



P.S. 090 GEORGE MEANY

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 090 GEORGE MEANY
ADDRESS: 1116 SHERIDAN AVENUE
TELEPHONE: 718-681-7023
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 320900010090 **SCHOOL NAME:** P.S. 090 George Meany

SCHOOL ADDRESS: 1116 SHERIDAN AVENUE, BRONX, NY, 10456

SCHOOL TELEPHONE: 718-681-7023 **FAX:** 718-681-6966

SCHOOL CONTACT PERSON: JOAN KONG **EMAIL ADDRESS:** JKong@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Yvonne Weekes Sturges

PRINCIPAL: JOAN KONG

UFT CHAPTER LEADER: Raymond Nazario

PARENTS' ASSOCIATION PRESIDENT: Maritza Alvarez

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 9 **CHILDREN FIRST NETWORK (CFN):** Children's First Network 209

NETWORK LEADER: DANIEL PURUS/MARLENE WILKS

SUPERINTENDENT: DOLORES ESPOSITO

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Joan Kong	Principal	Electronic Signature Approved. Comments: YES Yes Yes
Raymond Nazario	UFT Chapter Leader	Electronic Signature Approved. Comments: Yes Yes Yes
Juanita Pressley	UFT Member	Electronic Signature Approved. Comments: YES Yes Yes
Yvonne Weekes-Sturges	UFT Member	Electronic Signature Approved. Comments: Yes Yes Yes
Marita Anderson	DC 37 Representative	Electronic Signature Approved. Comments: Yes Yes Yes
Ileana Cosme	UFT Member	Electronic Signature Approved. Comments: Yes Yes Yes
JOAN KONG	Principal	Electronic Signature Approved. Comments: Yes
Vita Haskins	Parent	Electronic Signature Approved. Comments: Yes Yes Yes
Margaret Gantt	Title I Representative	Electronic Signature Approved. Comments: Yes Yes Yes
Luz Lopez	Parent	Electronic Signature Approved. Comments: Yes Yes Yes
Cindy Braxton	Parent	Electronic Signature Approved. Comments: Yes
Kyetha McKune	Parent	Electronic Signature Approved. Comments: Yes

Natasha Phillips	Parent	Electronic Signature Approved. Comments: Yes
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* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The school plans to meet each student's needs by setting rigorous academic goals to maintain high expectations. Our staff works with parents and the administrative team to improve student achievement through Academic Intervention Services where students have the opportunity to work in small groups with teachers.

The focus of PS 90 is on the *whole* child, and all students' socio-emotional needs will be met through our School Based Support Team and Guidance Counselor. The Morris Heights Clinic, with whom we have developed a strong and enduring partnership, will continue to provide free medical visits, vaccines, and consultations to our students.

To strengthen the work of our school community, our teachers will work in collaboration with the Parent-Teacher Association and other community stakeholders. The staff will keep parents informed through monthly parent meetings with the Parent Coordinator, progress reports, report cards, telephone conferences, daily conversations, and the monthly calendars. At PS 90 we strive to maintain a safe and welcoming environment that encourages students to maintain a high level of self-esteem and academic excellence. Staff contributions are evident through every aspect of the school community. Teachers are responsible for leading grade level meetings, sharing promising practices, collaboratively developing units of study in all subject areas and writing curriculum.

Our English Language Learners and students with Individualized Educational Plans are expected to show improvement in writing as well as socio-emotional growth. The Inquiry and Instructional Teams will monitor and target "at risk" and "hold-over" students who need special and targeted help. A commitment from all staff members to work collaboratively for the benefit of student learning will result in all students meeting or exceeding the New York State standards in all subject areas. Since there is a clear link between the outcomes from student assessment data and professional development planning, special emphasis will be placed on personalized training in the classroom environment, delivery of quality instruction, differentiated lessons, enriching teacher learning, and closing the achievement gap.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 090 George Meany								
District:	9	DBN #:	09X090	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" 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	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		92.4	93.6	TBD		
Kindergarten	236	254	0						
Grade 1	265	243	0	Student Stability - % of Enrollment:					
Grade 2	253	241	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	226	226	195		90.4	92.09	TBD		
Grade 4	215	195	214						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		93.9	49.8	84.6		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		20	56	TBD		
Grade 12	0	0	0						
Ungraded	2	0	1	Recent Immigrants - Total Number:					
Total	1197	1159	410	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					26	19	17		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	36	23	21	Principal Suspensions	0	0	TBD		
# in Collaborative Team Teaching (CTT) Classes	43	52	0	Superintendent Suspensions	0	0	TBD		
Number all others	40	46	16						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		
# in Transitional Bilingual	132	241	78						

Classes							
# in Dual Lang. Programs	93	102	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	204	223	68	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	13	12	Number of Teachers	109	93	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	20	14	TBD
				Number of Educational Paraprofessionals	7	2	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	69.7	79.6	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	55	69.9	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	87	94	TBD
American Indian or Alaska Native	0.4	0.5	0.5	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	91.8	94.9	TBD
Black or African American	37.3	38.6	39				
Hispanic or Latino	56.1	54.3	53.7				
Asian or Native Hawaiian/Other Pacific Isl.	5.9	6	5.9				
White	0.2	0.3	0.7				
Multi-racial							
Male	47.4	48.2	46.8				
Female	52.6	51.8	53.2				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
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	Ysh	√	-				
Limited English Proficient	Ysh	√					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Our NCLB/SED Accountability Status is: In Good Standing for 2009-10.

DOE Accountability Status : Phasing Out (June 2011)

Student Performance Trends:

Students written communication lacks focus.

The Greatest Accomplishments :

We met our AYP in English Language Arts, Mathematics, and Science during the 2008-09 school year.

We were identified by NYS as a School in Good Standing in 2008-09

We met our AYP in Mathematics and Science during the 2009-10 school year.

We were identified by NYS as a School in Good Standing in 2009-10

Students learned how to extend their in Mathematics (specifically when writing constructed responses in problem solving).

Barriers to continuous improvement:

Additional professional development for the staff in written communication is also warranted, because teachers need to add strategies and new methodologies to meet the needs of the population we currently serve.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> Goal Number 1 To improve student performance in writing as indicated by baseline, mid-line, and end of year writing assessments and/or New York State English Language Arts Exam. Through the Reading and Writing Workshops, teachers will teach reading comprehension strategies, strategies of drafting, revising/crafting, and editing in the content area. Daily writing conferences will be conducted to help students think about what they write through brainstorming, free-writing, role playing, discussion, other pre-writing activities, and homework to support the day's minilesson. A variety of students' writing as well as exemplary pieces will be used to expose students to different kinds of powerful non-fiction genres to make their writing authentic and well-crafted.	<input type="checkbox"/> By June 2011 55 % of the students will improve their writing proficiency level.
<input type="checkbox"/> <input type="checkbox"/> Goal Number 2: To improve the performance and progress of English Language Learners as indicated by formal and informal assessment data and the NYSESLAT results. Students will be able to articulate their learning and the next steps to follow. Students and teachers will engage in conferences to assess the interim progress made before publishing.	<input type="checkbox"/> The objective is to increase the number of 4th Grade students performing at Level 3 by 10% as measured by the NYSESLAT writing section in June 2011.
<input type="checkbox"/> Goal Number 3 A variety of problem-solving strategies for explicit sequential teaching of discrete steps, mnemonic devices, math manipulatives, and math games will be used to provide students with opportunities to perform calculations using appropriate operations (addition, subtraction, multiplication and division). A systematic use of effective conferencing to further support students; grasp of mathematical concepts and full implementation of math journals to develop procedural fluency. Teachers will use on-going assessments as a means of monitoring students' progress and as a guide to plan differentiated lessons.	<input type="checkbox"/> There will a 10% in the number of students who performed at level 3 as indicated by the 2011 NYS Math exam.

SECTION VI: ACTION PLAN

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

Subject Area
(where relevant) :

WRITING

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>Goal Number 1 To improve student performance in writing as indicated by baseline, mid-line, and end of year writing assessments and/or New York State English Language Arts Exam.</p> <p>Through the Reading and Writing Workshops, teachers will teach reading comprehension strategies, strategies of drafting, revising/crafting, and editing in the content area. Daily writing conferences will be conducted to help students think about what they write through brainstorming, free-writing, role playing, discussion, other pre-writing activities, and homework to support the day’s minilesson.</p> <p>A variety of students’ writing as well as exemplary pieces will be used to expose students to different kinds of powerful non-fiction genres to make their writing authentic and well-crafted.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Administration</p> <p>The data from the baseline writing administered on September 13, 2010, will be used to determine the literacy skill development and the instructional needs of the students in Grade 4.</p> <p>Principal/AP will conduct informal and formal observations and meet regularly to debrief. The Principal and the instructional team will collect, analyze, and engage in discussion with teachers regarding students’ performance in the respective area.</p> <p>At the end of each Writing Unit Cycle, the Principal/ Assistant Principal will meet with</p>

	<p>individual teachers to review and evaluate students' progress to determine how teachers are using the data to plan differentiated lessons for students.</p> <p><u>Teachers</u></p> <p>All teachers will participate in bi-monthly professional development on writing instruction. At these a professional development sessions teachers will become familiar with the Common Core State Standards for writing and work to align instructions with the new standards.</p> <p>All teachers will participate in bi-monthly professional development on writing instruction. At these a professional development sessions teachers will become familiar with the Common Core State Standards for writing and work to align instructions with the new standards. They will be shown how the rubric is used for scoring the baseline writing. Teachers will engage in discussion as to how to identify students' strengths and weaknesses and plan differentiated lessons to address the needs that are identified. Teachers will select and submit three samples (high, medium, low) of students' baseline writing to the instructional team at regular intervals to be used for assessing students' progress.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Scheduling showing: 1 hour of writing instruction daily. Meeting times for the Professional Learning Community Professional Learning Community: ELA to focus on the collaborative design and implementation of Units of Study</p> <p>Professional Development : We will draw upon the Network specialists to support ongoing Professional development for teachers to improve students' writing skills.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Schedules of weekly/bi-weekly/meetings with the instructional team to discuss students' performance.</p> <p>Grade-wide assessment results and samples of students' work will serve to determine students' progress.</p>

	<p>Acuity ITA's and NYC ACUITY Periodic Assessments will be utilized to monitor student progress in ELA.</p> <p>Schedules showing time allotted for writing.</p> <p>Planning will show lessons that address students' identified needs.</p> <p>Teachers' Conference Notes.</p> <p>There will be a 3% increase in the number of students who performed at Levels 3 and 4 as measured by the NYSELA exam.</p>
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**Subject Area
(where relevant) :**

NYSESLAT

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> Goal Number 2:</p> <p>To improve the performance and progress of English Language Learners as indicated by formal and informal assessment data and the NYSESLAT results.</p> <p>Students will be able to articulate their learning and the next steps to follow. Students and teachers will engage in conferences to assess the interim progress made before publishing.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Teachers will be given the opportunity to attend CFN Professional Development sessions based on the instruction of ELLs.</p> <ul style="list-style-type: none"> - PD will be provided to teachers on how to deliver instruction using ESL strategies and methodologies on the writing process to students. -Teachers will be provided with materials, time and other resources to help students meet this goal. -Auditory Comprehension and note taking exercises from orally-presented materials -At the end of each Writing Unit Cycle, the Principal/ Assistant Principal will meet with individual teachers to review and evaluate students' progress to determine how teachers are using the data to plan differentiated lessons for students.

	<p>writing pieces.</p> <ul style="list-style-type: none"> -Students' writing samples will be maintained in students' work folders. -Regular grade meetings will be conducted to evaluate students' work or improve their writing skills <div style="border: 1px solid black; height: 40px; width: 100%;"></div>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Title III funds will be allocated to create an After-School /Saturday programs that</p> <p><input type="checkbox"/></p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Students will be monitored internally at 4-6 week intervals to track progress using the ACUITY ITA's and Periodic Assessments.</p>

Subject Area
(where relevant) :

Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Goal Number 3</p> <p>A variety of problem-solving strategies for explicit sequential teaching of discrete steps, mnemonic devices, math manipulatives, and math games will be used to provide students with opportunities to perform calculations using appropriate operations (addition, subtraction, multiplication and division). A systematic use of effective conferencing to further support students; grasp of mathematical concepts and full implementation of math journals to develop procedural fluency. Teachers will use on-going assessments as a means of monitoring students' progress and as a guide to plan differentiated lessons.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Teachers will be given the opportunity to attend CFN Professional Development sessions based on the instruction of ELLs. PD will be provided to teachers on how to deliver instruction using ESL strategies and methodologies on the writing process to students. Teachers will be provided with materials, time and other resources to help students meet this goal. Auditory Comprehension and note taking exercises from orally-presented materials At the end of each Writing Unit Cycle, the Principal/ Assistant Principal will meet with individual teachers to review and evaluate students' progress to determine how teachers are using the data to plan differentiated lessons for students writing pieces. Students' writing samples will be maintained in students' work folders. Regular grade meetings will be conducted to evaluate students' work or improve their writing skills.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Afterschool and Saturday programs will be created to support the students in mathematics.</p> <ul style="list-style-type: none"> • Per Session positions for teachers • Specific textbooks and supplies will be provided for the programs
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/>Every 4-6 weeks we will monitor student progress utilizing Math Acuity ITA's and NYC Periodic Math Acuity Exams.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4	70	70	70	70	20			
5								
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p><input type="checkbox"/> Three teachers will provide academic enrichment in the area of writing. Teachers will work with small groups of students during the school day to strengthen vocabulary usage and to deepen their understanding of the various genres.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/> Based on the data from the NYS Math Exam and NYC Periodic Assessments, our students experience difficulty understanding the concepts of geometry and number sense when solving word problems. Therefore, during the school day teachers have been assigned to work with small groups of students to provide strategies for problem solving. They will use additional materials from Scotts Foresman and Houghton Mifflin to undergird the students with more concrete materials and practice in Mathematics.</p>
<p>Science:</p>	<p><input type="checkbox"/> Students will be given the opportunity to work in small groups in the Science Lab alongside designated teachers during the school day. The opportunity to work in the lab for additional periods will give the students an opportunity to experience ideas that are abstract in their textbooks in a practical concrete setting (with hands on experiments).</p>
<p>Social Studies:</p>	<p><input type="checkbox"/> There are three teachers designated to provide additional lessons, field trips, small group activities, and cultural events to undergird the Social Studies curriculum. These activities will be planned for small groups of students to experience New York State while simultaneously reading and digesting the weekly curriculum.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/> The guidance counselor will provide services for small groups of students and for individuals based on their needs during the regular school day.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/> Not applicable.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p><input type="checkbox"/> Not applicable.</p>

At-risk Health-related Services:

Not Applicable

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

Grade 4

Number of Students to be Served:

LEP 68 LEP + 9 FLEP = 77

Non-LEP 0

Number of Teachers 2- Bilingual Teachers

Other Staff (Specify) 1- ESL

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.

See attachment in the School Documents.

Professional Development Program

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

Professional Development will be provided by BRONX BETAC and the Network CFN.

Section III. Title III Budget

—

School: George Meany School: PS 90
BEDS Code: 320900010090

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	\$13,284.00	<input type="checkbox"/> Funds allocated will be utilized for After-School and Saturday Programs.
Purchased services - High quality staff and curriculum development contracts	0.00	<input type="checkbox"/> Not applicable
Supplies and materials	6,642.00	<input type="checkbox"/>

<ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 		<p>2 sets for each grade Getting Ready for the NYSESLAT 2 libraries for content area of math</p> <p>2 libraries for Reading</p>
Educational Software (Object Code 199)	0.00	<input type="checkbox"/> Not applicable
Travel	0.00	<input type="checkbox"/> Not applicable
Other	2,214.00	<input type="checkbox"/> Parental Involvement NYSABE and ESL Classes.
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand. We provide oral translation in meetings. When applicable, we provide information to parents how they can access translation. The data we use to access the school translation to determine the language needs comes from the Home Language Survey. We interview students, ask parents, get people to translate, and coordinate on-site translator.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

P.S. 90X findings are that there are many more languages demands than we have resources to provide. There are 9 languages/dialects which are spoken within our school. The major findings is that there are much more languages/dialects but we try to pair up the parents and/or students to translate through parent workshops being held, teacher meetings, parents meetings, and informational bulletin boards.

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.

P.S. 90X will provide human resource written translations per meeting to include question and answer period to support their comprehension. In addition, we provide translation and distribution of critical communications in the following areas: registration and selection; standards and performance; conduct and discipline; safety and health; placement in any special education, English Language Learner or non-standard academic program; and transfers and discharges. All written correspondence are distributed to parent is accompanied with Spanish translations. Written translation is provided by in-house school staff and parent volunteers.

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

P.S. 90X will provide human resource oral translations per meeting to include question and answer period to support their comprehension. In addition, we provide oral translation and distribution of critical communications in the following areas: registration and selection; standards and performance; conduct and discipline; safety and health; placement in any special education, English Language Learner or non-standard academic program; and transfers and discharges. All oral interpretation are spoken, to parent is accompanied with translated version. Oral interpretation is provided by in-house school staff and parent volunteers.

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

In accordance to Section VII of Chancellor's Regulations A-663, P.S. 90X will provide timely translation and critical communications by the following areas: registration and selection; standards and performance; conduct and discipline; safety and health; placement in any special education, English Language Learner or non - standard academic program; and transfers and discharges. If a translation is not readily available, we can provide a translation or interpretation of the document.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$413,751.00	\$102,684.00	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,137.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$5,134.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$41,375.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
97%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

We provided opporutnites for teachers to attend classes and workshops off-site that were offered by the Department of Education and City College. We clarified questions related to certification to assist the remaining pedagogues as they moved towards completing the necessary NYS Exams for permanent certification.

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

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

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

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

See the attached Parent Involvement Policy in the School Documents.

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

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

Part B: School-Parent Compact

This school-parent compact is in effect funding school year 2009-2011.

School Responsibilities

P.S. 90 will:

6. Involve parents in planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
11. Provide each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
12. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

Making sure our children follow P.S. 90's dress code.

Making sure my child is on time and prepared everyday for school.

Making sure that my child has a quiet place to do homework every night and that he/she completes it.

Talking to my child about his/her school activities everyday.

Making sure my child goes to bed at an appropriate time.

Participating, as appropriate, in decisions relating to my children's education.

Reading with my child/children every night.

Providing my child/children with a library card.

Expressing praise and encouragement for my child/children's achievement.

Supporting the school's discipline policy.

Helping my child/children accept consequences for negative behavior.

-Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Supports Team or other school advisory or policy groups.

Student Responsibilities

- Come to school prepared, ready to do our best and be the best.
- Do our homework every day and ask for help when we need to.
- Wear our uniforms to school.
- Be honest and respect the rights of others.
- Read at least 30 minutes every day outside of school time.
- Listen and follow directions.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

Please see PS 90's Comprehensive Needs Assessment on pages 10-11.

2. Schoolwide reform strategies that:

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

We provide after-school and a Saturday Enrichment Program which will address the needs of students who scored Levels:2-4 on the NYS ELA and NYS Math Exams.

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

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

o Help provide an enriched and accelerated curriculum.

o Meet the educational needs of historically underserved populations.

We will provide small group instruction one period daily for new arrivals in their Native Language to strengthen oral and written communication.

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

We will provide guidance and counseling in addition to Substance Abuse and Child Abuse Prevention classes for all students.

Small group instruction for recent immigrants will be provided by an ESL teacher daily in addition to regularly scheduled instruction which will assist the students with language and cultural adjustments.

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

Not applicable

3. Instruction by highly qualified staff.

All staff members are highly qualified as per the specifications of NYS Education Department.

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.

Teachers are also encouraged to attend workshops offered by the Network and Department of Education offsite.

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

The principal of P.S. 90 pursues highly qualified teachers by:

Attending job fairs hosted by the NYC Department of Education

Soliciting possible candidates from the current teaching staff and other Network Principals

Using the NYC Open Market as a means of selecting potential candidates for interviews/staffing.

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



Some of the topics that have been and will be addressed are: State Testing, ELL Support, Strategies parents can use to assist with homework in literacy and mathematics.

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.



Parent Coordinator provides assistance and our guidance counselors and principals advise parents about programs within the vicinity that we partner with such as Head Start and the Citizens Advice Bureau to ensure smooth transitions from pre-school to the public school and vice versa.

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.



P.S. 90 has several Professional Learning Communities that review assessments regularly and revise lesson plans and programming based on the needs of the students.

The Instructional Team meets weekly to strategically plan how to best serve the population based on the most current disaggregated data.

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.

-
- All students who are struggling to meet grade level standards are identified through teacher observation, in-house testing and state assessments. They are in turn provided with the proper Academic Intervention Services as indicated on pages 25-27. Students are reevaluated every six weeks to ensure that they are placed in the correct AIS groups.**

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.

-
- Guidance Counselors, SAPIS Workers and School Psychologists provide child abuse classes for students and professional development for staff as well as workshops for parents around child abuse prevention, violence preventions and Diabetes Prevention.**

- We have monthly assemblies where teachers and administrators encourage parents and students to eat healthy foods and snacks. Through the PTA and Parent Coordinator, parents are offered workshops that encourage them to prepare healthy meals and snacks at home.**

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

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds.

The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

Program Name	Fund Source (<i>i.e., Federal, State, or Local</i>)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program	Amount Contributed to Schoolwide Pool (<i>Refer to Galaxy for school allocation amounts</i>)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program
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					activity has been described in this plan.	
		Yes	No	N/A		
		Check(x)	Page#(s)			
Title I, Part A (Basic)	Federal	Yes			\$413,772	True Goals # 1, 2, 3

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
 - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

Not Applicable

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

Not Applicable

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;

Not Applicable

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

Not Applicable

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

Not Applicable

4. Coordinate with and support the regular educational program;

Not Applicable

5. Provide instruction by highly qualified teachers;

Not Applicable

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

Not Applicable

7. Provide strategies to increase parental involvement; and

Not Applicable

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

Not Applicable

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

There are currently 7 students attending

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

Students will be provided with guidance and counseling. These services will be provided on an individual basis by the guidance counselor.

Part B:

Part B - For Non-Title I Schools

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

CEP RELATED ATTACHMENTS

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

File Name - 28_09X090_110410-144435.doc

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 209	District 09	School Number 090	School Name George Meany
Principal Dr. Joan Kong		Assistant Principal Ms. Lachmin Vasquez	
Coach		Coach	
Teacher/Subject Area Ms. Ileana Cosme /ESL		Guidance Counselor Ms. Crystal Mayer-Clark	
Teacher/Subject Area Ms. Juanita Pressley/Art		Parent Ms. Maritza Alvarez/PTA	
Teacher/Subject Area type here		Parent Coordinator Ms. Veronica Rivera	
Related Service Provider type here		Other Ms. Rosa M. Colon /Compliance	
Network Leader		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	1	Number of Certified Bilingual Teachers	2	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	0

C. School Demographics

Total Number of Students in School	174	Total Number of ELLs	68	ELLs as Share of Total Student Population (%)	39.08%
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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) Initially the Home Language Identification Survey (HLIS) is given to each parent or guardian registering a new student. The HLIS is given in the parent's home language. An interpreter is provided if the parent is unable to understand the survey. The HLIS is reviewed and an initial screening is conducted at registration by a certified ESL or Bilingual (Spanish) teacher who administers the HLIS which includes an informal interview in English and/or in the students' native language. Students identified as having a home language other than English will be tested with the LAB-R. When the home language is Spanish then the Spanish LAB-R is administered within ten days in order to determine their ELL status and an informal initial assessment which will determine the student's class placement. A copy of the letter/survey, selection form and the hand score LAB-R is placed in the school's main office. An Entitlement letter and the ELL identification process form from the initial registration is sent to the parent once the student has been identified as an ELL. Entitlement letters are collected and are kept in the student's Cumulative Folder and also in the main office. Formative, diagnostic and summative assessment tools are used to evaluate the student's progress. The results of the hand score LAB-R are initially used to plan instruction effectively and further on the NYSESLAT results are used to evaluate the students progress, to drive instruction and to design a language program for each student. All ELLs are given the NYSESLAT annually in the spring.

(2) Parents/ guardians of ELLs are identified and invited to participate in orientation meetings. We provide on going orientation meetings throughout the school year. The programs (Transitional Bilingual, Dual Language and Free Standing ESL) available to our students are clearly explained at each meeting and in addition the DOE DVD is shown to the parents where each choice is clearly explained to them. We conduct workshops for parents throughout the school year. These workshops are planned to keep the parents informed and to provide the parents with information and activities that are helpful in assisting their children in their academic progress as well as language acquisition .

(3) During the orientation meetings parents are provided with the Parent Survey/selection form including the program selection and the entitlement letter. To further ensure that all entitlement letters, parent survey/selection forms are received, ELL teachers send out reminder letters and make home phone calls. The Parent Coordinator and the Family Worker make contacts with parents and conducts home visits. Students' entitlement letters are reviewed on an on going basis to ensure proper monitoring of documents. If the form is not returned, then the student will be placed automatically in the Transition Bilingual Education class as per CR Part 154.

(4) After reviewing the parent's survey/ selection form we try to accommodate the parent's first choice. We consult with the parent about the differentiation of levels for placement in the TB Educational classes based on the data from the LAB-R, Spanish LAB and informal assessment. Then we inform the parents that we do not offer the Dual Language Program and we provide these parents with the information about the school that offers that program. Next we call that school and inform them about the need to support these parents and their children in their native language.

(5) For the past few years, our Parent Survey and program selection showed a trend preference 28% Dual Language program, 52% Transition Bilingual Program and 20% Freestanding ESL.

*(6) Parents are informed of the programs we offer to the ELL population and are asked to choose the program they prefer. (School Phasing Out)

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	68	Newcomers (ELLs receiving service 0-3 years)	14	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	55	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	10	1		28						38
Dual Language										0
ESL	04			26						30
Total	14	1	0	54	0	0	0	0	0	68

Number of ELLs in a TBE program who are in alternate placement: 1

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					36									36
Chinese														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
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	36	0	36							

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish					14									14
Chinese					0									0
Russian					0									0
Bengali					4									4
Urdu					0									0
Arabic					0									0
Haitian					0									0
French					1									1
Korean					0									0
Punjabi					0									0
Polish					0									0
Albanian					0									0
Other					11									11
TOTAL	0	0	0	0	30	0	30							

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) a&b
 Currently we have 2 TBE classes a total of 36 students. Each class is formed heterogeneously however; one class is servicing the new arrivals and the other class services the more advanced students. The Freestanding ESL Program services 30 ELL and is providing transitional support to 9 that are FLEP students. This Program uses the push-in model. Students are grouped homogeneously by proficiency level

according to the DRA scores, ELL Predictive Periodic Assessment, consultation with classroom teachers, and serviced by one ESL Certified teacher. Each group is scheduled to get the required numbers of units according to the CR Part 154 mandates.

2)

In order to meet the mandated service minutes for ELLs, a block schedule for English Language Arts and math has been established. The ELL provider pushes-in during these blocked periods in order to provide 360 minutes of ESL to Beginner and Intermediate Level students and 180 minutes of ESL and 180 minutes ELA for Advanced and Proficient Level students. TBE Classes provide instructions in both English and Spanish. Each class provides instruction in accordance to the requirements of CR Part 154 by providing instructions in primarily more native language and transitioning to more instructions in English.

3) Teachers in the TBE classes provide instructions for beginners in Everyday Math, ELA, Science, and Social Studies, more in their native language then transition instructions to more English. Students that are at the advance and intermediate levels receive instructions more in English and also their native language in the subject areas.

4)

a) Differentiated Instruction for our ELL subgroups is implemented. Currently PS 90 has one SIFE student. In this event now that we have one SIFE student we implement our plan to include assessing student to determine appropriate academic levels in English and the Native Language. All attempts would be made to secure resources in the student's native language. We would then determine the grade in which the students should be placed by taking into consideration age and emotional aspects. Students who are mainstreamed will receive supplementary support based on their area of need. In addition, an extended day program and a Saturday Program for all SIFE students. Adequate materials for SIFE students will be provided based on assessment results. Finally, we will monitor progress through formative, diagnostic, and summative assessments.

b) Newcomers (0-3 years) students receive additional language supplemental instruction using small group instruction. In this way students are provided with comprehensible input, scaffolding instruction that is meaningful. The new NCLB requirements obligates the TBE teachers and providers to include more instructions in English. The students in the ESL Program received instruction in English in so preparing the students for all English Language Assessments also native language support. TRB classes are providing more English instruction in order to prepare the ELL students for the ELA. They group students and work with designated students by teaching both content and language. Scaffolding techniques such as bridging schema building, text representation and meta-cognitive development are used to bridge language and content.

c) For ELL students who have received ELL services for 4 to 6 years, an intensive language support will be implemented. Students' areas of weakness will be addressed through explicit instruction strategies and scaffold activities. The on-going focus for these students will be their speaking and writing skills. Strategies such as the use of prompts, graphic organizers, and language frames will be embedded in daily instruction that also include extended day, afterschool and Saturday academy.

d) Presently our school does not have any Long-Term ELLs but if we had any Long-Term ELLs we will provide the student with interventions that are tailored to the students' area of weakness. Such interventions will include additional tutorial periods with the ESL provider, tailored Academic Intervention Support, Extended Day Program, after school and/or an invitation to Saturday Academy.

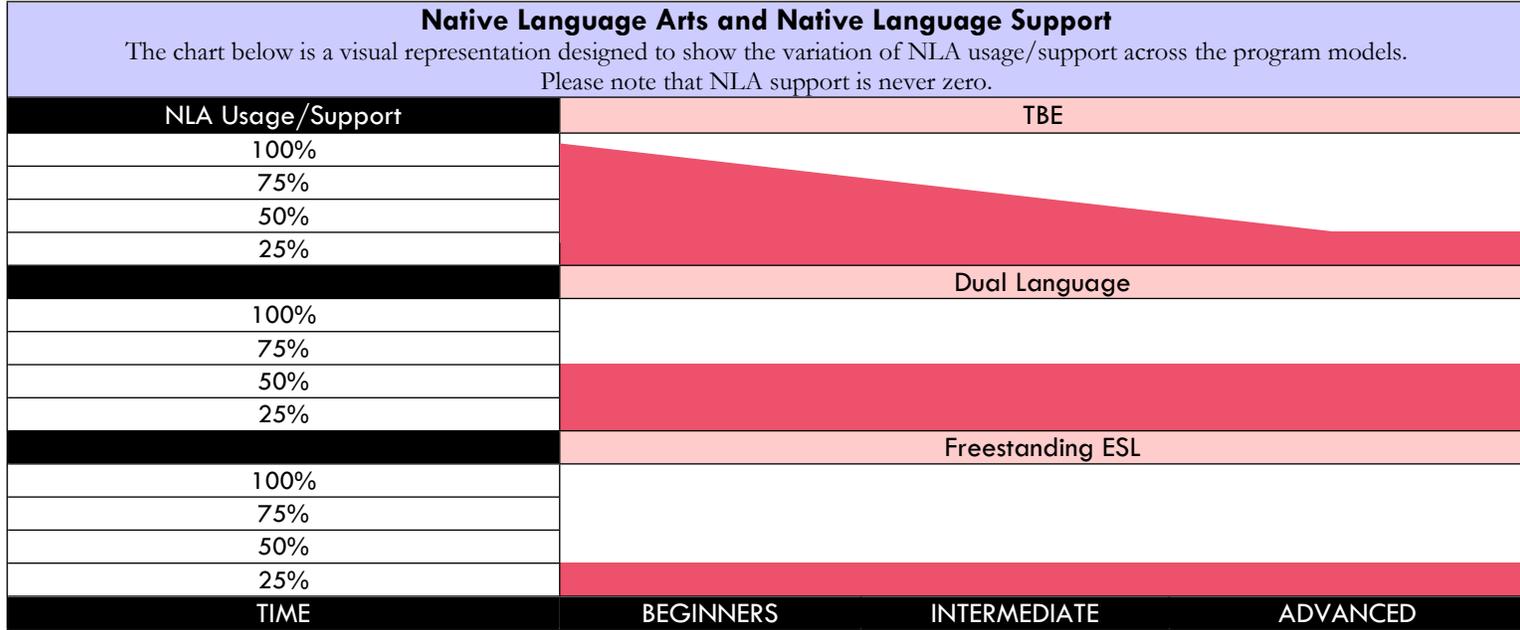
e) ELLs who have been identified as having special needs will receive extra ESL instruction by the ESL provider through a push-in and/or pull-out model. ELL teachers will help in supporting students in their awareness of academic language by focusing on consulting with the IEP providers to measure progress on both short term and long term goals. ESL provider will also review students Instructional Education Plans (IEP) in order to help achieve academic goals.

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) Intervention services are provided for students that are struggling with vocabulary. They become part of a small group instruction in the after school program including 371/2 minutes and Saturday academy, both with support in their native language. ELL provider conduct small group instructional based strategies that are aligned to units of study. ELL provider showcase the specific language components nested in each unit of study by focusing on specific language objectives and uses the instructional framework of a read aloud, modified guided reading/writing, shared reading/writing to scaffold the students' learning. Time has been allotted for articulation between ELL provider and the mainstream counterparts, spending additional period with ESL teacher, analyzing assessment results to determine areas of need and strengths.

6) ELLs who have reached proficiency based on the NYSESLAT will continue to be serviced by the ESL provider through push in support in the Literach block and content areas. ESL provider works closely with the mainstream teacher in helping to plan for a rigorous curriculum that still supports the former ELL. They also receive additional support through the after school program and Saturday academy.

7) We are not planning for next school year (2011-2012) Since we are a phase-out school

8) We are not planning for next school year 2011-2012) Since we are a phase-out school

9) ELL students are included in every aspect of the school academic and enrichment program. The ELL students follow the same program as all other students and have additional support in the services they receive from the ESL teacher. They are also included in the after school program as well as the Saturday academy.

10) We will continue to use intervention programs and effective researched-based instructional strategies such as small group instruction, becoming language watchers or focused small group instructional strategy lessons in order to prevent student from being placed in a special education class. Our current intervention programs are Words Their Way, Getting Ready for the NYSESLAT, Best Practices in Reading.

- o Fountas and Gay Su Pinnell Guided Reading models (Instructional strategies for small group work)
- o Everyday Math and Math Steps
- o Harcourt School Publisher for science
- o The Rigby On Our Way to English ESL Program
- o Words Their Way
- o Technology- Smart board, Lap tops, Sunburst Writing Trek, teacher explanations and dictionaries.

11) The students are taught in English with the exception of the students in TBE classes who receive instructions both in English and in their native language. The home language is used to deliver instructions in the content areas of science, math, and social studies.

12) All our resources and support are directly developed to support our students including the ELL population are screened for age, grade and level appropriateness

13) Newcomers at P.S. 90X were invited to orientation sessions during which time they are assessed to be placed where applicable.

14) As an elementary school we do not offer language elective.

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.

PS 90 will continue to build teacher expertise by providing focused professional development around best strategies for ELLs. Collaborative planning with and across the grade for bilingual and monolingual teachers are embedded in the school program. The 4th grade supervisor assist teachers in planning weekly lessons that address both content and language objectives. The school will continue to support teacher in delivering explicit instruction in all content areas. The following professional development will be provided during the school year 2010-2011: Academic Rigor-What does quality curriculum look like?, Why is it important to apply academic rigor?, Implementation of the Principles of Learning, Analyzing student writing samples by using NYC/NYS Standards, English Language Learners/Scaffolding strategies and writing language objectives, Reading /Writing Workshop for LEP/ELL students, Assessment- using data to drive instruction, Teaching and Learning in Two Languages (TBE), Differentiation of Instruction and ESL Techniques and Strategies. These offerings are specific for ELL teachers as well as mainstream teachers.

In addition, our school is part of the CFN 209. Therefore, administrators will attend workshops on LAB training offered by the office of ELL. Records are kept on the training provided for ELL staff. ESL Network Support Specialist for the English Language Learners will provide ongoing professional development for the ESL Teachers who will turn-key the information to teachers of ELLs thus giving teachers their required 7.5 hours of ELL training for all staff. These professional development workshops will build upon the theoretical and practical aspect of teaching English to learners of English as a Second Language (ESL).

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. PS 90X keeps parents informed of the school activities as well as their children's education and progress. As per CR Part 154 and New York City Department of Education Regulations, parents are informed at the beginning of the school year of programs available to their children. The school holds on-going meetings that address ELL/LEP students, programs assessment of language proficiency, and academic achievement. At PS 90X, we believe parent involvement is a crucial aspect of any successful community school. We realize that keeping the parents involved and informed benefits all students in the school community and helps to create a true partnership.

2. Monthly parent workshops are held to discuss topics such as, but not limited to, ARIS, health and wellness issues, conflict resolution, State and City standards, test sophistication, and building literacy and math skills. These workshops are conducted by the ELL Team, Parent Coordinator, Assistant Principal and guest speakers from our various CBO's including Bronx Works. The Parent Teacher Association and volunteer program involve parents in many different aspects of the school. Parents serve on all committees, including the Building Council, and play an active part in the School Leadership Team (SLT). They are involved in all aspects of planning and decision-making. To better prepare the parents, the school also provides classes in ESL and Technology.

3. During our meetings we give the parents a survey where parents can communicate what they are interested in participating and what adult classes and workshop topics they are interested in and offering in parents' preferred language.

In order to help students transition into middle school, parent informational meetings are held with an interpreter present, as well as, school visits of junior high schools.

In order to help students transition into middle school, parent informational meetings are held with an interpreter present, as well as, school visits of junior high schools.

4. In response to parents request we held meetings to support parents and their children transition to Junior High School.

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)					4									4
Intermediate(I)					25									25
Advanced (A)					39									39
Total	0	0	0	0	68	0	0	0	0	0	0	0	0	68

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B					3								
	I					2								
	A					12								
	P					50								
READING/ WRITING	B					2								
	I					26								
	A					39								
	P					0								

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	24	28	8	1	61
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	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	15	4	19	14	8	6	0	2	68
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	0			
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	2	7	5	21				
Chinese Reading Test								

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

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

1. Our school uses Fountas and Pinnel, DRA, and TCRWP, Acuity, and the ELL Predictive to asses our ELL students. The data provides the levels of Literacy skills. The teachers use the data collected from all these assessments to differentiate instrujction for our ELL students. The results from the ELA and Math provides an insight as to students performance.

2 . NYSESLAT data shows 7% of the students scored at the beginning level, 35% scored at the Intermediate and 18% scored at the Advanced level in the overall NYSESLAT or LAB-R. In the NYSELAT Modality 4% scored at the beginning level for Listening & Speaking 2% at the intermediate level, 18% at the advanced level and 75% at the proficient level. In the modality of Reading and Writing the students scored 2% at the beginning level, 39% at the Intermediate level and 58% at the advanced level. This reveals that our students do better in the Listenina & Speakinga modality than the Readinga and Writinga component of the NYSESLAT. If we consider the staages of learning a

program will engage in parallel units of study for reading and writing in English. Teachers will receive training in scaffolding strategies for ELLs to better prepare the students. The New York City Department of Education's Balanced Literacy Program and Every Day Math programs provide ample opportunities to address the four modalities. Content area curriculum includes projects and activities that address the four modalities as well.

3. The patterns across the NYSESLAT modalities help us to plan instruction to meet the needs of the ELLs.

4. According to the modalities of the NYSESLAT we find that students show growth in Listening and Speaking first and by the third year they show proficiency in all modalities. In comparison to the native language the students are able to show proficiency in all modalities, listening, speaking, reading and writing. (b) The teacher use the results of the ELL Periodic assessment to plan differentiated instruction. (c) From the Periodic Assessment we learn the students performance level and their challenges. The native language is used to develop their comprehension skills. (5) We do not offer a Dual Language Program. (6) The proficieny level of Ells is monitored and evaluated by looking at students work and available data from their performance in the each modality of listening, speaking, reading and writing. It is our goal to enrich instructions in order to provide the students with the opportunity to be academically successful.

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		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 090 George Meany					
District:	9	DBN:	09X090	School		320900010090

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	
	K		4	v	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	0	0		92.4	93.6	93.9
Kindergarten	254	0	0				
Grade 1	243	0	0	Student Stability - % of Enrollment:			
Grade 2	241	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	226	195	0		90.4	92.1	89.5
Grade 4	195	214	174	Poverty Rate - % of Enrollment:			
Grade 5	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	0	0	0		93.9	84.6	83.2
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		20	56	18
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		26	19	17
Ungraded	0	1	0				
Total	1159	410	174				

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	23	21	0	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	52	0	0	Superintendent Suspensions	0	0	0
Number all others	46	16	5				

These students are included in the enrollment information above.

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	241	78	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	102	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:							
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				
# receiving ESL services only	223	68	TBD	Number of Teachers	109	93	38
# ELLs with IEPs	13	12	TBD	Number of Administrators and Other Professionals	20	14	7
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	7	2	4

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	69.7	79.6	76.3
				% more than 5 years teaching anywhere	55.0	69.9	84.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	87.0	94.0	84.2
American Indian or Alaska Native	0.5	0.5	0.0	% core classes taught by "highly qualified" teachers	91.8	94.9	97.1
Black or African American	38.6	39.0	33.9				
Hispanic or Latino	54.3	53.7	59.8				
Asian or Native Hawaiian/Other Pacific	6.0	5.9	5.7				
White	0.3	0.7	0.6				
Male	48.2	46.8	45.4				
Female	51.8	53.2	54.6				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial	-	-					
Students with Disabilities	vsh	v	-				
Limited English Proficient	vsh	v					
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10				Quality Review Results – 2009-10			
Overall Letter Grade:	NR	Overall Evaluation:					NR
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