

When comparing our fall baseline assessment with our interim assessment we noticed the following:

- I. Literacy – All of our scholars are advancing in the following areas: phonics, phonemic awareness and decoding. 35% of our scholars including ELLs, Special Education and General Education scholars need additional support with reading comprehension and oral expression. All of our scholars need vocabulary development to support their articulation. They are developing well verbally; however, in order to compete globally we strive for excellence and exceeding expectations based on the academic standards - we would like to see stronger articulation. Our Gifted & Talented learners are meeting the kindergarten, and many are approaching 1st grade standards, with the exception of two who are receiving additional support. Finally, there are three scholars who are in our ELL and Special Education population who are above kindergarten level based on their hard work and our individualization and will be tested for our Gifted and Talented program.**

- II. Math – All of our scholars are advancing in the following areas: counting from 1-20, sorting and classifying, shape and number recognition and adding within 1-10. Scholars are developing in the area of mathematical reasoning.**

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.

You may elect to respond to this section by referencing the page(s) and sections(s) in your New School Proposal that contains this information. School Leadership Teams may wish to revise their goals once additional student data becomes available.

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) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

- I. Implement and monitor effective data systems by June 2011 to facilitate teacher use of diverse and relevant scholar data to support the needs of all learners by increasing academic rigor and delivering targeted instruction. All scholars will grow at least 10% in literacy and numeracy based on our interim assessment data.**

- II. By June 2011, develop inquiry teams to create and implement intervention and instructional strategies to support scholars with mastery of objectives taught. 100% of teachers will be involved in the Inquiry Process. Our English as a Second Language target population will grow at least 10% as evidenced by our assessments, based on strategies learned from inquiry planning.**

- III. By June 2011, engage parents as an integral part of the PS 290 school community. At least 10% of our population will attend parent events, including PTA meetings, school events and workshops.**

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Provide template to enter and record data • Professional Development on recording, analyzing and using data • Use monies allocated for per session for teachers to grade exams to use the data gathered
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • All teachers collect, analyze and use scholar data for planning one-to-one and small group differentiated instruction based on school-wide expectations • Flexible grouping in classrooms • Formal and Informal Observations • Teachers pre-instruct English Language Learners in appropriate content-area language structure & vocabulary • Leadership Team members have clear responsibilities for data driven instruction • Teachers understand how interim assessments define rigor • Teachers preview upcoming assessment and can predict scholar performance • Professional development is on-going, delivered in “real time” and matches the needs of teachers as defined by scholar weaknesses • Class and grade data collected and analyzed to determine patterns and trends • Parents receive scholar progress reports with strategies they can use at home to support their child • Scholars demonstrate progress in literacy and math as defined above in the measurable objectives section • Scholar portfolios demonstrate literacy and numeracy growth and mastery

Subject/Area (where relevant): Inquiry

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, develop inquiry teams to create and implement intervention and instructional strategies to support scholars with mastery of objectives taught. 100% of teachers will be involved in the Inquiry Process. Our English as a Second Language target population will grow at least 10% as evidenced by our assessments, based on strategies learned from inquiry planning.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> • Using a variety of data sources, collectively teachers identify target group of scholars to focus on for inquiry work • Teachers receive ongoing professional development aligned with their findings to strengthen and accelerate scholar learning and growth
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Provide professional literature on inquiry topic • Provide per session for inquiry team to turnkey and share findings and strategies used • Time built into the schedule for inquiry work
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> • Interventions and instructional strategies are designed, implemented, assessed. • Lessons learned from the inquiry process are shared and applied to the larger population. • Teachers and administrators have developed a culture of learning in which they seek and share knowledge, including best practices and educational literature, across subject areas. • Implementation of PD in the classroom is embraced by teachers and administrator throughout the school. • Teacher PD modified based on their growth • Strategies are tracked and scholar performance is benchmarked and assessed. • Scholars demonstrate progress in literacy and math as defined above in the

measurable objectives section

- **Scholar portfolios demonstrate literacy and numeracy growth and mastery**

Subject/Area (where relevant): Parent Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, engage parents as an integral part of the PS 290 school community. At least 10% of our population will attend parent events, including PTA meetings, school events and workshops.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> • Send survey to parents quarterly • Develop Workshops targeted to meet parents need based on surveys disseminated • Holding regular PTA meetings • Holding regular SLT meetings • Engage in school activities such as Curriculum Night • Invite parents to quarterly social gatherings • Invite families to Parent Teacher Conference Meetings • Recruit Learning Leaders to train parents to be involved in the school
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Use monies allocated for the SLT to meet and determine the best way to engage parents • Identify outside agencies to support with translation notices for parents • Identify agencies to lead parent workshops
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> • Formation of PTA • Formation of SLT • Learning Survey Results • Workshops Offered • Attendance sheets and agendas for Curriculum Night • Certified Parent Volunteers to work in the school • Class and grade data collected and analyzed to determine patterns

and trends

- **Parents receive scholar progress reports with strategies they can use at home to support their child**
- **Scholars demonstrate progress in literacy and math as defined above in the measurable objectives section**
- **Scholar portfolios demonstrate literacy and numeracy growth and mastery**

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.. Appendix 8 will not be required for this year.)

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT (NOT APPLICABLE TO NEW SCHOOLS)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE) – NOT APPLICABLE TO NEW SCHOOLS

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

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

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	The Wilson Program is utilized in a small group setting, and one-on-one, during the school day. The Journey Intervention component includes scaffolding and differentiation in small groups as well as one-to-one during the ELA block. ECLAS data targets students in need of literacy support and phonemic awareness.
Mathematics:	Math Academic Intervention is given by classroom teachers and academic intervention service providers. Our Math program incorporates stations time, where students work in small groups according to their needs identified by our assessment data. In addition, the Math In Focus curriculum has built-in differentiation and intervention components that allow for students to receive small group instruction personalized to their needs.
Science:	The Academic Intervention Service providers and classroom teachers use Science texts to support reading intervention. This occurs 1 period each week in a Guided Reading group. Our quarterly revisit week also gives the cluster teacher additional periods to push-in and support students with comprehension and vocabulary using Science and other non-fiction texts.
Social Studies/Global Connections:	The Academic Intervention Service providers and classroom teachers use Global Connections texts to support reading intervention. This occurs 1 period each week in a Guided Reading group. The classroom teacher uses centers to tailor the activities to meet the student’s individual needs.
At-risk Services Provided by the Guidance Counselor:	N/A

At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	N/A
At-risk Health-related Services:	N/A

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

NCLB/SED requirement for all schools

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

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

This is a new school that opened its doors in September 2010, as we have only 18 ELLs, we do not qualify for Title III funding because we do not meet the minimum of 30 students.

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) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

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.

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.

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)

Travel		
Other		
TOTAL		

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.
 - a. ATS Report – identifies all home languages.
 - b. Home language surveys used to identify incoming new admits.
 - c. Parents have also expressed the need to receive documents in Spanish, which has helped us to identify needs and support them with translations.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The major translation and oral interpretation needs are twofold: one-on-one parent conferencing and written communication to parents in their home language regarding school information as well as homework translation to support parents in helping their children with their homework.

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.
 - a. Oral interpretation services are determined by the Principal, Parent Outreach team, and in house staff.
 - b. We provide in house translation in Spanish. Translation in other languages if necessary will be provided using the translation unit.
 - c. Our School Secretary and parent volunteers from our PTA are our representatives to the community of parents.
 - d. We will contact the translation unit to support the school,

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.
 - a. Determine the community of languages of the student population through ATS and through the Home Language Surveys completed by new admits to the NYC Public School system.
 - b. Determine languages that can be translated or interpreted in house staff members.
 - c. Determine languages that can only be translated or interpreted through the Translation and Interpretation Unit.
 - d. Follow procedures outlined in the Translation and Interpretation Unit website to meet the translation and interpretation requirements.
 - e. Maintain copies of all written communication in the required languages.
 - f. Oral Interpretation will be provided by in-house staff in Spanish and other languages as necessary.

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>.
 - a. The required DOE translation unit postings will be placed at strategic locations in our school.
 - b. The School Secretary will serve as the point of contact for translation services as well as volunteers from the PTA.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$33,344.00	N/A	\$33,344.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$333.00	N/A	\$333.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$1,668.0	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$3,334.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 3

Our school is a new school. We did not have students during the 2009-2010 school year.

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

Our school is a new school. We did not have students during the 2008-2009 school year.

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

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

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

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

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

PS 290's Parental Involvement Policy (Issuing Date – September 2010):

We are committed to providing an excellent, well-rounded educational experience for you and your child! We are glad that you are here! Collaboration is an important tenet of our school and we depend on strong participation from you and our community at large. With your help, we can make PS 290 Elementary School a vibrant and rich experience for all scholars.

Through personalization, we provide our scholars with interdisciplinary learning opportunities to help them develop a greater sense of self and the world. Our staff is **accountable** and responsible for every child's academic, social and emotional development, and all scholars at PS 290 develop the **courage** to achieve academic **excellence**.

Our core values are: Be Accountable; Be a Courageous Learner; and Always Do Your Best.

Our goal is that each child develops the skills s/he needs to meet or exceed all academic standards. At PS 290 Elementary School, parents can expect regular communication between school and at home, which includes:

- **Assignment Notebook:** Everyday scholars will write their homework assignments in their planners. Teachers will also use this space to send home messages. Please check this notebook daily to stay informed with what is taking place in your child's classroom.
- **Performance Notes:** As necessary teachers send home performance notes to update parents on their child's progress. These notes must be signed and returned to school the next school day.
- **Principal's Newsletter:** Every month the principal publishes a newsletter to keep families up to date with PS 290 Elementary School news and scholar achievement.
- **Curriculum Night:** Parents to come in to discuss elements of the curriculum taught and provide suggestions on home-school extensions.
- **Conferences:** Report card conferences held three times per year. In addition, families, teachers, or the principal can arrange individual conferences.
- **Parent Teacher Association (PTA):** We have a very active PTA. All parents, guardians and care takers are encouraged to participate. Contact our parent association president and check the family bulletin board for updates and additional information.

We have an open-door policy. You are encouraged to participate in your child's learning!! Here are some additional

Ways you can collaborate with us:

- volunteer to assist in classrooms and labs and serve as facilitators;
- attend field trips;
- facilitate and attend family game night: Math, Literacy, Global Connections, and Science games; and
- assist with fund raising events.

Again, your active participation is integral to our success. Our collaboration will ensure our scholars internalize our creed: *"We believe we can do all things and become anything we dream. We are responsible for ourselves and our actions. We have compassion for others and we will create a better world. If we believe, and work hard at it, we will achieve it."*

Here are opportunities and ways you can be involved:

Parent Outreach Team

At PS 290, we have a team of faculty members dedicated to parental involvement. They are responsible for our Family events and keeping you informed. If you have any concerns or suggestions, please do not hesitate to contact the Parent Outreach Team.

Parent Teacher Association

If you are looking for an excellent way to get involved at PS 290, then you may want to consider joining the Parent Association. The Parent Association is a dedicated group of parents that coordinate monthly meetings and organize school-wide fundraisers. Officers will be elected at the first meeting in September.

Meetings with School Faculty

PS 290 welcomes parental input and involvement. If you would like to meet with your child's teacher or any other faculty members, please schedule an appointment to ensure everyone's availability.

Volunteering at PS 290

PS 290 is a service-oriented school, so we love parent volunteers! You can donate your time, talents, or treasures to help your child's school. Please contact the Parent Outreach Team to arrange a time to come in and discuss what you would like to do to help. Your help and support is greatly appreciated.

Curriculum Nights

Families who participate in Curriculum Night will learn about what your child is learning during upcoming units, as well as receive strategies to work on at home that will support your scholar's efforts at school.

Parent Teacher Conferences

There are two specific times during the year where PS 290 hosts Parent Teacher Conferences. This year, the first sessions will take place on Tuesday, November 9th and Wednesday, November 10th. The second sessions will take place on Tuesday, March 15th and Wednesday, March 16th. A family member must be present at these conferences in order to obtain their child's report card.

Scholar Responsibilities:

Uphold the values of the ABCs of PS 290:

The ABC's of PS 290

Always be accountable

Be courageous

Citizenship

Dedication to excellence

Effort = Success

Friendship

Go Green!

Help others

Imagine

Journey to college

Kind to others
Listen carefully
Mind your manners
Neat and organized
One mic
Prepared to learn
Question
Respect
Study
Take initiative
Uniform
Volunteer
Wonder
Xenial
Yes you can!
Zest for learning

In addition to upholding the ABCs of PS 290 and our core values, accountability, courage and excellence, teachers list the schedule for the day to help scholars know what to expect and to foster scholar independence.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS – NOT APPLICABLE TO NEW 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.
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:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - 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.
 - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.

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.
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.
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.
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.

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,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	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						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS – Must be completed by all new 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.
Our school goals were created to include all of our students including Title I. We are working purposefully to meet those goals. In addition, we use the Common Core State Standards to guide our planning to ensure we are meeting the state standards. We have designated materials and resources to support our students. Finally our curriculum and AIS supports individual scholars to ensure they meet their learning goals. Our school designed, in consultation with parents and staff, an instructional program to meet the needs of our Title I scholars.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
We believe in an inclusive environment and we do not separate Title I children from the general population. We do however pay attention to the individual needs of each child and support them in full by helping at-risk scholars meet the all academic achievement standards. Our instructional strategies are based on scientifically based research that strengthens our core academic program and high

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.

quality curriculum – we use Math in Focus and Journeys (ELA). In addition, our extended learning, block time, as well as AIS all support our scholars. Finally our scholar assessments reflect the high expectations set for our learners.

Our professional development for teachers, our principal, coaches and paraprofessionals is personalized to support their individual needs based. The training they receive helps them implement effective strategies to support scholar achievement.

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;
 - Inquiry team – our inquiry team uses data to determine school trends. They then create strategies to support learners with mastering concepts taught.
 - AIS – scholars work in small groups based on data to support their learning goals
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and General Instructional Programs – we do not use Everyday Math and Teacher’s College for our school. Instead, we use Math In Focus, which as research indicates is a mastery based curriculum where students master and retain the concepts taught. We use a literacy program called Journey’s, which has a phonemic awareness and comprehension component.
 - c. Minimize removing children from the regular classroom during regular school hours;
We use a push-in model to service all students, except in extreme cases where a student needs separate individual support.
4. Coordinate with and support the regular educational program;
All students benefit from our regular educational program.
5. Provide instruction by highly qualified teachers;
All teachers will receive Professional Development and the opportunity to take additional courses in school. Highly qualified and other professionals will receive PD that is targeted to meet their individual needs.
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
 - Our faculty conferences serve as a means to mentor and support teachers professionally
 - Our two-day retreats, which take place three times a year enable us to work closely with our teachers to support their professional development
 - We send teachers to professional development sessions and they turnkey information gathered
 - Our paraprofessional plan with all of our teachers and receive the aforementioned opportunities as well
 - Our parents attend SLT meetings where they receive relevant information to support their children

- Our parents attend workshops offered
7. Provide strategies to increase parental involvement; and
 - School notices sent home in student household preferred languages
 - Use family/teacher log books to communicate regularly
 - We use parent leaders to ensure we are responsive to parents' needs and to increase their engagement
 - Parents receive timely notice and incentive to attend all PTA meetings
 - Our parent outreach team meets with the PTA to collaborate and generate ideas for our school
 8. Coordinate and integrate Federal, State and local services and programs.
 - We use funding to support all of the programs.
 - Local service agencies and programs support school development
 - Teams of staff members meet to coordinate all programs

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

NOT APPLICABLE

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

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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

NOT APPLICABLE

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

We have no students who are in temporary housing.

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 presently have three (3) students who are in temporary housing.

2. Please describe the services you are planning to provide to the STH population.
 - We have identified resources and agencies for donations and other supports
 - We hold workshops regarding nutrition, identifying resources, etc.
 - We met with families to determine if they need any other social services support
 - Our PTA reaches out to them regularly to build a trusting relationship
 - We assist those scholars in meeting our challenging academic content and academic achievement standards as well as assisting them when they have urgent needs
 - We will work with the STH liaison in our borough Office of School and Youth Development (OSYD), and our STH liaison in our Children First Network (CFN) to identify the needs of students in temporary housing, review resources, and plan ways to address their needs
 - We assist families with transportation to school once the student is permanently housed
 - We collect data to assess their needs on an on-going basis

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

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

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

Attach New School Proposal

The new school proposal could not be embedded in this document. However, it was uploaded as a PDF onto the CEP document submission form.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 290						
District:	24	DBN:	24Q290	School		342400010290	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K			0				
Kindergarten			62				
Grade 1			0				
Grade 2			0				
Grade 3			0				
Grade 4			0				
Grade 5			0				
Grade 6			0				
Grade 7			0				
Grade 8			0				
Grade 9			0				
Grade 10			0				
Grade 11			0				
Grade 12			0				
Ungraded			0				
Total			62				

Attendance - % of days students attended:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
			60.0

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10

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

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10

<i>These students are included in the enrollment information above.</i>				CTE Program Participants			
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English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants			
---	--	--	--	---------------------------------------	--	--	--

<i>(As of October 31)</i>	2008-09	2009-10	2010-11		2007-08	2008-09	2009-10
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# in Transitional Bilingual Classes			TBD	Number of Staff - Includes all full-time staff:			
-------------------------------------	--	--	-----	--	--	--	--

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
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# in Dual Lang. Programs			TBD	Number of Teachers			
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# receiving ESL services only			TBD	Number of Administrators and Other Professionals			
# ELLs with IEPs			TBD				

<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals			
---	--	--	--	---	--	--	--

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
				% fully licensed & permanently assigned to this school			
				% more than 2 years teaching in this school			
				% more than 5 years teaching anywhere			
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			
American Indian or Alaska Native			0.0	% core classes taught by "highly qualified" teachers			
Black or African American			1.6				
Hispanic or Latino			69.4				
Asian or Native Hawaiian/Other Pacific			21.0				
White			6.5				
Male			51.6				
Female			48.4				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

	Phase		Category		
	In Good		Basic	Focused	Comprehensive
	Improvement Year 1				
	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:	ELA:
Math:	Math:
Science:	Graduation Rate:

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 606	District 24	School Number 290	School Name 24Q290
Principal Mieasia Harris		Assistant Principal N/A	
Coach Shaun Porter		Coach type here	
Teacher/Subject Area Ellen Delusu/Classroom Teacher		Guidance Counselor type here	
Teacher/Subject Area type here		Parent type here	
Teacher/Subject Area type here		Parent Coordinator type here	
Related Service Provider type here		Other type here	
Network Leader type here		Other type here	

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	0	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	5

C. School Demographics

Total Number of Students in School	62	Total Number of ELLs	18	ELLs as Share of Total Student Population (%)	29.03%
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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. When a new student registers at the school, the secretary, Ms. Fajardo, asks the family the preferred language in order to ensure that all registration materials can be read and understood. Within the registration packet is the Home Language Identification Survey. The secretary assists families in case there are any questions regarding the survey. After the Home Language Identification Survey is completed, the secretary gives the information to a trained pedagogue, Mr. Porter, our testing coordinator. Mr. Porter conducts interviews with parents/children and administers the LAB-R and Spanish LAB assessments. Mr. Porter identifies and determines which students are entitled to ELL service.
 2. Once Mr. Porter determines that a child is entitled to ELL service, an entitlement letter is sent home to families in the home language. Families are invited to an orientation within ten days of admission to the school. At the orientation, families are given a brochure in their home language, and Mr. Porter and Ms. Fajardo highlight key points from the CR Part 154. After reviewing the brochure and CR Part 154 highlights, families view the EPIC video in their home language. Before completing the survey and program selection form, families have the opportunity to ask any clarifying questions about the program options. If a family does not attend the orientation, then they are called and asked to come in for an appointment at a more convenient time. The rescheduled appointments must also take place within ten days of admission.
 3. Mr. Porter prepare the entitlement letters in the student's home language. The entitlement letters are sent home in the student's homework folders. If families do not attend the orientaton, then Mr. Porter or Ms. Fajardo call to schedule a makeup appointment. The survey and program selection form are filled out and completed at the conclusion of the orientation. If families choose to take the survey and program selection form home, then they are given a deadline to return the form. Before the deadline, families without a survey and proram selction form are called and reminded.
 4. The criteria used to place identified ELL students in bilingual or ESL instrucitonal programs is based on the program selection form. Less than fifteen of our families selected the Transitional Bilingual Program and the majority of our famililes chose the Freestanding ESL program. If a family did not select the Freestanding ESL program, then they were consulted in their home language and given the option to transfer to a school that offered their desired program or waive their program selection and keep their child enrolled in the Freestanding ESL Program our school offers. Families that chose to remain in the Freestanding ESL Program wrote a letter stating this choice.
 5. In our first year, the majority, 56%, of our families selected the Freestanding ESL program.
 6. The program model offered at our school best aligns with parent requests. The majority of parents selected the Freestanding ESL program, and we do not currently have enough interest or number of students needed to add a Transitional Bilingual Program or Dual Language Program. As the school grows, consideration will be given to adding these programs if families express interest in the program selection forms. We want our families to feel empowered to make the best choice for their child, and we want our programs to reflect the desires of our families.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

- | | | | | | | |
|---------------------------------------|----------------------------|----------------------------|----------------------------|-----------------------------|-----------------------------|-----------------------------|
| <input checked="" type="checkbox"/> K | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | |
| <input type="checkbox"/> 6 | <input type="checkbox"/> 7 | <input type="checkbox"/> 8 | <input type="checkbox"/> 9 | <input type="checkbox"/> 10 | <input type="checkbox"/> 11 | <input type="checkbox"/> 12 |

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

ELL Program Breakdown

	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	18													18
Total	18	0	0	0	0	0	0	0	0	0	0	0	0	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	18	Special Education	1
SIFE		ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	18		2								18
Total	18	0	2	0	0	0	0	0	0	0	18

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	14													14
Chinese	1													1
Russian														0
Bengali														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1													1
Albanian														0
Other	2													2
TOTAL	18	0	18											

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. The Freestanding ESL Program uses two organizational models. Most of the ESL instruction is delivered using a Push-In model. The Beginner and Intermediate level students receive an additional pull out period. The program model is Heterogeneous, where students of mixed proficiency levels receive instruction together.

2. Ms. Delusu is a certified ESL teacher working under a different license. Therefore, Ms. Delusu ensures that all of our ELL students receive the mandated number of instructional minutes through Academic Intervention Services. The Beginner and Intermediate ELL students receive 360 minutes of AIS, while the Advanced ELL students receive 180 minutes of AIS.

3. Freestanding English as a Second Language uses English 100% of the instructional time. In order to make content comprehensible to enrich language development the classroom teachers and AIS program use a wide range of ESL strategies. Teachers use a collaborative learning environment where students have the opportunity to interact with students with different levels of English proficiency. Teachers take time to preview and explain new concepts and vocabulary before the starting the lesson. Teachers use graphic organizers, picture support, and manipulatives to support student entry into instructional topics. Finally, teachers use technology like smartboards and listening centers to support language development.

4. a. We do not have any SIFE students in our first year.

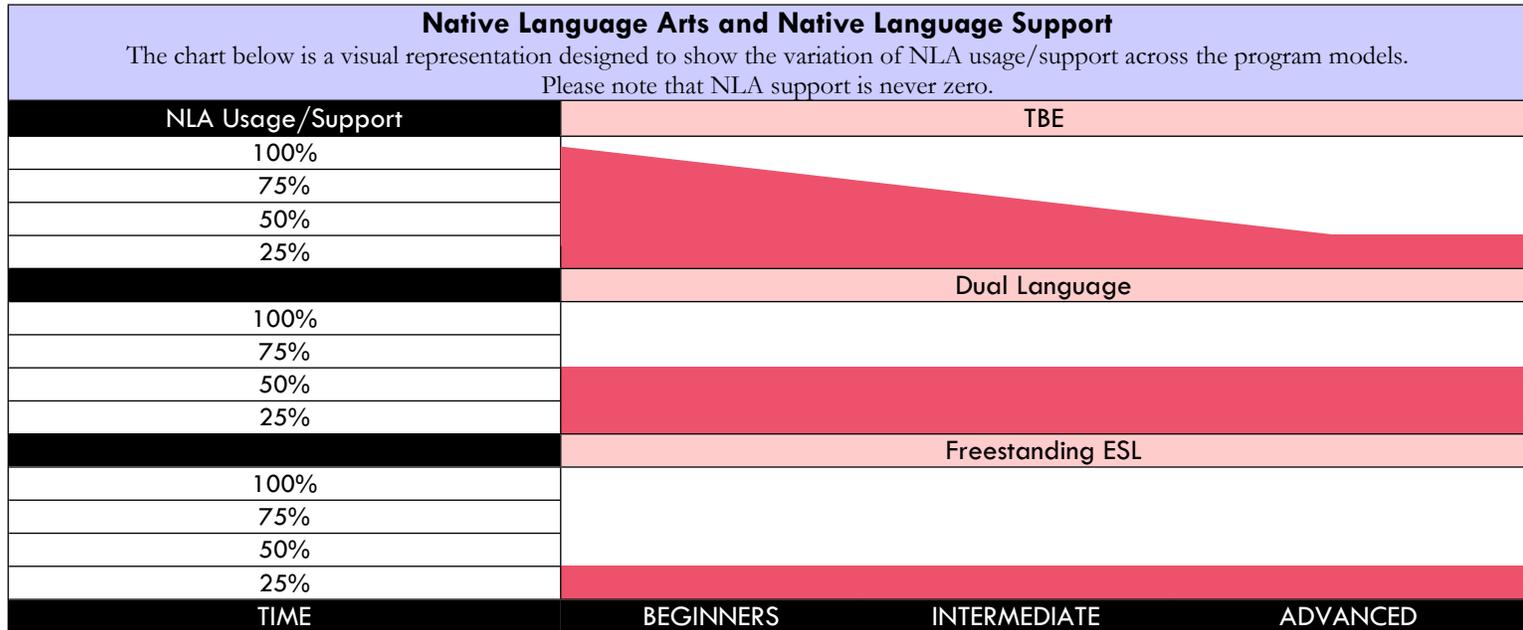
b. We use E-Clas data, Intermim assessments, and classroom assessments to ensure that all students are meeting expectations. In addition

to academic data, we also use an advisory Character Development Program that assesses student behaviors. Through this small group program and teacher observations, we will be able to identify students having difficulty with adjusting to the new environment. Lastly, teachers use varied methods of instruction and allow sufficient time for students to repond and answer questions.

- c. In our first year of Kindergarten we do not have any ELLs receiving service 4 to 6 years.
- d. In our first year of Kindergarten we do not have and Long-Term ELLs
- e. Our plan for ELLs identified as having special needs will incorporate many of the differentiated instructional strategies that all of our ELLs will receive. In addition to the ESL program, we will also use the students' IEPs to deliver a personalized ESL approach.

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

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



B. Programming and Scheduling Information--Continued

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. All of our targeted intervention programs begin by assessing where students are struggling. In ELA, we use Foundations to support phonological/phonemic awareness, phonics and spelling. The ELA Journeys curriculum also includes an intervention component for students having difficulty with comprehension. In Math and other content areas, we use small group instruction to recover gaps in the assessment data. Within small groups, ELLs are supported by visual representations, manipulatives, and teacher modeling and summarizing of key points.
6. We plan to use E-Clas data, interim assessments, and classroom assessments to ensure that no students are falling behind the grade level expectations. If a former ELL is not performing at the expected level after analyzing our assessments, then they will receive targeted instruction in small groups within the classroom and may require additional academic support through AIS or after school programs.
7. In our first year we will not have any new programs or improvements from previous school years.
8. In our first year no programs/services for ELLs will be discontinued.
9. We believe in an inclusive educational approach. Therefore, ELLs have equal access to all school programs. We use a Push-In model to ensure that students are not missing any instruction that their peers may be receiving. We use translation services for homework assignments, notices for families, and key instructional concepts.
10. Teachers use graphic organizers, word walls, process charts, pictorial support, manipulatives, and translated materials to ensure that every child has access to the delivered content. Teachers use technology like document readers and smartboards to enhance the visual support for students. Teachers also use listening centers to enrich language development.
11. The Freestanding English as a Second Language model uses English 100% of the time.
12. All services, support and resources correspond to our students' age and grade level, K. The number of Academic Intervention Service periods for our ESL students meets the needs of our ELL students. The classroom libraries, technology, and materials correspond to our ELLs' ages and grade.
13. Some of the activities the school uses to assist newly enrolled ELL students before the beginning of the school year include the opportunity to visit the school before it opens and a translated family newsletter that includes a supply list and tips for getting your child ready for his/her first day of school.
14. Presently, we only serve Kindergarten so there are no language electives offered to any students at this time.

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. During our monthly Professional Development meetings, we will focus primarily on differentiated instruction. In order to meet the needs of our student population, a great deal of time will be spent specifically on ELL instructional strategies. Since we primarily use a Push-In model, the push-in and classroom teachers will receive professional development around collaborative team teaching models. Teachers will also be given professional literature about teaching ELL students. We also plan to purchase a Rosetta Stone for our general education classroom teachers serving ELLs. Finally, our Math Coach will support classroom teachers with ESL strategies during observations and conferences.

2. We are only serving Kindergarten at this time, but a great deal of professional development and support centers around building student independence so that students will be equipped with the tools necessary to succeed in any environment.

3. The minimum 7.5 hours of ELL training will be met through monthly Professional Development meetings, coaching, and Children's First Network workshops.

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. Starting at registration, parents are invited and encouraged to be active members of the school community. Parents of ELLs are invited to an Orientation where they are given all of their program options. In order to be responsive to our parents, we chose to have a Freestanding ESL program because the majority of our families selected this option. All families are invited to a Family BBQ at the beginning of the school year, where they have the opportunity to meet the teachers and other families. Our school has a very active Parent Association and PA President. All parents are invited to participate in classroom activities like read alouds, class celebrations, and field trips. Parent volunteers support school beautification, lunch and hallway duty. We have a Parent Outreach Team that identifies ways to involve and support family involvement. Our school secretary is bilingual in English and Spanish, so she is able to respond to the questions of most of our families. Teachers call and write home regularly to keep parents informed of their child's classroom performance. We use NYC Department of Education translation services when necessary. We are an inclusive community, and parents are an integral part of it.

2. Our Parent Association plays a key role in securing partnerships with Community Based Organizations and Agencies for our families.

3. Initially, we determine some of our families' needs at registration when we identify the preferred language. Since we are a uniform school, we provide families with a wide range of affordable options when purchasing the uniform. Our Parent Association determines what workshops to offer by using the results of its parent survey.

4. Our parent involvement activities are in response to the needs of our parents. The Parent Association chooses the Community Based Organizations and Agencies to partner with based on the parent survey. Staff members who wanted to ensure that all families, despite language differences, felt included and involved in the school community created our Parent Outreach Team. We carefully consider the language needs of our families by having important documents translated into the preferred home language.

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)	10													10
Intermediate(I)	3													3
Advanced (A)	5													0
Total	13	0	0	0	0	0	0	0	0	0	0	0	0	13

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

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

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

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

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

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

Native Language Tests	
# of ELLs scoring at each quartile	# of EPs (dual lang only) scoring at each quartile

	(based on percentiles)				(based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

1. Our school uses E-CLAS 2 assessment data, Fountas and Pinell, interim assessments, and classroom records. Thus far, the data for our ELL students shows areas of weakness in decoding, multi-syllabic words, limited English vocabulary, sight words, and alphabet recognition. This information is how we form small groups and target specific students with varied instructional strategies. The data will also help our AIS teacher plan what specific skills our ELLs need in order to be successful.

2. The data patterns across proficiency levels on the LAB-R show considerable differences and commonalities among the proficiency levels. Our Advanced ELLs performed much better on alphabet recognition and sight words. They also demonstrate a large English vocabulary. All three groups struggle with decoding and multi-syllabic words. The Intermediate students demonstrated more English vocabulary than the Beginners, who showed very limited English vocabulary.

3. We do not have any students who have taken the NYSESLAT yet, but we plan to use NYSESLAT data to group and target students so that they become proficient.

4. a. Across proficiencies students are struggling in areas of decoding and multi-syllabic words. Need more information to answer this question. According to our Interim Math assessment, students struggle counting past 10. Students also struggle with the concept of more and less. They are strong at identifying how objects are the same and different. Since we use a Freestanding English as a Second Language program, assessments are given in English.

b. In our first year we only have Kindergarten, so we are not using the ELL Periodic Assessments.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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