



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME:

27Q090:

PRINCIPAL: ADRIENNE UBERTINI

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SUPERINTENDENT: MICHELE LLOYD-BEY

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Adrienne Ubertini	*Principal or Designee	
Bonnie Wittie	*UFT Chapter Leader or Designee	
Iris Rivera	*PA/PTA President or Designated Co-President	
Vera Isola	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	
Joan Verdino	Teacher	
Patricia Minerva	Teacher	
Cherise Black	Teacher	
Julian Chui	Parent	
Rebecca Ferrer	Parent	
Carolina Conde	Parent	
Carla Verdecias	Parent	
Sahera Bano	Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 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, 2013, ELL and SWD will demonstrate progress towards achieving state standards as measured by a 5% increase of students scoring at level 3 and 4 on the NYS ELA assessment.

Comprehensive needs assessment

- After conducting a three-year trend analysis of student performance data on state assessments, it was determined that all student groups showed an increase in performance on the English Language Arts assessments, except for the ELL and SWD student groups, which have underperformed all other student groups for the past three years. As a result we will continue to focus on our level 2's and 3's to move them up to the next level, while providing an enrichment program to move our high 3's into 4's.

Instructional strategies/activities

Activity #1

- Professional Development: PD will be given on the following topics: Common Core Learning Standards, Looking At Student Work, Depth Of Knowledge, Curriculum Mapping, Developmental Reading Assessment (DRA) and Reading Tracker, Danielson Framework.
- Target Populations: Teachers serving Students With Disabilities (SWD) and English Language Learners (ELLs) and students in the ELL and SWD subgroups.
- Responsible Staff Members: Assistant Principals for ELLs and SWDs, Children First Network Liaison (CFN), Department of Education (DOE) external, Teachers, and Data Specialists.
- Parent Literacy Volunteers
- Implementation Timeline: September 2012 through May 2013

Activity #2

- Teacher in grade-level and cross functional teams to review student data gathered from periodic assessments and informal assessments (Teacher Teams).
- Staff determined that a 2% increase in student performance would be the interim benchmark used of by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.
- Periodic Assessment (EPAL, Acuity Benchmarks) Dates: November 2012, January 2013 and March 2013
- Implementation Timeline: September 2012 through May 2013

Activity #3

Response To Intervention (RTI): Using data, students identified as performing below standards will receive intensive instruction through research based intervention programs.

*Tier 2 students will receive intensive instruction 3 periods per week in groups of 6-8 students

*Tier 3 students will receive additional intensive instruction of 40 minutes per week in groups of 1-3 students.

Strategies to increase parental involvement

- ELA and ELL teachers will host monthly ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- Annual Open House in October
- Literacy Night
- Unit Writing Celebrations
- Class presentations/celebrations in the auditorium
- Parent Coordinator will host Homework and Literacy Support workshops for parents
- Parent Unit Newsletters for each grade.
- Parent informational workshops on the ELA exam
- Parent and Community Involvement/ Saturday Parent Outreach Program
- One class for ELL parents during Saturday Academy
- Computer classes for approx. 14 sessions on Saturdays, for 4 hours, November through March.
- ELA and ELL teachers design training modules and host monthly ELA workshops and information sessions with parents. The workshop materials used are translated and interpretation support is provided in the dominant languages spoken by parents in the school
- Learning Leaders participation
- Comprehensive monthly calendar of school-wide activities
- The school continues to provide a website and available on-site computers for parent use
- The school created a Portaportal link with school related resources
- The parent coordinator creates a monthly Parent Newsletter
- Parents are trained on how to use ARIS Parent Link

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title I X Title IIA X Title III X Grants X Other

Tax Levy Fair Student Funding, Title I SWP, Title II A Supplementary, Title III LEP, ARRA RTT Citywide Instructional Expectations, Contract For Excellence

Service and program coordination

- Funds that our school selected under a School-wide Program in support of the school's educational plan include: Title I, Title II A Supplementary –Early Grade Class Reduction will take place as budget allows, Title III LEP, Reso A Grant – New computers, Tax Levy Fair Student Funding, ARAA RTT- Citywide Instructional Expectations – Planning for Common Core Learning Standards and Tasks, Contract For Excellence – Teacher mentoring and PD.
- These programs will focus on improving the oral language abilities and emergent literacy skills.

ANNUAL GOAL #2 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, 2013 ELL and SWD will demonstrate progress towards achieving state standards as measured by a 5% increase of students scoring at level 3, and 4 on the NYS Mathematics assessment.

Comprehensive needs assessment

- After conducting a three-year trend analysis of student performance data on the state assessment, it was determined that all student groups showed increases in performance on the NYS Mathematics assessment, except for the ELL and SWD student groups which have underperformed all other student groups for the past three years. As a result we will continue to focus on our level 2's and 3's to move them up to the next level, while providing an enrichment program to move our high 3's into 4's.

Instructional strategies/activities

Activity #1

- Professional Development: PD will be given on the following topics: Common Core Learning Standards, Looking at Student Work, Depth Of Knowledge, and Curriculum Mapping, Danielson Framework.
- Target Populations: Teachers serving Students With Disabilities (SWD) and English Language Learners (ELLs) and students in the ELL and SWD subgroups.
- Responsible Staff Members: Assistant Principals for ELLs and SWDs, Children First Network Liaison (CFN), Department of Education (DOE) external, Teachers, and Data Specialists.
- Parent Volunteers for Math Support
- Implementation Timeline: September 2012 through May 2013

Activity #2

Steps for Including teachers in the decision-making process

- Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments and informal assessments (Teacher Teams).
- Staff determined that a 2% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the activity/strategy; and determine whether additional support and differentiated instruction is needed.
- Periodic Assessment Dates (Acuity Math Benchmark): November 2012, January 2013 and March 2013
- Implementation Timeline: September 2012 through May 2013

Strategies to increase parental involvement

- Annual Open House in October
- Math Games participation during classroom visits
- Learning Leaders participation
- Parent Coordinator will host homework and math support workshops for parents
- Parent Unit Newsletters for each grade
- Parent informational workshops on the Math exam
- Comprehensive monthly calendar of school-wide activities

- The school will continue to provide a website
- The school created a Porta-portal link with school related resources.
- The school parent coordinator creates a monthly Parent Newsletter.
- Parents are trained on how to use ARIS Parent Link.

Budget and resources alignment

- Indicate your school’s Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I X Title IIA X Title III X Grants X Other

Tax Levy Fair Student Funding, Title I SWP, Title II A Supplementary, Title III LEP, ARRA RTT Citywide Instructional Expectations, Contract For Excellence

Service and program coordination

- Funds that our school has selected under a School-wide Program in support of the school’s educational plan include: Title I, Title II A Supplementary –Early Grade Class Reduction will take place as budget allows, Title III LEP, Reso A Grant – New computers, Tax Levy Fair Student Funding, ARAA RTT- Citywide Instructional Expectations – Planning for Common Core Learning Standards and Tasks, Contract For Excellence – Teacher mentoring and PD.
- These programs will focus on improving students’ math abilities.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

By June, 2013 all English Language Learners (ELL's) will demonstrate progress towards achieving state standards as measured by a 5% increase of students scoring at level 3 and 4 on the NYS ELA and/or scoring proficiency NYSESLAT assessment.

Comprehensive needs assessment

After conducting a three-year trend analysis of English Language Learners (ELL) it was determined that ELL have been improving their Proficiency Level for the past 3 years, as measured by the NYSESLAT exam. However, more ELLs score at Level A (Advanced), than at Level P (Proficiency). As a result, we have made our priority to move more ELLs to Proficiency Level.

Instructional strategies/activities

Activity #1

- Professional Development: PD will be given on the following topics: Common Core Learning Standards, Looking At Student Work, Depth Of Knowledge, Curriculum Mapping, Developmental Reading Assessment (DRA), Reading Tracker, Danielson Framework, ESL workshops for Non-ESL teachers
- Target Populations: Teachers serving Students With Disabilities (SWD) and English Language Learners (ELLs) and students in the ELL and SWD subgroups
- Responsible Staff Members: Assistant Principals for ELLs and SWDs, Children First Network Liaison (CFN), Department of Education (DOE) external, Teachers, and Data Specialists
- Implementation Timeline: September 2012 through May 2013

Activity #2

Steps for Including teachers in the decision-making process

- Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments and informal assessments (Teacher Teams)
- Staff determined that a 2% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support and differentiated instruction is needed
- ESL teachers will review ELL Periodic Assessment twice a year
- Periodic Assessment Dates: November 2012, January 2013 and March 2013
- Implementation Timeline: September 2012 through May 2013

Strategies to increase parental involvement

- Strategies to increase parental involvement
- Annual Parent Orientation informative meeting for ELL parents in September. Interpretation support is provided in the dominant languages spoken by parents in the school.
- Annual Open House in October.
- Class presentations/celebrations in the auditorium
- Parent information workshops for ELL parents on upcoming tests and test taking strategies
- The parent coordinator informs ELL parents about city wide ELL parent workshops. The workshop materials are translated in all the dominant languages.

- The principal conducts the “Tea with Parents” to provide an open forum for face to face dialogue.
- ESL classes for ELL parents twice a week
- Cultural Diversity Celebrations
- Unit Writing Celebrations during classroom visits
- Math Games participation during classroom visits
- Learning Leaders participation
- Parent and Community Involvement/ Saturday Parent Outreach Program
- The school hosts one class for ELL parents during Saturday Academy
- The school hosts computer classes for approx. 14 sessions on Saturdays, for 4 hours, November through March
- ELA and ELL teachers design training modules and host monthly ELA workshops and information sessions with parents. The workshop materials used are translated and interpretation support is provided in the dominant languages spoken by parents in the school
- Literacy Night
- Parent Coordinator hosts Homework and Literacy Support workshops for ELL parents
- Parent Unit Newsletters for each grade
- Information workshops on the ELA exam
- Comprehensive monthly calendar of school-wide activities
- The school continues to provide a website. The school creates a Portaportal link with school related resources.
- The parent coordinator creates a monthly Parent Newsletter.
- Parents are trained to use ARIS Parent Link.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

Tax Levy Fair Student Funding, Title I SWP, Title II A Supplementary, Title III LEP, ARRA RTT Citywide Instructional Expectations, Contract For Excellence

Service and program coordination

- Funds that our school selected under a School-wide Program in support of the school’s educational plan include: Title I, Title II A Supplementary –Early Grade Class Reduction will take place as budget allows, Title III LEP, Reso A Grant – New computers, Tax Levy Fair Student Funding, ARAA RTT- Citywide Instructional Expectations – Planning for Common Core Learning Standards and Tasks, Contract For Excellence – Teacher mentoring and PD.
- These programs will focus on improving the oral language abilities and emergent literacy skills.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> *Wilson * Great Leaps *Foundations *Reader’s Theater *Leap Frog *Achieve 3000 	Method for delivery or service: Push-in/Pull-out small group, 3 to 5 periods per week (Grades 3 -5). Push-in/Pull-out small group, 2 to 3 periods per week (Grades K - 2).	This service is provided during the school day.
Mathematics	<ul style="list-style-type: none"> *Orchard * Everyday Math. 	Method for delivery or service: Push-in/Pull-out small group, 3 to 5 periods per week (Grades 3 -5). Push-in/Pull-out small group, 2 to 3 periods per week (Grades K - 2).	This service is provided during the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)		Pull-out small group, as mandated by the IEP or as needed (Grades K -5).	This service is provided during the school

			day.
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	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	0	1	4	0
1	23	0	N/A	N/A	0	0	4	0
2	22	0	N/A	N/A	3	0	7	0
3	35	40	N/A	N/A	7	0	4	0
4	41	43	N/A	N/A	18	0	4	0
5	30	14	N/A	N/A	12	0	4	0

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including high quality professional development that ensures staff is highly qualified.

- Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers ELA teachers.
- Whenever possible, all recruited teachers will be appropriately certified.
- Teachers are recruited from Student Teachers.
- The pupil personnel secretary will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and unqualified teachers.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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 1st 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 containing instructional materials for parents;

- hosting events to support parents/guardians, grandparents and foster parents including men asserting leadership in education for their children
- 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 1st 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 will 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 prompting 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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 CFN Cluster 2	District 27	Borough Queens	School Number 090
School Name Horace Mann			

B. Language Allocation Policy Team Composition

Principal Adrienne Ubertini	Assistant Principal Catherine Canzoneri
Coach type here	Coach type here
ESL Teacher Meri Debehar	Guidance Counselor Gregg Yancovitch
Teacher/Subject Area Ali Dilek, ESL teacher	Parent Iris Rivera
Teacher/Subject Area Cherise Black, Science teacher	Parent Coordinator Lydia Perez
Related Service Provider type here	Other Gina MarkleData Specialist
Network Leader type here	Other type here

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

D. School Demographics

Total number of students in school	883	Total Number of ELLs	193	ELLs as share of total student population (%)	21.86%
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Part II: ELL Identification Process

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

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

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

2. The structures that are placed at P.S. 90 to ensure that parents understand all three program choices include Paren Orientation session, Open House, phone calls to the parents as well as one-on-one meeting with parents. Parent involvement is an important part of the ESL program. In September, P.S. 90 holds an annual Parent Orientation meeting where the ELL parents are invited. Notification letters are sent out in English and in various home languages regarding the session. During the meeting parents watch a DVD that explains the three programs in English as well as in different home languages in great detail. The Orientation session is conducted in English by the ESL teacher, Meri Debehar and translated into Spanish by the Parent Coordinator, Lydia Perez. Other ESL teachers, Ali Dilek, Nubia Roman as well as paraprofessionals are available for assistance in translation. Parents are encouraged to ask questions regarding the program selection and their child's education. During the Parent Orientation session, parents are informed that their children have a right to placement in a Bilingual class if there are sufficient numbers of entitled students with the same home language and grade level. In addition, parents are informed that if there are not sufficient students to form a Transitional Bilingual program in our school, they have the option of transferring their children to another school that has a Transitional Bilingual program. Parents who choose not to transfer their children will remain at school and be placed in Freestanding English as Second Language program. In October, P.S. 90 has its annual Open House. The parents are invited again to come in and become more familiar with our ESL program. They are able to look through various materials that the certified ESL teachers use in order to meet the instructional needs of the ELL's.

3. P.S 90 ensures that the entitlement letters are distributed and Parent Survey and Program Selection forms are returned. The entitlement letters are distributed to the students in envelopes and sent to their parents. During the annual Parent Orientation session, parents are given the opportunity to fill the Parent Survey and Program Selection form. If a form is not returned, the parent coordinator will then contact the parents and offer assistance. Parents are given another chance to visit the school to learn about the programs. They are given another opportunity to view the DVD which will further explain the program choices and they will be assisted on one to one basis to fill in the form. ESL teachers and the Principal are available to guide in filling out the form. In addition, parents are reminded about the Parent Orientation session in the School News Letter. All Parent Survey Selection forms are kept in file.
4. ELL students are placed in a Free Standing ESL Program based on choice that parents indicated on the Parent Selection form. Parents receive entitlement letters that describe the Free Standing ESL Program their children are in. Every year, while the new admits receive the First Year Entitlement Letter, the ELL's who are already in the program receive Continued Entitlement Letter. As part of open communication with parents, they receive information about ESL instructional program in English and in various native languages. Copies of letters are stored in a file in the ESL room.
5. After reviewing the Parent Survey and forms for the past few years, the trend in program choices that parents have been requesting was consistent with the Free Standing ESL program that is offered at P.S. 90. All parents of ELL's at P.S. 90 (188) requested the Free Standing ESL program as their number one choice. Parent Survey Choice Letters are used as data in placing in the appropriate program.
6. The model offered at P.S. 90 is 100% aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained			30											30
Push-In	49	31	2	32	21	24								159
Total	49	31	32	32	21	24	0	0	0	0	0	0	0	189

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	193	Newcomers (ELLs receiving service 0-3 years)	154	Special Education	15
SIFE	1	ELLs receiving service 4-6 years	39	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	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										0
Dual Language										0
ESL	154	1	6	39		9				193
Total	154	1	6	39	0	9	0	0	0	193

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	37	21	25	25	18	18								144
Chinese	1	1												2
Russian					1									1
Bengali	3		1		1									5
Urdu		2	2	2	1	2								9
Arabic	2	1	1	2	1	1								8
Haitian														0
French														0
Korean														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
Punjabi	5	6	5	2		1								19
Polish														0
Albanian														0
Other	1		2	1		1								5
TOTAL	49	31	36	32	21	24	0	193						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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?

1. Instruction is delivered by Free Standing ESL program that includes Pull-Out and Push-In services as well as on self-contained ESL class.
 - a. During Pull-Out, ESL teachers work with small group of students to develop English skills for information and understanding as well as for literacy response and expression. During Push-In, ESL teachers work with small group of ELL's in the classroom using ESL methodologies to facilitate English for critical analysis and evaluation. P.S 90 has one self-contained second grade ESL class. The ESL teacher for the self-contained ESL classroom is Mrs. Serino. She is highly qualified and ESL certified teacher. She uses ESL methodology and strategies in her class. She differentiates instruction according to students' levels of proficiency.
 - b. ELL's are placed heterogeneously in their appropriate grades. During Pull-Out, ELL's are grouped homogeneously based on their English Proficiency levels. The self-contained ESL class is heterogeneously grouped that has all levels of proficiency.
2. Four certified ESL teachers at P.S. 90 ensure that the mandated number of instructional minutes is provided according to proficiency levels. As per CR Part 154, mandated instructional unit requirements for ELL's differ by levels. Students who are placed in the beginning and intermediate levels of English proficiency receive 360 minutes per week of ESL instruction. Advanced students will receive 180 minutes per week of ESL instruction. P. S. 90 provides Free Standing ESL program. All language arts and subject matter instruction is in English using specific instructional strategies.

A. Programming and Scheduling Information

- a. Explicit ESL is delivered in the form of Push-In and Pull-Out programs. ESL instruction includes literature and content based instruction which is aligned with the Common Core Learning Standards in ESL, ELA and content areas. ELL's receive Native Language support as they are provided with bilingual dictionaries and picture-based glossaries for content area instruction. ELL students are receiving ESL instruction based on their language proficiency levels and their learning needs. The ELL's are challenged to think critically, solve problems and communicate in English. ELL's are actively engaged in standard based academic curriculum. ELL students receive 180 per week of ELA instruction. During ELA instruction ELL's exposed to linguistically demanding concepts. Instructions include the development of academic discourse such as evaluating, inferring, generalizing, predicting and classifying. Well developed learning strategies prepare ELL's to think critically and communicate in the language of instruction which is aligned explicitly to Common Core Standards in ELA.
3. Freestanding ESL program uses small group instruction for content areas such as Math and Science instruction. Vocabulary development in content areas is emphasized. The strategies utilized include cognitive, meta-cognitive and affective strategies by infusing language development through the content areas in accordance with the scientifically based research by A. Chamot and M. O'Malley. The Cognitive Academic Language Approach (CALLA) is an instructional model developed to meet the academic needs of ELL's. CALLA integrates academic language development, content area instruction and explicit instruction in learning strategies for both content and language acquisition. This approach makes content comprehensible to enrich language development.
4. P.S 90 ensures that ELL's are appropriately evaluated in their native languages. Students who are identified as ELL's and whose Home Language indicates Spanish take the Spanish version of the LAB. Spanish LAB determines the student's native language proficiency. Upper grade students who are proficient in Spanish are provided with Spanish Math and Science books. ELL's whose native languages are other than Spanish are evaluated by ESL teachers who speak languages such as Turkish, Arabic and French. In addition ESL teachers are assisted by the paraprofessionals in the building who speak Punjabi and Urdu.
5. Differentiated Instruction for ELL's subgroups:
 - a. Plan for SIFE In addition to ESL services SIFE students receive additional academic support by Academic Intervention Service (AIS) teachers. They receive instruction appropriate for their language and academic ability.
 - b. Plan for Newcomers They receive 360 minutes of ESL instruction a week in a small group. Instruction includes listening, speaking, reading and writing activities promoting cross cultural knowledge and understanding. ESL teachers create a low anxiety environment to help facilitate language acquisition. Additionally, because NCLB now requires ELA testing for ELL's after one year, these ELL's are invited to Saturday Academy and Afterschool programs for language enrichment as well as academic support.
 - c. Plan for ELL's receiving service 4 to 6 years Depending on the results of the NYSESLAT, students receive the appropriate allocation of ESL services. Balanced Literacy components such as Read Alouds, Shared and Guided reading are incorporated in freestanding ESL instruction. ESL teachers use Rigby's On Our Way to English as their instructional material. This program offers reading and writing instructions specifically tailored to the needs of ELL's. In addition. They participate in afterschool program on Tuesday and Thursday as well as Saturday Academy.
 - d. Plan for Long-Term ELL's(completed 6 years) P. S 90 has no Long-Term ELL's at this point.
6. ESL teachers use a variety of instructional strategies and grade level materials for ELL-SWDs that provide access to academic content areas and accelerate English language development. ELL's identified as having special needs are in small group environment. They receive individual attention as ESL teachers confer with individual student and take conference notes. ESL teachers promote language development through hands-on activities and the use of visual aides. ESL teachers work in collaboration with special education teacher, guidance counselor and other service providers.
7. ESL teachers link with other service providers to coordinate curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. ELL-SWDs are grouped with regular ELLs to provide the least restrictive environment. ESL teachers provide comprehensive literacy instruction and standard-based content area information alligned with ELL-SWDs' IEPs as they differantiate instruction.

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area

Language(s) of Instruction

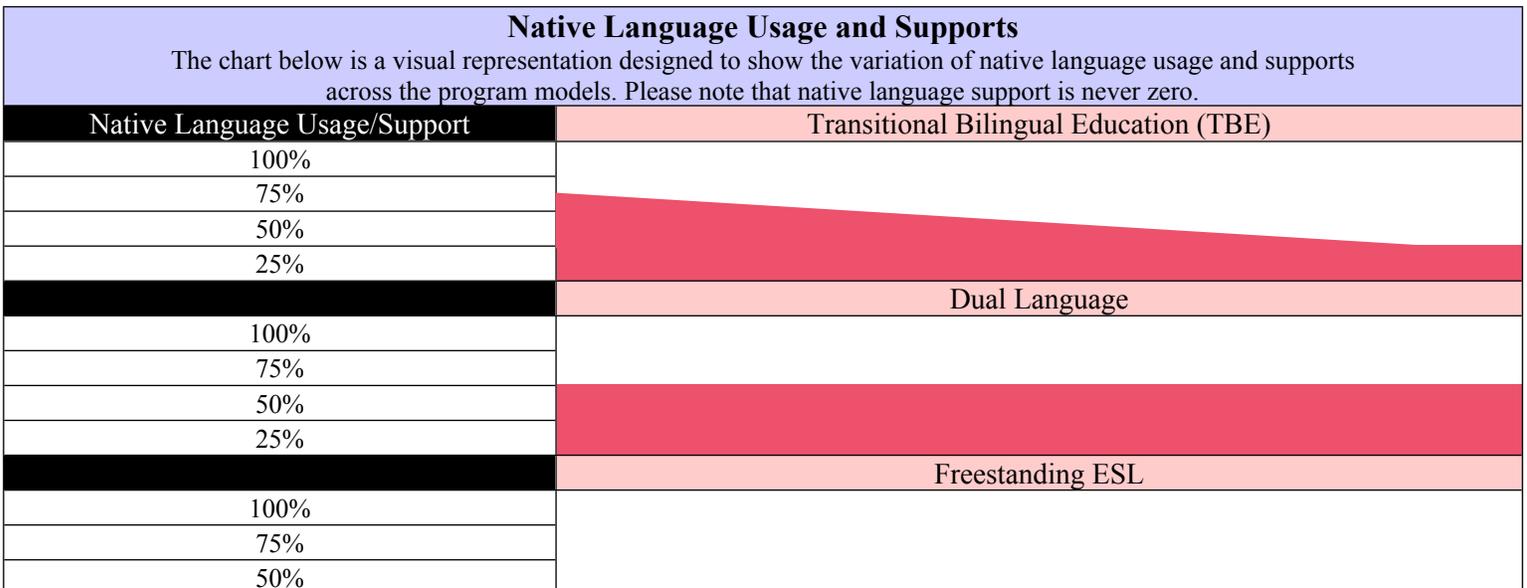
Class/Content Area

Language(s) of Instruction

Native Language Arts	
Social Studies:	
Math:	
Science:	

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

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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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?

8. P. S. 90 uses the following intervention programs for the targeted ELL's subgroups. All services offered to ELL's are in English. The newcomers are provided with 360 minutes of ESL services by certified ESL teachers. The ESL program develops skills in listening, speaking, reading and writing in English. Students use all modalities of the language for information and understanding as well as for literary response. A variety of instructional strategies and activities are implemented to ensure that the ELL's receiving service 4 to 6 years meet and exceed the standards. The instructional strategies utilized by the four certified ESL teachers include: Cooperative Learning Approach, Language Experience Approach and Cognitive Academic Language Approach. These strategies are utilized during a variety of theme based activities using a wide range of materials that include teacher created materials, trade books, story telling and the latest technology. ELL's identified as having special needs receive services according to their IEP's. ESL teacher uses materials that include books and audio tapes to support fluency and comprehension. The books include repetitive text structure, simple sentences and close picture match.

9. Transitional support for ELL's reaching proficiency: The ELL students who reach proficiency on NYSESLAT test will no longer be serviced by ESL teachers. However, the students receive additional support services by AIS providers. They are entitled to extra time and separate location for testing as well as the third reading of the listening passage.

10. P.S. 90 purchased some new programs for the upcoming school year. The programs include "Read Well" reading program, "Award Reading software" and "Achieve 3000" computer program. The "Read Well" reading program is geared for early grades(K-2). It uses phonics and picture clues to engage ELL's in developing language skills as well as academics. "Achieve 3000" computer program uses technology and supports ELL's(grades 3-5) as they reinforce their reading skills and strategies. "Award Reading software" uses computer animation to teach ELL's(K-1) new vocabulary and improve language skills.

11. No programs or services will be discontinued for the following year. ESL teachers will use other assessment tools such as Scantron computer testing, DRA, Acuity and teacher observation and conference notes to review students' progress throughout the school year.

12. ELL's are afforded equal access to all school programs. The ELL's are invited and can participate in any afterschool program. In addition, Title III offers afterschool and Saturday program specifically designed for ELL's. The programs focus on literacy skills as well as computer use.

13. Instructional materials: The four certified ESL teachers use a wide range of materials that include books and audio tapes to support fluency and comprehension. Rigby's On Our Way to English program offers reading and writing instruction specially tailored to the needs of ELL's. The program is based on effective research and provides comprehensive literacy instruction as well as standard based content area information. In addition, ESL teachers use high interest non-fiction books to support Science and Math instructions. Manipulative are used for hands on activities to enforce learning. Moreover, ESL program provides a variety of fiction titles so children can practice reading different genres. Large colorful charts are used to highlight different strategies and skills children need to be good readers. ESL instructions also include the Leap Frog program. Leap Frog promotes language development through interaction. These instructional programs and activities are implemented to ensure that meet and exceed the standards.

14. P.S. 90 has only freestanding ESL program. All instruction is in English yet; Newcomers may receive some support in their native language. For content areas such as Math, Science and Social Studies, they receive grade appropriate text and work books in the native language. In addition, ELL's are provided with the content area test in their native language. If the test is not available in the native language, translation is provided for content area tests. During test, ELL's are allowed to use bilingual dictionaries.

15. All required services support and all resources correspond to ELL's ages and grade levels.

16. At this time P.S 90 does not have any programs or activities to assist newly enrolled ELL's before the beginning of the school year.

17. Since P.S. 90 is an elementary school (K-5), there are not any language electives that are offered to ELL's.



C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. All ESL teachers at P.S. 90 are actively involved in professional development. They attend monthly meetings to keep up with the necessary administrative paperwork as well as the current research-based ELL instruction. Each ESL teacher attends the common prep grade meetings for planning and assisting with the challenges ELL's face. Paraprofessionals, Psychologists and Parent Coordinators are provided with professional development for ELLs during staff conferences. The following is PD dates for the current year:
September 6 and September 7 2011 Staff conference: An introduction to Charlotte Danielson's A Framework For Teaching.
October 3, 2011 Staff conference: Looking at Danielson's Domain 2: The Classroom Environment-Establishing a Culture for learning.
November 8, 2011 Staff conference: Creating grade specific Literacy and Math tasks.
February 6, 2012 Staff conference: Looking at data to see trends in students' strength and weaknesses to modify instruction.
March 5, 2012 Staff conference: Focusing on reading/writing skills and strategies as we get ready for State tests.
May 7, 2012 Staff conference: CCLS focus on literature and writing and how to differentiate instruction for ELLs.
June 7, 2012 Staff conference: Curriculum Mapping-Looking ahead using the data to plan for next year.

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

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

E. Parental Involvement

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

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	21	11	4	7	2	1								46
Intermediate(I)		12	10	13	7	3								45
Advanced (A)	28	8	22	12	12	20								102
Total	49	31	36	32	21	24	0	0	0	0	0	0	0	193

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	2	2	0	1	0	2							
	I	6	0	1	0	0	1							
	A	15	25	5	4	2	2							
	P	18	11	24	23	23	20							
	B	15	3	1	1	0	2							

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	I	16	9	14	8	4	3							
	A	7	17	11	11	13	12							
	P	3	9	4	8	8	8							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	11	10	0	24
4	6	16	7	0	29
5	1	13	3	0	17
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	3		13		11		1		28
4	1		13		10		5		29
5	1		14		4		1		20
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		6		20		3		29
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

1. P.S. 90 uses DIBELS and DRA to assess the early literacy skills of ELL's. ELL's mostly score lower than the native language speakers due to fact that they are acquiring a second language.ESL team uses the insights gained from the data to inform school's instructional plan. ESL teachers group ELL's based on their specific language needs. They develop plans using ESL methodology and differentiated instruction. DRA scores guides freestanding ESL instructions as the ESL teachers focus on vocabulary, fluency and language enrichment.

2. The data patterns across the proficiency levels(on the LAB-R and NYSESLAT) and grades reveal that most of the beginners are in the lower grades(K and 1). The second, third, fourth and fifth grades have the least amount of beginners. Across the grades, most students are in the advanced level.

3. In terms of language modalities, students scored higher in speaking and listening and lower in reading and writing. This pattern across the four modalities will affect our instructional decision. ESL teachers will therefore spend more instructional time on reading and writing. These strategies will be utilized meta-cognitive and affective strategies by infusing language development through the content areas. ESL programs integrate academic language development with content area instruction.

4. a. ELL students who were in this country for more than one year are required to take the ELA test. The students who were in the country less than two years scored a Level 1 in ELA. The intermediate and advanced students scored Level 2 and 3. More students scored on level 2 and 3 in ELA than 1. On Math assessment, ELL students had the right to take the translated version of the test . Only 5 out of 77 students through grades 3-5 scored level 1. Across the grades most students scored levels 2 and 3 and some scored level 4. On the NYS Science test, more students scored at Level 3 and 2 than 4. No student sored at level 1.

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

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

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

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Horace Mann**School DBN: 27Q090****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Adrienne Ubertini	Principal		10/19/11
Catherine Canzoneri	Assistant Principal		10/19/11
Lydia Perez	Parent Coordinator		10/19/11
Meri Debehar	ESL Teacher		10/19/11
Iris Rivera	Parent		10/19/11
Cherise Black, Science teacher	Teacher/Subject Area		10/19/11
Ali Dilek, ESL teacher	Teacher/Subject Area		10/19/11
	Coach		1/1/01
	Coach		1/1/01
Gregg Yancovitch	Guidance Counselor		10/19/11
	Network Leader		1/1/01
Gina Markle	Other <u>Data Speceialist</u>		10/19/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q090 **School Name:** P.S. 90 Queens

Cluster: 211 **Network:** 03

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Horace Mann	DBN: 27Q090
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 105
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 checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 7
of certified ESL/Bilingual teachers: 4
of content area teachers: 3

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:

Title III funds for ELL enrichment/supplementary activities will facilitate additional instructional time to ELLs through a Saturday Academy and an Extended Day Program at PS 90 Q. The Saturday Academy program will have three ESL classes. Saturday Academy will serve ELL's from K through 5. Each class will have 15-20 students. 2 ESL/BIL certified and 2 content area teachers will be part of this program. The ESL teacher will push into the content area teachers to provide support to the ELL students. The Saturday Academy will be held weekly in the school. The 11 sessions will be from 8:30 am to 12:30 pm. ELL students will receive 4 hours of instruction each sessions. It will start approximately November and will end in March. In addition, we will have an Extended Day program after school. It will have 3 classes with 20 students each. It will serve ELL's from K through 5. 2 ESL/BIL certified and 1 content area teacher will be part of this program. The ESL teacher and the content area teacher will rotate to serve all ELLs with the support of the ESL teacher. The language of instruction is English. The Extended Day program will start in December and will continue through April. The 29 sessions will be from 3:00 pm to 5:00 pm on Tuesdays and Thursdays. ELL students will receive 2 hours of instruction each session. There will be one supervisor in each program to ensure quality instruction, effective communication with parents and student safety.

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

Extended Day Instruction will include the Leap Frog program as well as a variety of test prep materials to ensure the ELL's meet and exceed the standards. The Leap Frog program promotes language development through interaction. It provides comprehensive literacy instruction and standard-based content area information. This program offers reading and writing instructions tailored to the needs of ELL's. For grades K and 1 the AWARD Reading Program will be introduced. This program will integrate animated technology and print. The program ensures that ELL's will develop the necessary grade level fluency, comprehension and technology skills. AWARD provides texts that are brought to life on CD-ROMs and audio CDs which gently guide students along a leveled continuum of reading success.

The instructional strategies utilized by the four certified ESL teachers include: Cooperative Learning Approach, The Total Physical Response, The Natural Approach, The Language Experience Approach, and Cognitive Academic Language Approach. These strategies are utilized during a variety of theme based activities using a wide range of materials that include teacher created materials, Supplemental trade

Part B: Direct Instruction Supplemental Program Information

books, art activities, musical activities, movement activities, storytelling and the latest technology. In addition, strong content teachers in literacy and technology will be part of Title III Program. ESL or Bilingual licensed teachers will push in to content teachers' classroom to provide ESL instruction and support needed.

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

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

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:

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

- Overview of ESL Services Culture and Language
- Characteristics of ESL students
- Approaches to ESL instruction

Part C: Professional Development

- Social and Academic English
- Four levels of Language Acquisition.

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:

Parent and Community Involvement/ Saturday Parent Outreach Program will provide ELL parents with opportunities to practice skills in English Language. This activity is funded by Title III. Computer technology will be introduced and used to build language skills and to become familiar with the parent website. There will be one class for parents of ELL students during the Saturday Academy. One computer teacher will provide parent classes, four hours from 8:30-12:30 for 11 sessions on Saturdays. The program will begin in November and continue through March.

Part E: Budget

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

Allocation Amount: \$22336

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"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		

Part E: Budget

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

Allocation Amount: \$22336

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		