



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** PS 90

**DBN (21K090):**

**PRINCIPAL:** GRETA HAWKINS

**EMAIL:** GHAWKINS@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** ISABEL DIMOLA

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
Greta Hawkins	*Principal or Designee	
Vicky Giasemis	*UFT Chapter Leader or Designee	
Dina Rosado	*PA/PTA President or Designated Co-President	
Carol Russo	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Jean DiPietro	Member/Teacher	
Felicita Henry	Member/Parent	
Daisy Kirkland	Member/Parent	
Betty Matos	Member/Teacher	
Leslie Ann Manuel	Member/Parent	
Susan Oberti	Member/Teacher	
Cynthia Delgado-Quinones	Member/Parent	
Lisa Serrano	Member/Parent	

## ANNUAL GOAL AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal # 1**

By June 2012, our ELL population in grades 3-5 will show an increase of 3% on the State ELA exam as measured by the NYSED accountability report

### **Comprehensive needs assessment**

Only 11% of our 3<sup>rd</sup> graders achieved mastery in the 2010-2011 NYS exams. In the 4<sup>th</sup> grade, 38% scored a level 3 or 4, while in 15% of our students achieved proficiency in the 5<sup>th</sup> grade. In 2009-2010, our ELL did not make AYP in ELA. However, this past year our ELL students did make adequate progress. 25% to 30% of our students who enter our school in PK and Kindergarten need ESL services. There is a need to re-assess the number of teachers who are qualified to support the needs of the non-English speakers in the lower grades. We have also noticed that a large number of our students are receiving ESL services for four years or more.

### **Instructional strategies/activities**

#### Activities

- We will use Reading Street program which provides teachers with ELL strategies embedded in each lesson as well as an ELL teaching guide that provides an alternate lesson each week with multilingual selection summaries, word cards, and language activities
- Teachers will incorporate ELL weekly teaching posters into their instruction as a tool for pre teaching vocabulary, building background, and helping students to access content
- Teachers will use the ELL and Transition Handbook with information about best practices, research, home-language activities, phonics and grammar lessons, and ongoing assessment
- Students will have at their disposal a weekly ELL Reader that helps students in building their vocabulary and language skills
- Students will have access to several print materials available in Spanish including leveled readers, big books, wall cards, Read Alouds, audio-cassettes, and flip charts with poems, rhymes, and songs.
- Teachers will examine data from weekly selection tests, benchmark tests to determine next steps for ELL students and next steps for lesson planning
- Administration will use data from the assessments noted above to determine professional development needs of staff
- Teachers will use the Rounds Protocol to regularly examine student work in Inquiry group and in grade team meetings
- Teachers will receive professional development in using rubrics with the language of the Common Core State standards to

provide specific feedback to students regarding their work;

- Use electronic grade book to track progress of students and to share the results with fellow staff and parents
- Allow teams of teachers to provide feedback to administration about effectiveness of curriculum and gaps that may exist in the lesson planning and actual implementation of lessons.
- Hold a Saturday instructional program will be held for ELLs beginning in January
- Target populations: Teachers servicing ELLs and students in the LEP subgroups  
Responsible Staff Members: Principal, Assistant Principal, Lead ESL teacher, AIS Teacher, Data Specialist, Classroom Teacher, Achievement Coach and CFN 605 staff  
Timeline: September 2011 through June 2012

### **Strategies to increase parental involvement**

- Parent Orientation meetings will be ongoing and provided in six separate languages and will be conducted throughout the 2011-2012 school year.
- Letters, memos, and meetings will be written and held in the dominant language spoken by parents – Spanish.
- Hold ESL classes three days a week at the school for parents. When parents are equipped with language skills, they are able to better assist their children
- Hold computer workshops for parents so that they understand how to navigate ARIS, our school's electronic gradebook, and the DOE web site

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Plans are underway for teachers to receive targeted, focused professional development from staff of CFN 605 in Universal Design Learning, Response to Intervention, and aligning performance tasks to Common Core State Standards Our Achievement Coach will hold data meetings with teachers in order to help them monitor, revise and adjust their curriculum based on data.

### **Service and program coordination**

- The YWCA, a CBO, will provide tutoring services for students throughout the school year. In addition, a program will begin in January to provide workshops for parents of ELL in order to help them understand terminology and concepts students practice in homework exercises
- Two SES providers will also support the academic needs of our ELLs.
- The school will work along with the PK Social worker to reinforce a pre-kindergarten program that focuses on assisting parents in understanding steps needed to improve the oral language abilities, emergent literacy skills that ELLs need in order to ensure a successful transition to the lower elementary school grades

### **Budget and resources alignment**

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, ARRA Funds, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Administrators' per session (Title 1)
- Classroom teachers (Tax Levy)
- F-Status (2.5 days) ESL teacher (Title 1)
- Lead ESL teacher; 4 licensed ESL teachers (FSF)
- Classroom teachers for Saturday program — per session (Tax Levy; Title III)

## ANNUAL GOAL AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal # 2**

By June of 2012, 100% of our teachers will use data to set goals at the classroom level ensuring student progress as evidenced in benchmarking and interim progress reports three times a year.

### **Comprehensive needs assessment**

According to our last Quality Review, conducted in April 2009, it was noted that “school leaders and teacher teams set goals . . . however goal setting at classroom level is just beginning. Most teachers set classroom level goals that align to overall outcomes on summative assessments. Setting benchmarks to monitor student progress is not yet a consistent practice across the school. As a result, interim progress is not measurable, limiting the effectiveness of goal setting as a tool that leverages change in classroom practice to improve student outcomes.” We have made much progress in this area. Our work with Collaborative Inquiry has helped us to set benchmarks as we monitor student progress. Since 95% of our teachers are involved with Inquiry, setting benchmarks has become a consistent practice. There is some work still needed to use data to set goals at the classroom level so as to improve student outcomes.

### **Instructional strategies/activities**

#### Activities

- Teachers will engage in monthly meetings with administrators to receive training in assessing interim and summative data
- Teachers and staff will attend professional development sessions on goal setting
- Teachers will work with data specialist to learn how to extrapolate key findings from data sources (summative assessments, interim assessments, teacher-made exams)
- Teachers will collaborate on goals document that includes student and parent reflection, results of interim analysis, and next steps for students.
- During grade team meetings, grade conference meetings, and faculty meetings teachers will examine not only summative assessments, but interim assessments as well. They will use results of interim assessments to set students goals
- Professional Development will be provided by DOE staff on how to examine and disaggregate data from various tools, such as Acuity
- Teachers will maintain data binders and take part in study groups of text using data to plan instruction
- Administration will assist teachers in developing and using performance data graphs to share information about school level performance, grade level performance, and individual student performance

- Administration will share researched points from based articles on enhancing and implementing strategies on analyzing data through weekly publication of “Monday Message”
- Teachers will evaluate goal setting system and make adjustments where necessary

Target populations: All teachers and students, with a focus of ELLs and SWDs

Responsible Staff Members: Principal, Assistant Principal, Data Specialist, Classroom Teachers, Achievement Coach and CFN 605 staff

Timeline: September 2011 through May 2012

### **Strategies to increase parental involvement**

- Provide parents with goals and interim assessment results, as well as adjustments made to goals set by teachers
- Periodically invite parents to attend “Student Presentations” so as to learn about student performance, student work, and/or student goals
- Share with parents the benchmark assessments and the final assessments
- At School Leadership Teams and at Parent Teacher Association meetings, train parents on S.M.A.R.T. goals and objectives needed to realize goals

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Teachers will receive targeted, focused professional development in the areas of goal setting
- Mentors will be provided to support new and inexperienced teachers in analyzing data, setting goals for students, and using benchmarks to assess realization of goals

### **Service and program coordination**

- Administration will work collaboratively with after-school tutoring programs, BELL, and Education Futures by sharing goals and interim assessment results of students

### **Budget and resources alignment**

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, ARRA Funds, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Classroom teachers—Tax Levy
- Professional Development Per Diem (Title 1)
- Data Specialist Per session (Title 1)

## ANNUAL GOAL AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal # 3**

By June of 2012, 90% of our staff will use Collaborative Inquiry as a tool to understand student outcomes and affect school-wide change in student performance as evidenced through meeting notes from team meetings, faculty conferences, and interim assessments.

### **Comprehensive needs assessment**

In 2007-2008, our school was placed on the SINI list for failing to make AYP for Students with Disabilities. In the three years since the designation, we have entered Corrective Action for failing to make AYP for our SWDs (ELA) in two consecutive years. Over the past three years, we have seen an increase in the number of SWD and English Language Learners in our school. Our current student population is 598. Three years ago, we had 446 students at PS 90. Our 2011 State Exams results revealed that only 42.8% of our students achieved mastery in ELA. In math, only 58.1% of students scored a level 3 and 4. Only 24% of our SWD in the 3<sup>rd</sup> grade scored a level 3 or 4 in last year's state exam. In 4<sup>th</sup> grade, 26%, while in 5<sup>th</sup> grade only 13% of our SWD achieved mastery. With regard to our ELL students, 11% of our 3<sup>rd</sup> graders achieved mastery, 38% in 4<sup>th</sup> grade and 15% in 5<sup>th</sup> grade. There is a clear need to use the Collaborative Inquiry process in order for our teachers to engage in a focused study of strategies to assist students who are outside of the sphere of success.

### **Instructional strategies/activities**

#### Activities

- Adjust schedules to allow teams of teachers to set up inquiry work
- Continue to examine student performance data on all grades and choose target groups of students (3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade SWD and ELLs) for Inquiry during meetings held monthly and in weekly grade team meetings. Our goals will be to use data, look at existing practices, find and test strategies that assist students in increasing their performance level on state exams.
- Collect ongoing data for student learning styles through assessments, surveys and class work
- Hold refresher professional developments on using ARIS Connect as a place for Inquiry Communities

- Write a newsletter for staff highlighting each team’s focus of study and strategies used for that study for easy reference by teachers and paraprofessionals.
- Use monthly grade conferences to allow teams of teachers to engage in case studies of students or to focus on target groups of students.
- Insure that administration provides feedback on case studies of targeted groups by using ACUITY data reports
- Turn-key through professional development, demonstration lessons and team meetings the findings of the team for each Inquiry cycle.
- Provide allotted time during faculty conferences for teachers to share updates and results
- Use electronic grade book to track progress of students and to share the results with fellow staff and parents
- Teachers will generate a plan for implementation of instructional strategies, the timeline to accomplish, and the measures to assess the steps taken

Target populations: Teachers servicing ELLs, SWDs and students in the LEP and SWD subgroups

Responsible Staff Members: Principal, Assistant Principal, Lead ESL teacher, IEP Teacher, SETSS Teacher, AIS Teacher, Data Specialist, Classroom Teachers, Achievement Coach and CFN 605 staff

Timeline: September 2011 through June 2012; Organize the Inquiry Cycles to commence in late October and end in late May

### **Strategies to increase parental involvement**

We will:

- Provide parents with letters informing them of students who are part of the target groups
- Inform parents of the Inquiry cycle and the instructional strategies that are used
- Share with parents the benchmark assessments and the final assessments
- Develop a survey of learning styles of individual students and send to parents
- Develop and obtain from parents information of how they assess their children’s present knowledge base
- At School Leadership Teams and in Parent Teacher Associations, we will obtain from parents their suggestions on how the strategies can be implemented in ways that benefit their children

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Teachers will receive targeted, focused professional development in the areas of strategies for ELLs and SWDs
- Mentors will be provided to support ESL and teachers with special education licenses

**Service and program coordination**

- The YWCA, a CBO, will provide tutoring services for students throughout the school year. Two SES providers will also support the academic needs of student in the targeted groups. One of the providers has employed teachers who are licensed in Special Education. In addition, the curriculum is enriched to address the needs of ELLs. The data obtained from the CBO and the SES providers will be used by teachers during the Inquiry process.

**Budget and resources alignment**

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, ARRA Funds, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Administrators for supervisory of inquiry groups (Per session)
- Classroom teachers— Per session - Tax Levy
- F-Status (2.5 days) licensed ESL teacher (Title 1)
- SETSS teacher, IEP teacher (FSF)
- Inquiry Team Grade Conference Meetings Schedules and Professional Development (FSF)

## ANNUAL GOAL AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal # 4**

By June 2012, our SWD population will show an increase of 3% on their scale scores for the State ELA Exam as measured on the NYSED accountability report.

### **Comprehensive needs assessment**

Last year our school was a SINI-Focused school. This year, we have entered Corrective Action. Our Students with Disabilities failed to make AYP in ELA. Only 24% of our SWD in the 3<sup>rd</sup> grade scored a level 3 or 4 in last year's state exam. In 4<sup>th</sup> grade, 26%, while in 5<sup>th</sup> grade only 13% of our SWD achieved mastery. Only 11% of our 3<sup>rd</sup> graders achieved mastery in the 2010-2011 NYS exams. In the 4<sup>th</sup> grade, 38% scored a level 3 or 4, while in 15% of our students achieved proficiency in the 5<sup>th</sup> grade. However, there has been much progress made with our SWD in ELA. However, we have not quite reached an acceptable level of student performance for all our students, including our SWD.

### **Instructional strategies/activities**

- Beginning in November, we will adjust our resources, class assignments, and schedules to have a SETSS teacher. The SETSS teacher, the AIS teacher, and the IEP teacher will use Wilson and other reading strategies from our Reading Street Program to provide specially designed remediation lessons
- Teachers (in grades 1-5) will receive professional development on providing systematic and explicit instruction on the 5 core elements critical to reading success: phonemic awareness, phonics, fluency, vocabulary, and text comprehension.
- Push-in teachers will frequently visit classrooms to assist with targeted students; pull-out teachers will work with small, identified groups as well
- Our teachers will use Blackline master Skills Tests to measure students' abilities to apply specific unit skills taught in our Reading Street program
- Teachers will use a program that is a fully integrated language arts strand that includes writing, grammar, and spelling. Students will increase their vocabulary and increase their grammar skills through "daily fix it" and through the integration of words in the literature they read
- Teachers will participate in Inquiry Groups to assess whether the curriculum is meeting the needs of SWD
- Teachers and administration will engage in analysis of items on the Acuity benchmark exams. Effort will be made to provide that information to AIS, SETSS, and IEP teachers as well. There will be coherence in the approach of intervention measures for SWD
- Teachers will use the Rounds Protocol to regularly examine student work
- Use electronic grade book to track progress of students and to share the results with fellow staff and parents
- Allow teams of teachers to provide feedback to administration about effectiveness of curriculum and gaps that may exist in the

lesson planning and actual implementation of lessons.

- A Saturday instructional program will be held for SWD beginning in January

Target populations: Teachers servicing SWDs and students in SWD subgroups

Responsible Staff Members: Principal, Assistant Principal, IEP Teacher, SETSS Teacher, AIS Teacher, Data Specialist, Classroom Teachers, Guidance Counselor, PK and General Social Workers, Achievement Coach and CFN 605 staff

Timeline: September 2011 through June 2012

### **Strategies to increase parental involvement**

- Ongoing parent workshops will be held on understanding ACUITY results, getting the most out of ARIS, tips for homework assist, and understanding the IEP academic and social/emotional goals (Parent Coordinator, Guidance Counselor, Social Workers, Administrators)
- Parent child workshops held bi-monthly at PTA meeting and other parent meetings by a teacher to provide parents with tips, “tricks,” and strategies in making studying enjoyable for their children
- Surveys filled out by parents on their children’s learning needs and styles
- Communication on grading policy, benchmark interim assessments, and classroom assessments (through electronic gradebook)
- Hold computer workshops for parents so that they understand how to navigate ARIS, our school’s electronic gradebook, and the DOE web site

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Plans are underway for teachers to receive targeted, focused professional development in the areas of strategies for SWDs from CFN 605.
- Our Achievement Coach will hold data meetings with teachers in order to help them monitor, revise and adjust their curriculum based on data

### **Service and program coordination**

- All SWDs will participate in one of the literacy-based programs that have been established as part of the overall instructional program
- Two SES providers will also support the academic needs of our SWDS in a 4-day and three-day academic after-school program

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal that will support the actions/strategies/activities described in this action plan.
  - Classroom teachers— (Tax Levy, Title III)
  - Guidance Counselor, Social Workers (FSF, Title I)

- Parent Coordinator (Centrally funded)

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	30	14	N/A	N/A	0	0	5	2
<b>1</b>	29	22	N/A	N/A	0	0	0	1
<b>2</b>	25	19	N/A	N/A	1	0	0	2
<b>3</b>	12	8	N/A	N/A	1	0	0	0
<b>4</b>	10	10	0	0	2	0	2	1
<b>5</b>	5	11	0	0	1	0	0	1
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

Name of Academic Intervention Services (AIS)	Description
ELA	Foundations (Wilson) classes are held two times a week for K-2 students identified as at-risk for not meeting State standards as determined by their performance on ECLAS 2 or who have been identified as potential holdovers. Services are provided during the school day in small groups, as push in, and in groups of 20. In addition, a Skills teacher provides 18 periods (50 minutes) of instruction to students in grades 3-5 using the Buckle Down curriculum, as well as reinforcing the school's reading program.
Mathematics	A teacher provides 28 periods (50 minutes) of instruction to students in K-5 identified as at risk for not meeting State standards. The AIS and SETSS teachers also provide math instruction. Teachers push in to classes and work with small groups. The cluster math teacher provides additional math instruction. All the services are provided during the day.
Science	N/A
Social Studies	N/A
At-risk Services provided by the Guidance Counselor	The Guidance Counselor provides at-risk services to 5 students in grades K-5.
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	The Social Worker provides at-risk services to kindergarten boys who have been identified by their teachers as having difficulty adjusting to school. They are also referrals from the school's PPT. In addition, the Social Worker provides at-risk services to girls in the upper grades by supporting their social and emotional needs.
At-risk Health-related Services	The ASTROCARE Social Worker provides at-risk health related services to 7 students in grades K-5. She is affiliated with Coney Island Hospital. Services are provided during the school day, and at times, after school hours.

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## **PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### **SCHOOL-PARENT COMPACT**

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

**III. Student Responsibilities:**

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

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 21K090 **School Name:** PS 90 – The Edna Cohen School

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic             Focused             Comprehensive

**Intervention:**     School Quality Review (SQR)                             External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)                             Not Required for 2011-2012

### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Last year our school was a SINI-Focused school. This year, we have entered Corrective Action. Only 24% of our SWD in the 3<sup>rd</sup> grade scored a level 3 or 4 in last year's ELA state exam. In 4<sup>th</sup> grade, 26%, while in 5<sup>th</sup> grade only 13% of our SWD achieved mastery. Only 11% of our 3<sup>rd</sup> graders achieved mastery in the 2010-2011 NYS exams. In the 4<sup>th</sup> grade, 38% scored a level 3 or 4, while in 15% of our students achieved proficiency in the 5<sup>th</sup> grade. However, there has been much progress made with our SWD in ELA. However, we have not quite reached an acceptable level of student performance for all our students, including our SWD.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
  - Beginning in November, we will adjust our resources, class assignments, and schedules to have a SETSS teacher. The SETSS teacher, the AIS teacher, and the IEP teacher will use Wilson and other reading strategies from our Reading Street Program to provide specially designed remediation lessons
  - Teachers (in grades 1-5) will receive professional development on providing systematic and explicit instruction on the 5 core elements critical to reading success: phonemic awareness, phonics, fluency, vocabulary, and text comprehension
  - Push-in teachers will frequently visit classrooms to assist with targeted students; pull-out teachers will work with small, identified groups as well
  - Our teachers will use Blackline master Skills Tests to measure students' abilities to apply specific unit skills taught in our Reading Street program
  - Teachers will use a program that is a fully integrated language arts strand that includes writing, grammar, and spelling. Students will increase their vocabulary and increase their grammar skills through "daily fix it" and through the integration of words in the literature they read
  - Teachers will participate in Inquiry Groups to assess whether the curriculum is meeting the needs of SWD
  - Teachers and administration will engage in analysis of items on the Acuity benchmark exams. Effort will be made to provide that information to AIS, SETSS, and IEP teachers as well. There will be coherence in the approach of intervention measures for SWD
  - Teachers will use the Rounds Protocol to regularly examine student work
  - Use electronic grade book to track progress of students and to share the results with fellow staff and parents
  - Allow teams of teachers to provide feedback to administration about effectiveness of curriculum and gaps that may exist in the lesson planning and actual implementation of lessons.
  - A Saturday instructional program will be held for SWD beginning in January

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**Part B: For Title I SINI Schools Only**

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

Seven teachers will engage in a series of professional developments provided by CFN 605 on Universal Design Learning, Response to Intervention, curriculum mapping, math CCLS, and performance tasks in sessions held monthly from December through June. In addition, all teachers will receive professional development courses at the school in using the Common Core Learning Standards in math and in reading from Pearson. Fifteen teachers will continue to engage in an ongoing cycle of school and classroom intervisitations. Funds for coverage will be taken from Title 1 funds for professional development.

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

Our teachers who mentor will receive professional developments from the DOE. They recently attended a full day workshop and will continue to receive training in order to assist our newer teachers. In addition, scheduling is such that experienced, knowledgeable teachers meet weekly with inexperienced teachers to discuss lesson planning, data, and inquiry work.

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

We will send letters in various languages via backpack.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Jose Ruiz/ Wendy Karp</b>	District <b>21</b>	Borough <b>Brooklyn</b>	School Number <b>090</b>
School Name <b>The Edna Cohen School</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Greta Hawkins</b>	Assistant Principal <b>Gayle Gordon</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Jane Fu</b>	Guidance Counselor <b>Bernice Knaster</b>
Teacher/Subject Area <b>Maria Rescigno- Math teacher</b>	Parent <b>Yasmin Nfu</b>
Teacher/Subject Area <b>Sandy Feldman-AIS teacher</b>	Parent Coordinator <b>Doris Torres</b>
Related Service Provider <b>Lark Losardo- SETTS teacher</b>	Other
Network Leader <b>Wendy Karp</b>	Other <b>N/A</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>6</b>	Number of certified bilingual teachers	<b>2</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>2</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>2</b>		

### D. School Demographics

Total number of students in school	<b>590</b>	Total Number of ELLs	<b>107</b>	ELLs as share of total student population (%)	<b>18.14%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to questions 1-6 here

#### 1. Steps for Intake Initial Identification Process of ELLs

Within the first ten days of school through initial identification process, the LAP team and school pedagogue who are trained in ELL student intake procedures determine whether the newly admitted students may be limited English proficient or have learning difficulties. This initial process includes the following seven steps:

- 1) Administration of the Home Language Identification Survey
- 2) LAP team and trained pedagogue's attentive engagement with parents during the home language identification process
- 3) Conducting an informal interview in English and in the student's native language
- 4) Administration of LAB-R if the student is eligible for the assessment
- 5) Administration of Spanish LAB if the student is eligible for the assessment
- 6) Placement in bilingual/ESL program (i.e. Transitional Bilingual Program, Dual Language Program, Free-standing ESL Program)
- 7) Administration of annual assessment -NYSESLAT

The LAP team of P.S. 90 is highly aware of the importance of the process that initially determines whether a child may require ELL services or a child may have a learning disability. It is assured that attentive engagement with parents during the home language identification process is always provided by the principal, assistant principal, ESL / bilingual teachers, an IEP teacher or other trained pedagogue.

At enrollment, LAB-B coordinator, a licensed ESL teacher or a pedagogue trained in HLIS identification procedures will be contacted by the office. The pedagogue is present at the registration. A Home Language Identification Survey is administered and completed by every new admit's parent or guardian and the form is given in parent's preferred home language. The trained pedagogue discusses and assists the parent while the parent fills out the form. The HLIS is fully explained to the parent. Questions are answered. An informal interview is conducted at registration by the LAP team with an interpreter who either is a bilingual pedagogue or a translator provided through the Translation & Interpretation Unit. The interview is conducted in English and in the student's native language. If a new admit arrives with IEP, the IEP teacher will be involved in the process of initial identification of LAB-R eligibility. Once a student is determined to be eligible for LAB-R testing, LAB coordinator, licensed ESL teachers and the trained pedagogue are responsible for administering LAB-R to the student.

The student who scores below the State designated cut-off score in LAB-R will be identified as ELL. The student will then be placed and grouped effectively to receive the mandated ESL services in accordance with CR Part 154. If a student is a Spanish-speaking ELL, Spanish LAB will be administered to determine the student's language dominance, "the measurement of the degree of bilingualism, which implies a comparison of the proficiencies in two or more languages." The test results provide the data that later help LAP team analyse, evaluate, and distinguish ELLS' issues related to language acquisition and learning disability. Spanish LAB test administration procedures are: 1) List of ELLS who speak Spanish at home is prepared and reviewed by the LAP team. 2) A trained

pedagogue with Spanish-English bilingual certification is selected for administering Spanish LAB. 3). If more than one trained and qualified examiners are involved , the LAP team will assure that data from different testings are comparable from one test administration to another because all the examiners follow the same test administration procedures . 4) All test material and answer documents are carefully marked and accounted for submitted. After the assessments , Parents receive the entitlement and placement letters from the principal. Newly enrolled students are identified, assessed, and placed within the first ten school days of enrollment. During the entire process of registration, ELL identification, LAP team, school secretaries, the parent coordinator, ESL teachers, and translators are working collaborately to assist parents, address their concerns, help complete all forms, assess and assign placements for ELL students. Languages spoken by pedagogues and the staff are : Spanish, Russian, Chinese, Arabic , Haitian, and French. Parents, once registered, receive updated information from the school staff, and through the Parents Association.

LAP team fully determine which **This school serves the following grades (includes ELLs and EPs)**  K  1  2  3  4  5  6  7  8  9  10  11  12  All English language learners be assessed every year through NYSESLAT. LAP team will use NYSESLAT scores to measure progress toward proficiency. NYSESLAT performance analyses helps us must focus on to ensure our ELLs will raise their level of English proficiency.

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

- List of Entitled ELL students is updated every month according to ATS reports such as RLAT and RLER.
- ESL certified teachers , Jane Fu, Sandra Vargas, Robin Shoen, and Amanda Clattengurg are responsible for administrating the test.
- Parent notification letter regarding NYSESLAT is issued before the test .
- Parent workshop regarding NYSESLAT is conducted before the test.
- NYSESLAT test materials are ordered accordingly in advance.
- Tests scheduled are made within the test window. From April 18-May 18, 2012, NYSESLAT speaking test will be administered. Make-ups will be given within the testing window. Speaking is scored as it is administered. Final dates to submit answer sheete to scanning centers is May 31, 2012. NYSESLAT listening, reading, writing tests will be given from May 7-May 18,2012. Make-ups will be given within the testing window . Scoring dates for writing will be from May 21-May 31, 2012. Final dates to submit answer sheets to scanning centers is May 31, 2012. Proctors are trained on how to administer the NYSESLAT.
- All test material and answer documents are carefully marked, accounted for and submitted.

Every entitled ELL at PS 90 will take the NYSESLAT exam during the months of April- May 2012. ELL Students who score below proficiency (ie. beginning, intermediate or advanced level ) will continue to be entitled to receive ESL services. The continued entitlement letter will be sent home to notify their parents. ELL students who score at or above proficiency are no longer ELLS and are, therefore, no longer entitled to ESL services. The non entitlement letter will be sent home to notify their parents. LAP team uses NYSESLAT scores primarily to identify who should continue to receive ELL services. However, we also use NYSESLAT data to measure progress, strength, and weakness of ELLs' English language skills including listening, speaking, reading and writing. LAP team applies NYSESLAT scores in determining ELLs proficiency levels so that we can provide the appropriate ESL services that best fit ELL students' needs. NYSESLAT results are also used in forming homogeneous learning groups, and determining the most suitable amount of ESL/ELA instructional time.

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

The LAP team ensures that the school has a structure in place to help parents fully understand all three program choices available to them and make informed choices. 1) Once a new student is identified as an entitled ELL, an entitlement letter along with Parent Survey and Program Selection Form are sent home in English and native languages. The letters also include the date of the ELL parent orientation. 2) Bilingual /ESL teachers Jane Fu and Sandra Vargas, with the support of the school administration and the assistance of bilingual Parent Coordinator, Doris Torres, will hold a Parent Orientation meeting within 10 school days of enrollment. The school's bilingual parent coordinator, bilingual ESL teacher, paraprofessionals, classroom teachers, secretaries and parents who speak Spanish, Russian, Chinese , Urdu and Arabic are involved in calling parents to ensure strong attendance. 3) LAP team makes every effort to reach out to every ELL Parent so that those who aren't able to come for the orientation can make an appointments to speak to the ELL program contact person in order to learn the three program choices, have their questions answered and make the informed selections.

4) LAP team makes sure that separate orientations that reflect the parents' language needs are held. They are in Spanish, Russian, Chinese, Arabic, Urdu, and English. 5) The orientations are always well structured to ensure the trained staff be able to articulate the features of the three ELL program models and how they differ so that the parents can make their own decision. Videos are shown in the parents' home language. All materials at these meetings, including the Parent Guide by NYC DOE are distributed in the parents' home

languages. Parents review the videos and all the materials. ESL teachers and the school's parent coordinator explain the procedure and protocol for the identification, assessment, and the placement pertaining to the education of English Language Learners. Parental rights and the characteristics of all three programs are fully explained during the meetings. Parents are given the opportunity to ask questions and translators are available during the entire workshop to ensure complete understanding of all three program choices before they make informed decisions. 6) If a parent speaks a language that is not represented in one of the six major languages, every effort is provided to have the parent attend a separate workshop where a video will be shown and a pamphlet provided in his/her home language. Provisions are made to communicate effectively, through translators arranged by the school or with the help of the parents. 7) Parent attendance at the meeting, and copies of Parent Program Selections are kept on file in the main office for review. Parent choices for the program will be entered into the ATS system within 10 school days of enrollment. 8) If a parent does not attend the orientations after repeated contacts to attend the make-up sessions, the notification letter, along with Parent Survey And Program Selection Form, will be sent home again. It is collected through rigorous efforts. If the Parent Survey and Selection Form is not returned in spite of continuous efforts, the default program for ELLs is Transitional Bilingual Education as per CR Part 154.9) Outreach procedures to inform parents who have previously chosen a TBE/DL program is this: Parents who choose TBE/DL are informed that 1) Their child has a right to placement in a bilingual program as ELL educational services are guided by CR Part 154 . 2) As amended by the ASPIRA Consent Decree, CR Part 154 requires that schools form bilingual educational classes in grades k-8 when there are 15 or more ELLs of the same language in two contiguous grades . 3) If there are not enough students to form a bilingual program, parents have the option of transferring their child to another school that has a bilingual program in the district or region; and if they choose not to transfer their child, they will remain at the school and receive ESL instruction. 4) The school will keep contact with the parents to alert them that once the program becomes available , they will receive the notification letter. Their choices for their children will be honored.

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

As stated in QUESTION 2, once a new admit is identified as ELL, the entitlement letter along with parent surveys and selection are sent home in English and native language. Continued Entitlement Letters are sent home (English/Native language) to the students who score below proficiency level on the NYSESLAT. The entitlement letters inform parents of their child's newly entitled services or continued ESL services. The entitlement letters with tear-off are first dated and signed by the principal informing parents that their children are entitled to receive or continue to be entitled to receive ESL services. The letters are given out to the students by the ESL teachers and classrooms teachers to take home to their parents. The return slips are collected and stored in the main office. The parent surveys and selection forms are first sent home with the entitlement letter. Then the forms are collected during parent orientation meeting after they are filled out, dated and signed by the parents. After that ,the original forms are attached to the original home language survey forms and stored in students'cums . Finally the copies of the forms along with the copies of the home languages are maintained and stored in the main office.

### 4. Criteria used for placement

Criteria used for placement are implemented through the following procedures in place to honor parent choice:

- 1) The LAP team and school staff notify the targeted parents to come to the orientation session, while the translation and interpretation team is formed. ( Greta Hawkins, French/Haitian-English speaking ,Principal/ Doris Torres, Spanish-English speaking Parent coordinator/ Sandra Vargas, Spanish-English speaking certified ESL teacher /Amanda Clatternburg,Russian-English speaking ESL certified teacher/Jane Fu Chinese-English ESL certified teacher/ Sohir Mikhail,Arabic-English speaking paraprofessional/Yasmin Nfu, Urdu-English speaking parent who is the member of LAP team )
- 2) The LAP team has the parents sign -in.
- 3) The LAP team distributes the agenda, Parent Survey/Program Selection Forms, and the Parent brochure.
- 4) Principal, Assistant Principal and LAP team welcome the parents.
- 5) Orientation leader, Jane Fu, certified ESL teacher and one of the LAP team members, explains the purpose of the orientation . She also articulates the features of the three ELL program models and how they differ so that the parents understand it is important for them to make informed decisions. The school LAP team and staff will make every effort to honor the parents in terms of the programs available for them to choose for their children. The message is interpreted word for word in parents' native languages.
- 6) The parents are grouped based on their native languages. The LAP team and other trained bilingual school staff make sure that all the parents involved are well informed of the criteria and procedure used for placement. Through translation and interpretation in their

native languages (Spanish, Russian, Chinese , Urdu, Arabic ) and through sufficient time and opportunity for questions/answers as well as consultation talks, all the parents involved are informed: a). Student must be placed within 10 school days of enrollment. b). Bilingual classes are formed when there are 15 or more students of the same language on two contiguous grades in Grades K- 8. c). If there are not enough students to form a bilingual class, parents can opt for another school that has their desired bilingual program, or have their children stay in the ESL program at the school. d). If parents opt for a bilingual program and our school does not have it, we will inform the parents of a school where such a program exists. e). If parents do not select a program, the students are automatically placed in a bilingual class, if it is available. Otherwise the students will be placed in an ESL class. f). All ELLs must receive at least ESL services as per CR Part 154.

7). Present the Orientation Video for the parents. The LAP team provides updated native language versions of the video to meet parents' language needs. If there is not a version of the video in the language needed , parents may view the English video with an interpreter.

8) The LAP team uses the updated Parent Survey/Program Selection Form in the parents' native language as well as English. If a native language version is not available, the LAP team will provide translation services . The school will use translation funds for low-incidence languages to secure translations for the diverse groups in the school.

9) The LAP team explains each item on the Parent Survey/Program Selection Form with translation/interpretation.

10) The LAP team informs the parents that they can complete the forms at the orientation or at home, but need to return the forms within the designated time.

11) Q & A time: Every parent is provided with plenty of opportunities to ask questions about available bilingual/ESL services and program models.

12) After active communication/consultation, parents will then make their informed choices. The LAP team provides individual assistance if necessary. .

13) The LAP team plans make-up sessions for absent parents, collects the parent feedback forms, provides, Jane Fu, the contact person, with the school phone number, and plans a debriefing session for improvement of future orientations.

14) As a result of the above efforts, the school will place students aligned with their parents' choice. A placement letter will be sent home in English/native language to notify parents that their children have been placed in a program in accordance with their choice. The signed and completed Parent Survey and Program Selection forms are attached to the original HLIS and placed in the student cumulative folder as evidence that ELL student's placement is determined and aligned with the parental choice. Assistance and information will always be provided by our school to the parents who need to transfer to other schools that offer the program they desire.

#### 5. Data Trends Analysis- Parent Program Selection Forms

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

Parent Orientation meetings will be on going in six separate languages and will be conducted throughout the 2011-2012 school year. Based on the returned Parent Program Selection Forms as of September and October, nearly 90% of parents have chosen ESL as their first choice. The numbers do not reflect the need to create a bilingual or dual language class at this time.

Based on the data trends analysis, the LAP team is determined to plan and implement ongoing educational support and intensive instructional interventions to ELLS. The PS 90 LAP team is ensuring that all ELLS benefit from our new programs such as Foundations reading program , Reading Street program , and Envision Math program that are aligned with the Common Core Curriculum. PS90 is also providing strong professional development programs for our ESL teachers and classroom teachers who teach ELLS so that our students receive not just mandated services, but also high quality ESL instruction in every ELL classroom.

#### 6. Program models and parental request alignment

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

show the adequate number required for a bilingual and/or dual language program, these programs have not been implemented in PS 90.

## Part III: ELL Demographics

### A. ELL Programs

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

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

### This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	107	Newcomers (ELLs receiving service 0-3 years)	102	Special Education	11
SIFE	0	ELLs receiving service 4-6 years	5	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. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	N/A			N/A			0			0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Dual Language	N/A			0			N/A			0
ESL	102	0	5	5	0	6	0			107
Total	102	0	5	5	0	6	0	0	0	107

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

### C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish	0																		0	0
Chinese	0																		0	0
Russian	0																		0	0
Korean	0																		0	0
Haitian	0																		0	0
French	0																		0	0
Other	0																		0	0
<b>TOTAL</b>	<b>0</b>																			

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish	0								0	0
Chinese	0								0	0
Russian	0								0	0
Korean	0								0	0
Haitian	0								0	0
French	0								0	0
Other	0								0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 0      Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0      Asian: 0      Hispanic/Latino: 0

Native American: 0      White (Non-Hispanic/Latino): 0      Other: 0

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	13	19	15	11	6	2								66
Chinese	1	1	0	0	0	0								2
Russian	7	2	2	2	1	0								14
Bengali	0	0	0	0	0	0								0
Urdu	3	2	3	1	0	1								10
Arabic	2	5	1	2	0	3								13
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	0	0	1	1	0	0								2
<b>TOTAL</b>	<b>26</b>	<b>29</b>	<b>22</b>	<b>17</b>	<b>7</b>	<b>6</b>	<b>0</b>	<b>107</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

1. How is the instruction delivered?

a. The organizational models

Self-Contained PLUS PUSH-IN MODELS

There is one Kindergarten ESL self-contained class that services Kindergarten ELLs who are at the levels of beginner/intermediate. Another kindergarten class contains ELLs who are at advanced level. Those ELLs receive mandated ESL services by push-in model. All the ELLs in kindergarten are served by a fully licensed ESL teacher. ELLs in kindergarten are all mainstreamed with monolingual English speaking students while they are all fully provided with mandated ESL services. There is a recently created Kindergarten class which contains 7 ELL students and 16 EP students. A newly hired ESL licensed teacher is providing push-in services to all ELLs in Kindergarten classes. There is one first grade ESL self-contained class which has ELLs who are at the beginning and intermediate level. Another first grade class contains ELLs who are all at advanced level. Those ELLs receive ESL service by push-in model. All the ELLs in first grade are served by a fully licensed ESL teacher. ELLs in first grade are all mainstreamed with monolingual English speaking students while they are provided fully mandated ESL services. There is one second grade self-contained ESL class that services ELLs who are all at beginning/intermediate level. There is another second grade class which contains ELLs who all score at the advanced level. Those ELLs receive ESL service by push-in model. All the second grade ELLs are served by a fully licensed ESL teacher. ELLs in the second grade are all mainstreamed with monolingual English speaking students while they are provided fully mandated ESL services. Each week ELL students receive 360 minutes (beginning /intermediate level) or 180 minutes (advanced level) of ESL instruction in coordination with content area learning, and an additional 180 minutes in ELA instruction. ESL methodologies are used throughout each lesson. Instructional scaffolding and differentiation are emphasized. SIOP Model, Q-Tel ESL strategies, workshop models are especially designed for early grade ELL students. In addition, three self-contained ESL classes are also using a technology-based reading program known as Leap Frog. This is an individualized computer program, which is most beneficial to beginning ELL students. It allows them to acquire listening and speaking skills without stress. The ESL curriculum adopted at PS 90 is challenging, rigorous, and comprehensive. Elements of reading, writing, listening and speaking are evident in all lessons.

## A. Programming and Scheduling Information

### ESL Pull-Out model

Pullout Program: ELL pullout students are in the mainstreamed 3-5 grades and classes. Based on the number of ELLs in every grade, there are currently 11 ELLs receiving services by the ESL pullout program. All ESL services are provided via small group ESL instruction. All attempts are made to both differentiate instruction, and to group them effectively, based on their strengths and weaknesses in particular modalities. To ensure that each ELL receives his or her mandated ESL services in the correct educational setting, and to limit group size, pullout services are provided to respond to the educational needs of the ELLs throughout the school. All beginning and intermediate ELLs receive 45 minutes of ESL instruction eight times per week and all advanced level ELLs receive 45 minutes of ESL instruction four times per week. In addition, they receive at least 180 minutes of ELA instruction in their mainstream classes. ESL pullout teacher's classroom is equipped with full libraries, computers, laptops, and standard based materials. All ELLs are educated in a favorable and challenging classroom environment that is well suited for ESL instruction.

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

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

### ESL Push-in model

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

### b. The program models

In ESL self-contained classes, the program model is homogeneous, that is, ELLs' proficiency level is the same in one class in terms of receiving the same amount of 360 minute mandated services. In ESL push-in class, the program model is heterogeneous. ELLs' proficiency levels are mixed. In ESL pull out class, the program model is ungraded in the newcomer group and heterogeneous in a group that contains Special Ed and General Ed. ELLs.

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?

a. As stated in question 1-a, all ELLs in PS 90 are receiving their mandated ESL services based on proficiency levels. All beginning and intermediate ELLs receive 360 minutes of mandated ESL services per week in addition to at least 180 minutes of ELA instruction in the mainstream class. All advanced ELLs receive 180 minutes of mandated ESL service per week in addition to at least 180 minutes ELA service in the mainstream class. There are six fully licensed ESL teachers who are also holding more than one license such as a Reading Teacher 1, Early Childhood, Special Ed, and Bilingual Spanish. The well-trained and qualified teaching staff provide effective ESL instruction to 107 ELLs in P.S 90. ESL program schedules are created and reviewed by the school administration and staff to ensure the mandated number of instruction minutes is fulfilled and there are no conflicts between ESL services and any other related educational services. All classroom teachers and administration receive ESL program schedules.

## A. Programming and Scheduling Information

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

#### Explicit ESL

ELLs from grades K-5 receive their mandated ESL services in either ESL self-contained and push-in classes (grades K-2) or in a pull-out/push-in setting (grades 3-5). Each student receives instruction that addresses their needs. All ELLs receive differentiated instruction. They are grouped based on proficiency levels, modality strength, vocabulary development, and developing learning/thinking strategies. Ongoing assessment is provided by the teacher and through student self assessments.

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

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

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

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
2). All ELLs receive instruction that addresses their specific needs. Students are grouped based on proficiency level, modality strength, learning needs and styles. Hands-on, TPR, and smart board are effective methods in differentiated groups	100%	75%	50%
3). Alignment of ESL instruction with ESL and ELA standards and rubrics.	100%	75%	50%
4). Making content comprehensible for English Learners. We integrate language and content while infusing social and cultural awareness, scaffolding instruction for ELLs to grow language proficiency. The SIOP MODEL delivers the instructional strategies such as modeling, bridging, conceptualizing, schema building, text representation and meta-cognitive development that are aggressively pursued to provide an engaging and challenging learning environment for all English Language Learners.	100%	75%	50%
5). Differentiated Instruction: There is consistent discourse student progress, and enrich instruction. C and practical rubrics to assess the ELLs. Staff receives ongoing professional development to prepare classroom teachers to effectively instruct the ELLs in their classrooms.	100%	75%	50%
Explicit ELA	50%	25%	0%
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## A. Programming and Scheduling Information

least 180 minutes of ELA instruction per week from their ESL classroom teachers in addition to the 360 mandated ESL minutes. ELLs in grades 1-5 who are not in ESL self-contained classes receive at least 180 minutes of ELA instruction from their classroom teachers.

## B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

### 8.. Targeted Intervention Programs

PS 90 implements a number of targeted intervention programs to ensure high levels of rigor and support that result in higher achievement for ELL newcomer group, 4-6 year group, special education group and long-term group .

1) Inquiry team program : LAP team working with classroom teachers make use of all forms of data available to make informed decisions about students and to highlight their educational needs. These tools include ATS, ARIS, NY START, teacher observations, portfolio and student work samples, teacher articulation, and student interviews. In addition, the data is closely scrutinized for trends, comparisons, and yearly progress.

Once the school leadership, LAP team, and teachers have an accurate understanding of student needs, a number of intervention programs are offered to ELLs. PS 90 has: 2) ELA and Math AIS program during the school day. These are the primary targeted intervention programs available. 3) After school, there is a Title III ESL program, Title III Saturday program, ELA, math, music, art, and computer programs. All programs directly address student needs and interests whether they are during or after the school day. 4) ELLs who have established weaknesses on their ELA exam and have been an ELL for 4-6 years might be placed with an AIS group specifically dealing with these weaknesses. 5) A Beginning/Intermediate level ELL who is taking the ELA for the first time would be in a different AIS group targeted to these students.

Targeted interventions for ELA, math, social studies , and science are:

**Reading Street Program:** This is a research based and data driven reading program that has been implemented for the LEP students with reading difficulty. The program provides materials for weekly lessons to support ELLS with scaffolding comprehension instruction and vocabulary development. Multilingual Summaries of each main reading selection help ELLS and their parents prepare for reading, build comprehension, support retellings, and strengthen school-home connections.

**Effective Differentiated Instruction:** In every class, each ELL is included in a flexible below-level group, on-level group, and advanced-level group in which a targeted reading, writing ,math, social studies or science skill is specifically assessed and continuously monitored. A tailored instructional strategy is then applied in the differentiated groups.

**Small Group Instruction:** ESL teachers and classroom teachers meet ELLS daily who are identified as a struggling reader on a small group basis to provide phonics, vocabulary, comprehension support, and fluency practice. The content areas such as math, social studies and science are instructed through various content related materials.

**Curricula Across Content-Area:** ELLS with reading difficulty receive reading instruction with texts linking to social studies, science, math, and internet inquiry. Development of content-area vocabulary is constantly assessed and reinforced.

**Collaborative Inquiry Group:** Targeted ELLS will receive extra support as a result of team teachers' collaborative assessment and instruction that meet the needs for the different learning styles of the students and the teaching styles of teachers.

## A Programming and Scheduling Information

## B. Programming and Scheduling Information--Continued

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**Collaborative Inquiry Group:** Targeted ELLS will receive extra support as a result of team teachers' collaborative assessment and instruction that meet the needs for the different learning styles of the students and the teaching styles of teachers.

**Title III Funding Intervention:** Targeted ELLS will receive Test Prep instruction based on Title III funding to improve their test-taking skills for the State ELA, math, science, and NYSESLAT test.

## B. Programming and Scheduling Information--Continued

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**Title III Funding Intervention:** Targeted ELLS will receive Test Prep instruction based on Title III funding to improve their test-taking skills for the State ELA, math, science, and NYSESLAT test.

## Courses Taught in Languages Other than English

### 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)?

P.S 90 has no Dual Language Programs .

2. Description of how ELLs/EPs are integrated.

ELL students are mainstreamed with EP students for grades K-5. The breakdown of ELL students and EP students varies in each class.

There is one Kindergarten ESL self-contained class who are at beginner/intermediate level. Another Kindergarten class contains ELLS who are at advanced level.

There is a recently created Kindergarten class which contains 7 ELL students and 16 EP students.

A newly hired ESL licensed teacher will be servicing all Kindergarten classes using the push in model. She will work with each class for 360 minutes per week.

For Grades 1 - 2 there is a fully licensed ESL teacher for those grades who will provide services to all ELL students in that grade for 360 minutes per week for beginning/intermediate level or 180 minutes for advanced level of ESL

For Grades 3 - 5 there is a fully licensed ESL teacher who provides services to students using both the push-in and pull-out model.

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

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

Paste response to questions 1-3 here

1. The professional development plan

PS90 provides comprehensive professional development to all personnel who are involved with ELLs in the school. Professional development is ongoing throughout the school year. New teachers receive the mandated 7 ½ hours of ELL training and special ED teachers receive 10 hours as per CR Part 154. Teachers are acquainted with the challenges and the opportunities in ELL education. They develop an understanding of changing ELL issues, learn about ESL methodologies to use in their lessons, creating an environment for language acquisition in their classroom, stages of language acquisition, how to provide an adequate oral foundation, learn to elicit and encourage ELL participation, ways to assist newcomers/beginners, differentiating and scaffolding instruction for ELLS, expectations for ELLs, program placement, testing, mandates, and grading ELLs.

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

Consistent articulation is stressed between the ESL pull-out/push-in teacher and classroom teachers with ELLs in their classrooms. This helps ensure any issues or problems are addressed, teachers are aligning instruction, and classroom teachers are receiving the necessary support and assistance required for the education of the ELLs in their classroom.

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

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

## D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

### 1. The professional development plan

PS90 provides comprehensive professional development to all personnel who are involved with ELLs in the school. Professional development is ongoing throughout the school year. New teachers receive the mandated 7 ½ hours of ELL training and special ED teachers receive 10 hours as per CR Part 154. Teachers are acquainted with the challenges and the opportunities in ELL education. They develop an understanding of changing ELL issues, learn about ESL methodologies to use in their lessons, creating an environment for language acquisition in their classroom, stages of language acquisition, how to provide an adequate oral foundation, learn to elicit and encourage ELL participation, ways to assist newcomers/beginners, differentiating and scaffolding instruction for ELLS, expectations for ELLs, program placement, testing, mandates, and grading ELLs.

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

Consistent articulation is stressed between the ESL pull-out/push-in teacher and classroom teachers with ELLs in their classrooms. This helps ensure any issues or problems are addressed, teachers are aligning instruction, and classroom teachers are receiving the necessary support and assistance required for the education of the ELLs in their classroom.

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

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

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

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

The following ELL training aligning with the common core curriculum and school core curriculum has already been in place.

1. Foundations training - school intervention of all K-1 teachers with PS 226
2. Reading Street professional development at PS 188 and PS 90
3. Envision - training in math curriculum at PS 90 and PS 188

The CFN 605 network will continue to provide professional development in ELL strategies for educators who are teaching ESL students. Teachers will receive more than 10 hours of development in workshops held at the school and at DOE venues.

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

### 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?

	Beginning	Intermediate	Advanced
<b>E. Parental Involvement</b>			
<ol style="list-style-type: none"> <li>Describe parent involvement in your school, including parents of ELLs.</li> <li>Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?</li> <li>How do you evaluate the needs of the parents?</li> <li>How do your parental involvement activities address the needs of the parents?</li> </ol>			
Paste response to questions 1-4 here			
<p>1. Describe parental involvement in the school</p> <p>Parental involvement is very important to each child’s education and PS 90 strives to provide an atmosphere that encourages strong parental involvement. Attempts are made to ensure parents of ELLs that their children feel comfortable and welcome at PS90 and are full participants. The biggest barrier contributing to a lack of parental involvement for parents of ELLs involves communication barriers. PS 90 has a number of successful measures and policies in place that help to minimize communication barriers and encourage parental involvement. Some examples are:</p> <ol style="list-style-type: none"> <li>Through HLIS information, the teachers and the school as a whole know the exact translation and interpretation needs of all the students and their parents/guardians.</li> <li>Information from the school is sent home in the preferred language of communication.</li> <li>Translation is provided if needed at registration, parent meetings, workshops, and conferences.</li> <li>Translation units were purchased and are being used which provide simultaneous translation.</li> <li>A school message service has been purchased and is currently being put into place. This has the capacity to provide mass phone messages to parents in a variety of different languages.</li> <li>Parents are invited into the classrooms for cultural festivals, parties, parent orientations, and a number of school wide events.</li> <li>Parents are invited on school trips and outings.</li> <li>Parents are encouraged to volunteer in the school.</li> <li>Parents are given information in their language about DOE sponsored events pertaining to parents of ELLs.</li> <li>Signs are posted in nine major languages.</li> <li>Parents are notified and given access to the Bill of Parent Rights and Responsibilities which provides them with additional useful information.</li> </ol>			
<p>2. Does the school partner with other agencies or Community Based Organizations?</p> <p>PS 90 has a strong and long term partnership with community organizations that support PS 90 to ensure our students are successful. Curently, YWCA provides free programs that offer a mix of academic support ,sports,recreational activities and cultural experiences for students in kindergarten through fifth grade. Meanwhile, AstroCare, a schoolbased health center, offers treament, consuting and screening to the students who experience emotional and behavioral difficulties in general education.</p>			
<p>3. How are needs of the parents evaluated?</p> <p>PS 90 believes in close collaboration and partnership between parents, teachers and the school. Every year a parent survey is distributed in the parent’s preferred language. These results are carefully analyzed. An open and accessible school where parents of ELLs feel comfortable provides more opportunities for the parents to voice their needs and concerns. Parents of ELLs are given many opportunities to interact with classroom teachers and the administration. Since many of the communication barriers are being addressed through strong measures taken by the school, the teachers and parents are able to form working relationships to benefit the ELL population. Translation/interpretation needs are provided at parent/teacher and school/parent interactions. Often particular parental needs or concerns are addressed during these interactions. In addition, the Parent Association has members that are reflective of the community as a whole. This is another channel for parents to express their needs to the school and for the school to evaluate parental needs.</p>			
<p>4. How do parental involvement activities address the needs of the parents?</p> <p>Parents of ELLs have unique needs and there are some parental involvement activities that are specifically targeted to their needs. Due to a language barrier, many do not know information about state exams, how to help prepare their children, common curriculum matters, programs available to parents of ELLs. Workshops have been designed with these thoughts in mind and are presented by the bilingual</p>			

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

PS 90 has a strong and long term partnership with community organizations that support PS 90 to ensure our students are successful. Currently, YWCA provides free programs that offer a mix of academic support, sports, recreational activities and cultural experiences for students in kindergarten through fifth grade. Meanwhile, AstroCare, a schoolbased health center, offers treatment, consulting and screening to the students who experience emotional and behavioral difficulties in general education.

### 3. How are needs of the parents evaluated?

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

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

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

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

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

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

**B. Programming and Scheduling Information--Continued**

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

Paste response to questions 8-17 here

**8.. Targeted Intervention Programs**

PS 90 impliments a number of targeted intervention programs to ensure high levels of rigor and support that result in higher achievement for ELL newcomer group,4-6 year group, special education group and long-term group .

1) Inquiry team program : LAP team working with classroom teachers make use of all forms of data available to make informed decisions about students and to highlight their educational needs. These tools include ATS, ARIS, NY START, teacher observations, portfolio and

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Once the school leadership, LAP team, and teachers have an accurate understanding of student needs, a number of intervention programs are offered to ELLs. PS 90 has: 2) ELA and Math AIS program during the school day. These are the primary targeted intervention programs available. 3) After school, there is a Title III ESL program, Title III Saturday program, ELA, math, music, art, and computer programs. All programs directly address student needs and interests whether they are during or after the school day. 4) ELLs who have established weaknesses on their ELA exam and have been an ELL for 4-6 years might be placed with an AIS group specifically dealing with these weaknesses. 5) A Beginning/Intermediate level ELL who is taking the ELA for the first time would be in a different AIS group targeted to these students.

Targeted interventions for ELA, math, social studies , and science are:

**Reading Street Program:** This is a research based and data driven reading program that has been implemented for the LEP students with reading difficulty. The program provides materials for weekly lessons to support ELLs with scaffolding comprehension instruction and vocabulary development. Multilingual Summaries of each main reading selection help ELLs and their parents prepare for reading, build comprehension, support retellings, and strengthen school-home connections.

**Effective Differentiated Instruction:** In every class, each ELL is included in a flexible below-level group, on-level group, and advanced-level group in which a targeted reading, writing, math, social studies or science skill is specifically assessed and continuously monitored. A tailored instructional strategy is then applied in the differentiated groups.

**Small Group Instruction:** ESL teachers and classroom teachers meet ELLs daily who are identified as a struggling reader on a small group basis to provide phonics, vocabulary, comprehension support, and fluency practice. The content areas such as math, social studies and science are instructed through various content related materials.

**Curricula Across Content-Area:** ELLs with reading difficulty receive reading instruction with texts linking to social studies, science, math, and internet inquiry. Development of content-area vocabulary is constantly assessed and reinforced.

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## 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.

### Translation and Interpretation Plans

#### Part A

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

Data is gathered by the parent coordinator and the ESL teachers through Home Language Identification Surveys assessing home language. Data is found through information on the Annual School Report Card, ATS reports such as RAPL, UPCO, and RSEC. Emergency cards are also used to gather the data. In addition, data and statistics are gathered at P.T.A. meetings as well to determine the attendance of parents in each language category. Further methodologies used are: informal surveys, Annual School Report Card, attendance at English Language Parent Classes, language survey during Pre-K and K registration, as well as new admits, constant interaction between the parent coordinator and the school's parent population.

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

The major findings indicate a need for translation and interpretation for the following languages: 341 parents require the service in Spanish; 14 in Russian; 13 in Arabic; 10 in Urdu and 2 in Chinese.

The findings will be shared and supported during P.T.A. meetings, school leadership meetings, parent involvement meetings and parent/teacher conferences. The school parent coordinator has the files in her office that records and maintain the data and information.

#### 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.

PS 90 has the following procedures to ensure timely provision of parents' needs of translation :

- 1) Through HLIS information, various ATS reports, the LAP team, teachers and the school as a whole know the exact translation needs of all the ELL students and their parents/guardians.
- 2) Information from the school is sent home in the preferred language of communication.
- 3) Translation is provided if needed at registration, parent meetings, workshops, and conferences.
- 4) Translation units were purchased and are being used which provide simultaneous translation.
- 5) A school message service has been purchased and is currently being put into place. This has the capacity to provide mass phone messages to parents in a variety of different languages.
- 6) Parents are invited into the classrooms for cultural festivals, parties, parent orientations, and a number of school wide events with oral/written translation and interpretation services provided through outside contractor, in-house by school staff and parent volunteers.
- 7) Parents are encouraged to volunteer in the school for translation and interpretation activities..
- 8) Parents are given information in their language about DOE sponsored events pertaining to parents of ELLs.
- 9) Signs are posted in nine major languages.
- 10) Parents are notified and given access to the Bill of Parent Rights and Responsibilities which provides them with additional useful information through their native languages
- 11) All home correspondence is translated in the necessary languages by in-house staff members. These translations are completed and sent along with the full English counterparts. In addition, we use the DOE's translation services.

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

All home correspondence will be interpreted by in-house school staff to aid in phone contact, parent meetings, parent-teacher conferences, disciplinary meetings, and school events. Our parent coordinator is available during school hours as well as before and after school hours.

## 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)?

P.S 90 has no Dual Language Programs .

### 2. Description of how ELLs/EPs are integrated.

ELL students are mainstreamed with EP students for grades K-5. The breakdown of ELL students and EP students varies in each class.

There is one Kindergarten ESL self-contained class who are at beginner/intermediate level. Another Kindergarten class contains ELLS who are at advanced level.

There is a recently created Kindergarten class which contains 7 ELL students and 16 EP students.

A newly hired ESL licensed teacher will be servicing all Kindergarten classes using the push in model. She will work with each class for 360 minutes per week.

For Grades 1 - 2 there is a fully licensed ESL teacher for those grades who will provide services to all ELL students in that grade for 360 minutes per week for beginning/intermediate level or 180 minutes for advanced level of ESL

For Grades 3 - 5 there is a fully licensed ESL teacher who provides services to students using both the push-in and pull-out model.

## 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.

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### 1. The professional development plan

PS90 provides comprehensive professional development to all personnel who are involved with ELLs in the school. Professional development is ongoing throughout the school year. New teachers receive the mandated 7 ½ hours of ELL training and special ED teachers receive 10 hours as per CR Part 154. Teachers are acquainted with the challenges and the opportunities in ELL education. They develop an understanding of changing ELL issues, learn about ESL methodologies to use in their lessons, creating an environment for language acquisition in their classroom, stages of language acquisition, how to provide an adequate oral foundation, learn to elicit and encourage ELL participation, ways to assist newcomers/beginners, differentiating and scaffolding instruction for ELLS, expectations for ELLs, program placement, testing, mandates, and grading ELLs.

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

Consistent articulation is stressed between the ESL pull-out/push-in teacher and classroom teachers with ELLs in their classrooms. This helps ensure any issues or problems are addressed, teachers are aligning instruction, and classroom teachers are receiving the necessary support and assistance required for the education of the ELLs in their classroom.

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

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Paste response to questions 1-4 here

### 1. Describe parental involvement in the school

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

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

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

PS 90 has a strong and long term partnership with community organizations that support PS 90 to ensure our students are successful. Currently, YWCA provides free programs that offer a mix of academic support, sports, recreational activities and cultural experiences for students in kindergarten through fifth grade. Meanwhile, AstroCare, a schoolbased health center, offers treatment, consulting and screening to the students who experience emotional and behavioral difficulties in general education.

### 3. How are needs of the parents evaluated?

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

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

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

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

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

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

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

## E. Parental Involvement

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

Paste response to questions 1-4 here

### 1. Describe parental involvement in the school

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

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

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	7	1	1	2	1								12
Intermediate(I)	1	11	3	8	4	1								28
Advanced (A)	0	7	17	6	1	2								33
Total	1	25	21	15	7	4	0	0	0	0	0	0	0	73

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	3	1	0	7
4	0	8	6	0	14
5	6	5	2	0	13
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		5		0		0		7
4	0		2		9		4		15

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	2	1	6	1	4	0	0	0	14
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		3		9		2		14
8	0								0
NYSAA Bilingual Spe Ed	0								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			
Integrated Algebra	0			
Geometry	0			
Algebra 2/Trigonometry	0			
Math	0			
Biology	0			
Chemistry	0			
Earth Science	0			
Living Environment	0			
Physics	0			
Global History and Geography	0			
US History and Government	0			
Foreign Language	0			
Other	0			
Other	0			
NYSAA ELA	0			
NYSAA Mathematics	0			
NYSAA Social Studies	0			
NYSAA Science	0			

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

## 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.

Paste response to questions 1-6 here

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs.

Early childhood literacy skills are assessed through WRAP, ECLAS-2, running records, and informal classroom observations. The data from these tools is used to group students by skills in order to provide targeted instruction based on students' needs.

- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Out of a school wide total ELL population of 76, as of June 2011, the data revealed some important statistics.

About 52% of the school's ELL population is considered beginning/intermediate.

About 90% of the school's ELL population has been in the system for only 0-3 years.

14% of the school's ELL population receives Special ED services.

The data shows that about 52% of ELLs require 360 minutes of mandated service per week, including students with 0-3 years of service and Special Ed ELLs. Beginning and intermediate students have weaknesses in all four modalities. Advanced level students have developed satisfactory speaking and listening skills. Although individual students had different strengths and weaknesses in the four modalities, the data showed advanced and intermediate level students had more weaknesses in their reading and writing skills than in listening and speaking. The number of students who scored at intermediate and advanced levels in listening and speaking is significantly higher than in reading and writing. While emphasis is placed on providing challenging instruction to address academic weaknesses in all four modalities, the data revealed that additional attention should be placed on teaching reading and writing skills in grades K-5.

- How will patterns across NYSESLAT modalities affect instructional decisions?

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

Since one of the major causes of ELL Stagnation is the students' inability to compose well-written paragraphs, the principal's goal is "to have each student, including mainstream students, in grades 1-5, complete an informal writing exam at the end of the 2011-2012 school year." Students are expected to formulate a thesis, well-crafted supporting sentences, and conclusion, with minimal grammatical errors appropriate for their grade level. To that end, our school will concentrate heavily on writing. The writing curriculum will be strictly aligned

## 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.

### Translation and Interpretation Plans

#### Part A

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

Data is gathered by the parent coordinator and the ESL teachers through Home Language Identification Surveys assessing home language. Data is found through information on the Annual School Report Card, ATS reports such as RAPL, UPCO, and RSEC. Emergency cards are also used to gather the data. In addition, data and statistics are gathered at P.T.A. meetings as well to determine the attendance of parents in each language category. Further methodologies used are: informal surveys, Annual School Report Card, attendance at English Language Parent Classes, language survey during Pre-K and K registration, as well as new admits, constant interaction between the parent coordinator and the school's parent population.

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

The major findings indicate a need for translation and interpretation for the following languages: 341 parents require the service in Spanish; 14 in Russian; 13 in Arabic; 10 in Urdu and 2 in Chinese.

The findings will be shared and supported during P.T.A. meetings, school leadership meetings, parent involvement meetings and parent/teacher conferences. The school parent coordinator has the files in her office that records and maintain the data and information.

#### 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.

PS 90 has the following procedures to ensure timely provision of parents' needs of translation :

- 1) Through HLIS information, various ATS reports, the LAP team, teachers and the school as a whole know the exact translation needs of all the ELL students and their parents/guardians.
- 2) Information from the school is sent home in the preferred language of communication.
- 3) Translation is provided if needed at registration, parent meetings, workshops, and conferences.
- 4) Translation units were purchased and are being used which provide simultaneous translation.
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- 6) Parents are invited into the classrooms for cultural festivals, parties, parent orientations, and a number of school wide events with oral/written translation and interpretation services provided through outside contractor, in-house by school staff and parent volunteers.
- 7) Parents are encouraged to volunteer in the school for translation and interpretation activities..
- 8) Parents are given information in their language about DOE sponsored events pertaining to parents of ELLs.
- 9) Signs are posted in nine major languages.
- 10) Parents are notified and given access to the Bill of Parent Rights and Responsibilities which provides them with additional useful information through their native languages
- 11) All home correspondence is translated in the necessary languages by in-house staff members. These translations are completed and sent along with the full English counterparts. In addition, we use the DOE's translation services.

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

All home correspondence will be interpreted by in-house school staff to aid in phone contact, parent meetings, parent-teacher conferences, disciplinary meetings, and school events. Our parent coordinator is available during school hours as well as before and after school hours.

## Part VI: LAP Assurances

<b>School Name: <u>PS 90 The Edna Cohen School</u></b>		<b>School DBN: <u>21k090</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Greta Hawkins	Principal		11/9/11
Gayle Gordon	Assistant Principal		11/9/11
Doris Torres	Parent Coordinator		11/9/11
Jane Fu	ESL Teacher		11/9/11
Yasmin Nfu	Parent		11/9/11
Sandy Feldman	Teacher/Subject Area		11/9/11
Maria Rescigno	Teacher/Subject Area		11/9/11
N/A	Coach		
N/A	Coach		
Bernice Knaster	Guidance Counselor		
Wendy Karp	Network Leader		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

DBN: **21K090** School Name: **The EDNA COHEN SCHOOL**

Cluster: **6** Network: **605**

**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**

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

Data is gathered by the parent coordinator and the ESL teachers through Home Language Identification Surveys assessing home language. Data is found through information on the Annual School Report Card, ATS reports such as RAPL, UPCO, and RSEC. Emergency cards are also used to gather the data. In addition, data and statistics are gathered at P.T.A. meetings as well to determine the attendance of parents in each language category. Further methodologies used are: informal surveys, Annual School Report Card, attendance at English Language Parent Classes, language survey during Pre-K and K registration, as well as new admits, constant interaction between the parent coordinator and the school's parent population.

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The major findings indicate a need for translation and interpretation for the following languages: 341 parents require the service in Spanish; 14 in Russian; 13 in Arabic; 10 in Urdu and 2 in Chinese. The findings will be shared and supported during P.T.A. meetings, school leadership meetings, parent involvement meetings and parent/teacher conferences. The school parent coordinator has the files in her office that records and maintain the data and information.

## **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.

PS 90 has the following procedures to ensure timely provision of parents' needs of translation :

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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.

All home correspondence will be interpreted by in-house school staff to aid in phone contact, parent meetings, parent-teacher conferences, disciplinary meetings, and school events. Our parent coordinator is available during school hours as well as before and after school hours. We will also look to provide support with outside contractor or parent volunteers. Other interpretation services are provided in the similar ways as we provide translation services aforementioned in Part B.

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

In addition to all correspondence from P.S.90 being printed in the necessary languages, the school mails out notifications to our parent community, and we remind parents of the availability through our newsletters. P.S. 90 also provides language translation at every parent meeting. Language interpretation is also provided at individual parent/teacher meetings, as needed. Students are encouraged to share their native language through English/native language speeches, as well as written works. Through Operation Respect we have been using interpretation devices at our parent meetings. Pending funding, we will purchase these devices to improve parent involvement. The number of parents, languages they speak, and whether or not they require written translation and oral interpretation will be shared with the school community. Staff will each receive a copy of the RAPL report, which is an ATS report of adult preferred language.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: The Edna Cohen School	DBN: 21K090
Cluster Leader: Jose Ruiz	Network Leader: Wendy Karp
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input type="checkbox"/> *Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> *3 <input type="checkbox"/> *4 <input type="checkbox"/> *5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 5
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 4

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

.rationale : PS 90 receives Title III LEP funds from the federal government to provide supplemental services specifically for ELLs and parents. The rational for implementing Title III programs is to increase ELLs English proficiency by high-quality researched based language instruction and data/standard-driven educational programs. The funds are designed as well as to provide highly effective professional development to our classroom teachers, adminisrators and ELL parents.

. subgroups and grade levels of students to be served: Since PS 90 has no SIFE and long term ELLs, the following subgroups and grades will receive Title III programs:

ELLs newcomers grades 3-5

ELLs who have already received ESL service for 4-6 years grades 3-5

Former ELLS grades 3-5

ELLs with learning disabilities grades 3-5

ELLs who receive targeted intervention services grade 3-5

ELLs who scored level 1 on the State ELA and math exams

Schedule and duration: P.S. 90's Title III program provides ELLS with supplemental instruction during Saturday School. This program services aforementioned subgroup ELLs in Grades 3-5 who scored at the beginning, intermediate, or advanced levels on the NYSESLAT. Former ELL students are encouraged to attend. The Saturday School program will be held ten weeks before the State exams. Classes will meet a total 12 sessions from 8:30 a.m. – 12:00 p.m. Each class will have a maximum of 20 students per teacher. There will be a total of five classes (two third grade, two fourth grade and one fifth grade). The Saturday Program will service approximately 100 students.

Language of Instruction : Instruction will focus on test preparation for ELA, NYSESLAT, and Math State exams. Various instructional methodologies and strategies such as Making Comprehensible for English Learners -The SIOP MODEL, Explicit Instruction, Scaffolding, TPR, Building Background Knowledge will be utilized to provide students with the opportunity to achieve proficiency and meet the standards on the NYSESLAT and other city and state assessments.

# and types of certified teachers : There will be 5 certified teachers including one ESL /Bilingual certified teacher to provide the services.

## Part B: Direct Instruction Supplemental Program Information

Types of materials: To provide additional instruction to students we will have “hands on” resources like Leap Frog Technology. Computer labs and Laptop carts will be provided. Bilingual dictionaries will be provided. NYSESLAT practice materials such as Getting Ready for the NYSESLAT and Beyond from grades 3-5 will be provided. Test sophistication materials to enhance English, math, and writing have already been purchased. They are: Kaplan ADVANTAGE for math (grades 3-5), Kaplan TEST COMPANION Updated Version New York English Language Arts for grades 3-5. General supplies like paper, markers, chart tablets and other test sophistication materials will be purchased exclusively for this program. The Saturday program will also have a fully certified ESL teacher.

## Part C: Professional Development

Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

. rationale: At P.S. 90, Title III Professional Development Program will focus on providing teachers the opportunity to enhance their knowledge by additionally conducting professional development in the infusion of ELL strategies in the content area on differentiated instruction based on language proficiency. There is an alignment of the Balanced Literacy Workshop Model for ELLs with citywide core curriculum.

. teachers to receive training: Teachers will also receive staff development in analyzing data to drive instruction, i.e. NYSESLAT, ELA, and MATH to increase effective instructional practices. A study group for the teachers involved in the Title III program will be created to research updated programs and strategies. Professional books will be purchased for this activity. The first book we will use will be Classroom Instruction that works with English Language Learners by Jane D. Hill and Kathleen M. Flynn. School administrators, CFN support and ELL Teachers will facilitate professional development sessions.

schedule and duration: Participating teachers will receive five sessions of two hour professional development workshops after school from 3:00-5:00 pm for four weeks. They will then receive PD training at no cost to the program through “Lunch and Learn.” The following is a projected format for staff development Lunch and Learn Session: Seven weeks to complete the above mentioned book.

1. Two hours on Differentiated Instruction
2. Two hours on Infusing ESL Strategies across the Content Areas
3. Two hours on Analyzing Data to Drive Instruction

### Part C: Professional Development

4. Test Sophistication strategies to prepare students to meet city, state, and ESL standards and also to gain a better understanding of the aforementioned assessments. Also, we will highlight instructional strategies in the classroom to strengthen students' skills and performance on city and state assessments. This will be at no cost to Title III funding.

topics to be covered: The followings will be the topics for the professional development:

1. Differentiated Instruction for ELLs
2. Infusing ESL Strategies Across the Content Areas
3. Analyzing Data to Drive ESL Instruction
4. Test Sophistication Strategies to Prepare Students to Meet City, State, and ESL standards.

Name of provider: CFN 605 will provide ongoing PD to the staff.

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

.rationale:Parents/Guardians of English Language Learners at P.S. 90 will be provided with workshops on balanced literacy, questioning strategies and other pertinent information regarding ELLs. These workshops will enable parents to take an active part in their child's learning and also serve to improve student achievement. ESL and computer literacy classes for parents will be held.

schedule and duration: A series of one hour workshops will be held six times throughout the year (times to be announced throughout the school year) to accommodate for the varying parent/guardian schedules. Translations will be available at all parent workshops.

Starting November 28, 2011, ESL Classes for Parents begins.

## Part D: Parental Engagement Activities

Starting December 5, 2011, Computer Classes for Parents begins. (once a week every Monday)

topics to be covered: Workshops will include such topics as:

- 1 The Reader's and the Writer's Workshop
- 2 How to Prepare My Child for Citywide and Statewide Assessments
- 3 Becoming Familiar with the NYC Public School System/Citywide and Statewide Assessment Calendar
- 4 How to Interpret Citywide and Statewide Results on the Progress Report
- 5 The Components and Structure of the NYSESLAT
- 6 Summer support for ELLS

Parent workshops will be facilitated by the Assistant Principal, Parent Coordinator, ESL Teachers and AIS staff.

Refreshments and food will be paid for by Title III.

Name of provider: Mrs. Doris Torres, the bilingual parent coordinator, as well as CFN 605 will provide ongoing training and organize the engagement activities for ELL parents.

.how parents will be notified of these activities: Parents will be notified through letters and e-mails. Translations and interpretations are always provided.

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

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) <ul style="list-style-type: none"><li>• Per session</li><li>• Per diem</li></ul>		
Purchased services <ul style="list-style-type: none"><li>• High quality staff and curriculum development contracts.</li></ul>		
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		