

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: PS 90
DBN (i.e. 01M001): 21K090
Principal: GRETA HAWKINS
Principal Email: GHAWKINS@SCHOOLS.NYC.GOV
Superintendent: ISABEL DIMOLA
Network Leader: LISA GIGOUX

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Greta Hawkins	*Principal or Designee	
Vicky Giasemis	*UFT Chapter Leader or Designee	
Lisa Serrano	*PA/PTA President or Designated Co-President	
Concetta Polichetti	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	
Madeline Vega	Member/ Parent	
Felicia Henry	Member/ Parent	
Leslie Ann Manuel	Member/ Parent	
William Galiano	Member/ Parent	
Sharon Sturm	Member/ Teacher	
Betty Matos	Member/ Teacher	

**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 may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. 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.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

	School Leadership Team Signature Page
X	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, our ELL population in grades 3-5 will show an increase of 3% on the State ELA exam raw scores as measured by the NYSED accountability report

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Only 2.8% of our third, fourth and fifth grade ELLs were proficient on the 2013-2014 NYS ELA exams. In the 3rd grade, 4.0% were proficient; in fourth grade, 11.5%, and in 5th grade, 0%.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- Teachers will receive professional development during the Monday Professional Development allotted time on how to use CCLS rubrics to provide specific feedback to students;
- Teachers will engage in Inquiry cycles that will focus on strategies to effect improvement for ELLs
- Teachers will use JupiterGrades, an electronic grade book, to track progress of students and to share the results with fellow staff and parents
- Teachers will provide feedback to administration about effectiveness of curriculum and gaps that may exist in the lesson planning and actual implementation of lessons.
- All classrooms with ELLs will have Smartboards in order to facilitate learning with the use of visuals and audio.
- An ESL teacher will provide AIS to ELLs, including newcomers, four times a week.
- Teachers and administrators will align our curriculum with the CCLS; ELL strategies will be embedded in each lesson, as well as an ELL teaching guide that provides an alternate lesson each week with multilingual selection summaries, word cards, and language activities
- Students will have access to several print materials, such as leveled readers, big books, wall cards, Read Alouds, audio-cassettes, etc. They will each receive a dictionary.
- Teachers will examine data from tests administered bimonthly that assess CCLS; they will determine next steps for ELL students and next steps for lesson planning
- Administration will use data from the assessments noted above to determine professional development needs of staff
- Teachers will use the Rounds Protocol to regularly examine student work. They will do so in Inquiry meetings and in grade team meetings

B. Key personnel and other resources used to implement each strategy/activity

1. Administrators; classroom teachers; 4 licensed ESL teachers; Parent Coordinator

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. During meetings, teachers will discuss with administration the effectiveness of curriculum (based on interim assessments and teacher-administered exams, as well as gaps that exist; at weekly grade meetings, teachers will discuss collaborative lesson plans and administration will share general observations from informals conducted using the Danielson framework
2. Our data specialist will provide data on pre- and post-tests that are administered every week and every 6 weeks
3. After each PD session, teachers will complete surveys on professional development received. Monthly assessments by administrators of the types of feedback given to students. Assess student growth on monthly benchmark assessments and on DRA assessments. Make necessary adjustments in curriculum
4. Monthly downloading and examination of Jupiter Grades reports that detail parent use. At monthly staff meeting, reports will be shared with

teachers as well

5. Every 3 months, administration will examine lesson plans and provide feedback on teachers' use of technology, as well as Smartboards
6. Data specialist will provide biweekly reports on student assessments. Teachers will meet with administration to devise next steps based on the results

D. Timeline for implementation and completion including start and end dates

1. September 15 through June 20

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Purchase of JupiterGrades
2. Monthly grade meetings, grade conference meetings
3. Outfitting all classrooms with Smartboards
4. Hiring of AIS teachers and coaches
5. Associated expenses involved with Expeditionary Curriculum and Core Knowledge curriculums
6. Data specialist per session; hiring of full-time data specialist

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Monthly "Family Fridays" for parents to learn about CCLS and strategies to assist with their children's educational success
- Provide parents with goals and interim assessment results, as well as adjustments made to goals set by teachers
- Periodically invite parents to attend class meetings so as to learn about student performance, student work, and/or student goals
- Share with parents the benchmark assessments and the final assessments

At School Leadership Teams and at Parent Teacher Association meetings, train parents on S.M.A.R.T. goals and objectives needed to realize goals

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA	X	Title III	X	Set Aside		Grants
----------	-----------------	----------	-----------------	--	------------------	----------	------------------	----------	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

--

Goal and Action Plan #2

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, our SWD population will show an increase of 3% on their scale scores for the State ELA Exam as measured on the NYSED accountability report

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

On the 2014 State ELA Exam, 2.6% of the SWD population were proficient. Only 6.7% of 3rd grade SWDs and 0% of the 4th or 5th Grade SWDs were proficient.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

- Weekly standards based assessments in ELA will be administered to students; teachers will track areas of weaknesses, base new lessons and create supports to address these. A cycle of assessing, analyzing results and making adjustments will take place
- Inquiry study will focus on these areas
- We will continue to adjust our resources, class assignments, and schedules to have a coach, 2 Teacher Leaders, 1 SETSS teacher, and 10 AIS teachers to help teachers improve in their pedagogical skills. The teachers use Wilson and other reading strategies to provide specially designed remediation lessons
- Teachers (in grades 1-5) will receive professional development on providing systematic and explicit instruction on the 5 core elements critical to reading success: phonemic awareness, phonics, fluency, vocabulary, and text comprehension.
- Push-in teachers will frequently visit classrooms to assist with targeted students; pull-out teachers will work with small, identified groups as well. AIS teachers and coaches will provide morning and afternoon tutoring.
- Teachers will use a program that is a fully integrated language arts strand that includes writing, grammar, and spelling.
- Students will increase their vocabulary and increase their grammar skills through the integration of words in the literature they read. During the literacy block, teachers will use heterogeneous groups in order to provide support to students who are struggling with the curriculum – “A buddy”
- Teachers will participate in Inquiry Groups to assess whether the curriculum is meeting the needs of SWDs. Students will use close reading strategies while immersed in the Expeditionary curriculum
- Teachers and administration will engage in an analysis of items on the Acuity benchmark exams during data chats. Effort will be made to provide that information to AIS, SETSS, and IEP teachers as well. There will be coherence in the approach of intervention measures for SWDs.
- Teachers will use the Rounds Protocol to regularly examine student work.
- Teachers will use trackers and an electronic grade book to track progress of students and to share results with fellow staff and parents.
- Teams of teachers will provide feedback to administration about effectiveness of curriculum and gaps that may exist in the lesson planning and actual implementation of lessons.
- Before and after school instructional programs will be held for SWD beginning in December

2. Key personnel and other resources used to implement each strategy/activity

1. Classroom teachers; guidance counselor; social worker; parent coordinator

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ul style="list-style-type: none"> • After each PD session, teachers will complete surveys on professional development received. Administrators will assess monthly the types of feedback given to students. They will assess student growth (monthly benchmark assessments and DRA assessments) and make necessary adjustments in curriculum • Monthly downloading and examination of Jupiter Grades reports that detail parent use. At monthly staff meeting, reports will be shared with teachers as well • During grade meetings, teachers will discuss with administration the effectiveness of curriculum (based on interim assessments and teacher-administered exams, as well as gaps that exist; at weekly grade meetings, teachers will discuss collaborative lesson plans and administration will share general observations from informals conducted using the Danielson framework • Every 3 months, administration will examine lesson plans and provide feedback on teachers' use of technology, as well as Smartboards • Our data specialist will provide data on pre- and post-tests administered weekly and every 6 weeks • Data specialist will provide biweekly reports on student assessments. Teachers will meet with administration to devise next steps based on the results
4. Timeline for implementation and completion including start and end dates
1.
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
6.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, 100% of our teachers will use math benchmark exams administered periodically (weekly and 6 weeks) to set goals at the classroom level to ensure progress of students as evidenced by culminating unit task performance assessments.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

According to our last Quality Review conducted in Spring 2013, teachers will use a variety of assessments to identify struggling students in specific areas of ELA and math. Although teachers analyze student work to make adjustments to their own teaching practice, some teachers do not have a clear understanding of what students know or do not know before planning independent group work. Additionally, teachers provide feedback to students both verbally and in writing; however the feedback is not always specific enough to support independent engagement in tasks and therefore does not consistently provide information that is meaningful to all students. Therefore, only some students are able to take ownership over and attain their learning goals, but overall improvement by subgroups is not yet evident.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Teachers will administer weekly ELA and math exams based on CCLS standards, set goals, and track student progress
2. Teachers will engage in monthly meetings with administrators to receive training in assessing interim and summative data Teachers and staff will attend professional development sessions on goal setting
3. Teachers will collaborate on goals document that includes student and parent reflection, results of interim analysis, and next steps for students.
4. During weekly meetings, teachers will examine not only summative assessments, but interim assessments as well. They will use results of interim assessments to set students goals
5. Professional Development will be provided on how to examine and disaggregate data from various tools
6. Teachers will maintain weekly/monthly trackers and take part in study groups of text using data to plan instruction
7. Administration will assist teachers in developing and using performance data graphs to share information about school level performance, grade level performance, and individual student performance
8. Administration will share researched points from based articles on use of data through weekly publication of "Monday Message"
9. Teachers will evaluate goal setting system and make adjustments where necessary
10. Teachers will group their students according to their strengths and weaknesses; learning goals will be set for each group. Criterion used to create the groups will include the previous year's data and any other pertinent information. Learning leaders will be assigned to certain classrooms to work with students who are reading below grade level based on teachers' data

2. Key personnel and other resources used to implement each strategy/activity

- Classroom teachers
- Professional Development Per Diem

Data Specialist Per session

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

At weekly meetings, faculty conferences, monthly data chats with teachers, Election Day PD, Brooklyn Queens PD, items noted above will be examined as to their effectiveness. Adjustments will be made accordingly in order to achieve the stated goal.

4. Timeline for implementation and completion including start and end dates

September 8, 2014-June 22, 2015

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Administration will work collaboratively with after-school tutoring programs, YWCA, and Homework Help by sharing goals and interim assessment results of students

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Provide parents with goals and interim assessment results, as well as adjustments made to goals set by teachers
- Periodically invite parents to attend "Student Presentations" so as to learn about student performance, student work, and/or student goals
- Share with parents the benchmark assessments and the final assessments
- At School Leadership Teams and at Parent Teacher Association meetings, train parents on goals and objectives needed to realize goals
- Provide parents with letters informing them of students who are part of the target groups
- Inform parents of the Inquiry cycle and the instructional strategies that are used
- Share with parents the benchmark assessments and the final assessments
- Develop a survey of learning styles of individual students and send to parents
- Develop and obtain from parents information of how they assess their children's present knowledge base
- At School Leadership Teams and in Parent Teacher Associations, we will obtain from parents their suggestions on how strategies can be implemented in ways that benefit their children

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
----------	-----------------	----------	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

6.

2. Key personnel and other resources used to implement each strategy/activity

1.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

4. Timeline for implementation and completion including start and end dates

1.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
--	----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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 #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

7. Strategies/activities that encompass the needs of identified subgroups

6.

8. Key personnel and other resources used to implement each strategy/activity

1.

9. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

10. Timeline for implementation and completion including start and end dates

1.

11. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
--	-----------------	--	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Repeated readings, guided reading, literature circles, Reading Recovery program	Small group, one-to-one, push in, tutoring	During the school day, after school, before school
Mathematics	A range of organization and problem solving strategies	Small group, one-to-one, push in, tutoring	During the school day, after school, before school
Science	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Therapeutic Crisis Intervention In Schools	Small group, one-to-one, push in, tutoring	During the school day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

2. All elements of the *All Title I Schools* section must be completed*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Teachers will receive targeted, focused professional development in effective strategies for SWDs from CFN 605. • Our Achievement Coach will hold data meetings with teachers in order to help them monitor, revise and adjust their curriculum based on data, as well as provide support in lesson planning and the use of data to inform instruction • Teachers will receive targeted, focused professional development in the areas of strategies for ELLs and SWDs • Mentors will be provided to support ESL and teachers with special education licenses • Teachers will receive targeted, focused professional development in the areas of goal setting • Mentors will be provided to support new and inexperienced teachers in analyzing data, setting goals for students, and using benchmarks to assess realization of goals

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • At the beginning of the year, administrators hold individual meetings with teachers. Teachers share 3 professional goals for the year with administrators and receive feedback. Administrators then set up a plan for each teacher in order to help him or her realize the goals. • Administrators regularly attend ELI workshops and CCSS meetings held by the network

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Our Pupil Personnel Team meets twice a month to determine the needs of families in temporary housing. In addition, at three monthly faculty conferences, our social worker provides information to staff on violence prevention programs that benefit our families. Federal, state, and local funds are used to help us meet these two objectives

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Along with our parent coordinator, our PK social worker holds workshops that provide tips and strategies to parents regarding transitioning to kindergarten. In addition, every three months prekindergarten and kindergarten parents are invited to attend school with their students to learn about the curriculum. Parents also learn about the CCLS

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers inform administration of their professional development needs and create a plan. Administration insures that resources are used to cover classes while teachers attend PD sessions. A team of 12 teachers decided on MOSL. Additionally, 4 of our coaches met and decided which assessments to use this school year

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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.

DBN: 21K090

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$448,756.11	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$142,235.00	X	See action plan
Title III, Part A	Federal	\$11,548.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$3,013,196.00	X	See action plan

¹Explanation/Background:

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

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 21	Borough Brooklyn	School Number 090
School Name The Edna Cohen School		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Greta Hawkins	Assistant Principal Gayle Gordon
Coach Maria Rescigno math	Coach Shavonne Lynch literacy
ESL Teacher Jane Fu	Guidance Counselor Jeffrey Jones
Teacher/Subject Area Barbara Perry computer teacher	Parent Oswaldo Jara
Teacher/Subject Area Karen Shoyket (4th grade)	Parent Coordinator Doris Torres
Related Service Provider Stephanie Broytman	Other Sandy Feldman AIS teacher
Network Leader(Only if working with the LAP team) type here	Other Jasmin D'Auria Literacy coach

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 currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	4	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	2
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	619	Total number of ELLs	102	ELLs as share of total student population (%)	16.48%
--	------------	----------------------	------------	---	---------------

Part II: 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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained	1													1
Push-In		2	2	2	1	2								9
Total	1	2	2	2	1	2	0	10						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	102	Newcomers (ELLs receiving service 0-3 years)	79	ELL Students with Disabilities	12
SIFE	0	ELLs receiving service 4-6 years	23	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 SWD. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	79	0	6	23	0	6	0	0	0	102

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	79	0	6	23	0	6	0	0	0	102
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	15	8	10	6	12	4								55
Chinese	0	1	1	0	0	1								3
Russian	0	4	3	1	2	1								11
Bengali	0	0	0	1	0	0								1
Urdu	2	4	5	4	4	0								19
Arabic	2	3	2	1	2	2								12
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	0	0	1	0	0	0								1
TOTAL	19	20	22	13	20	8	0	102						

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	9	0	0	0	2	3								14
Intermediate(I)	0	11	8	2	8	2								31
Advanced (A)	10	9	14	11	10	3								57
Total	19	20	22	13	20	8	0	0	0	0	0	0	0	102

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	15	2	2	0	19
4	4	1	0	0	5
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	15	0	2	2	1	0	0	0	20
4	5	0	0	1	1	0	0	0	7
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			3	1	2			1	7
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									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				
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
In October, 2013, P.S 90 used DRAII as an assessment tool to assess the literacy skills from K-5. The major findings are as follows:
 - Grade 3-5 Ells demonstrate their weak areas in reading comprehension due to inadequate foundation skills in phonics, word

recognition, analysis of sentence relationships, structure of paragraphs and structure of texts.

2. Grade k-2 ELLs demonstrate their weak areas in reading comprehension due to inadequate skills in phonics, sight word recognition, and grade level vocabulary.
3. The majority of ELLs are reading below grade levels.

Insights the data provide:

1. The school LAP team needs to work out an individual plan for each ELL to bring the child from where he/she is at to the next lexile level.
2. The team needs to use a common assessment tool, which is DRAII, to monitor/keep track of each child's reading and writing progress.
3. The team needs to meet regularly to revise, reassess, and plan for the next step.

Instructional Plan:

1. Implementing Benchmark program to reinforce grade 3-5 ELLs phonics skills, word recognition skills, and vocabulary development.
2. Implementing Expeditionary Learning program to have all ELLs expose to grade-level learning context and scaffold them to work in common core standards learning context.
3. The team works as school research-based core resources, continuing modeling various strategies, constructing meaningful activities, and providing targeted materials for the classroom teachers.

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

The data patterns across proficiency levels on the NYSESLAT reveal important statistics as follows:

1. 56% of ELLs reach advanced level.
2. 38% of ELLs either progress or remain at intermediate level.
3. 6% of ELLs are at beginning level.
4. 28% of ELLs reach proficiency level.

Statistics Analysis:

According to the State NYSESLAT standards: 56% of ELLs in P.S 90 who scored at advanced level demonstrate an understanding of the English language expected at the grade level, but those students still need to perform at the proficiency level in order to exit ESL program. 38% of ELLs who scored at intermediate level demonstrate a partial understanding of the English language expected at the grade level. 6% of ELLs who scored at beginning level does not demonstrate an understanding of the English language expected at the grade level. 28% of ELLs who scored at proficiency level demonstrate a thorough understanding of the English language expected at the grade level.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Although the data on NYSESLAT modalities on ATS are not posted yet, (as for 11/07/13) The school will use AMAO tool to make data driven decisions based on trends in the past years. We believe that the data yielded from AMAO can help focus on the progress toward achievement of ELLs' proficiency for specific subgroups. The Early Warning Indicator feature provided by the tool can be very helpful in terms of designing effective instructional programs and early interventions for ELLs.

4. For each program, answer the following:
 - a. 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?

a) The patterns across proficiencies and grades reveal correlation of NYSESLAT Results and the State ELA Exam Results:

1. Advanced Students in the Fifth Grade

- A.J scored level 1 in ELA
- Q.J scored level 1 in ELA
- R.L scored level 2 in ELA.

Implications: STUDENTS SCORED AT ADVANCED LEVEL IN NYSESLAT BECAUSE THEY HAVE DEVELOPED SATISFACTORY SPEAKING AND LISTENING SKILLS, WHEREAS THEY STILL HAVE DIFFICULTIES IN READING AND WRITING, WHICH RESULTS IN LEVEL 1 IN ELA EXAM, BECAUSE THE STATE ELA EXAM MEASURES HEAVILY IN READING AND WRITING MODALITIES. ALTHOUGH LUIS IS STRONG IN READING, HE STILL HAS HIS WEAKNESS IN WRITING MODALITY, WHICH CAN BE A POSSIBLE REASON THAT HE DID NOT REACH LEVEL 3 IN ELA EXAM.

2. Intermediate Students in the Fifth Grade

C.G (IEP) scored level 1 in ELA.

F.A scored level 1 in ELA

Implications: The two ELLs have difficulties in listening, reading, and writing in NYSESLAT. In spite of the fact that ELA exam did not include listening component, the level of listening proficiency is the important indicator of overall language competence

3. Beginning students in the Fifth Grade

U.L was exempt from 2013 ELA exam because of her new-comer status.

K.Y was exempt from 2013 ELA exam because of her new-comer status.

Implications: Beginning students have experienced language difficulties in all four modalities. ESL research suggests it might take at least 6 years for them to reach academic proficiency.

4. Advanced Students in the Fourth Grade

A.J scored level 3 in ELA

M.H scored level 3 in ELA.

Implications: A.J scored 10 out of 25 possible scores in NYSESLAT writing. M.H scored 16 out of 25 possible scores in NYSESLAT writing. 2013 NYSESLAT has been revised in response to the State's adoption of the Common Core Learning Standards. Unlike ELA State Exam, NYSESLAT require ELLs write a descriptive paragraph solely based on an illustrated scene. No relevant written text such as stories or articles can be referred to. As for Fact-Based Essay writing, students are presented with information solely in graphs, tables, and charts. Students write an essay based on how they interpret the information and data provided in the graphics. The ELLs struggled in searching and digging into their memory to find the words they need for writing, because there are no relevant written text such as stories or articles in the test that they can refer to or borrow ideas and words for writing.

5. Intermediate Students in the Fourth Grade

A.G, who was a new comer exempt from 2013 ELA Exam, will take 2014 ELA exam.

B.M scored level 1 in ELA

C.D scored Level 1 in ELA.

J.J scored level 1 in ELA.

Q.K scored Level 1 in ELA.

T.S scored Level 1 in ELA.

W.H scored level 2 in ELA.

Implications: The Intermediate ELLs have difficulties in listening, reading, and writing in NYSESLAT. In spite of the fact that ELA exam did not include listening component, the level of listening proficiency is the important indicator of overall language competence.

6. Beginning ELLs in the Fourth Grade

G.L scored Level 1 in ELA.

K.J was exempt because of her new-comer status.

Implications: Beginning students have experienced language difficulties in all four modalities. However, it was Jasmina's first time taking NYSESLAT and she scored higher in listening and reading than Liaaba and Yassim who is in the fifth grade, which is a good indicator that she might exit ESL program earlier.

b) The school leadership are using the result of the ELL Periodic Assessments to promote effective instructional plan as follows:

1. The goal of ESL program is to challenge all ELLs to work and reach expected grade level in language proficiency measured by the Common Core Learning Standards. Therefore, the current literacy circle program should be an important integrated part of ESL curriculum in k-5.

2. In push-in and pull-out programs, ESL teachers work collaboratively with ELLs dominated classroom teachers, using Benchmark reading program as language and literature support. ELLs will benefit by providing small group intervention and whole class mainstream learning environment as well.

3. NYSESLAT training is a must for all ELLs. All ELLs need sufficient time and update materials for NYSESLAT preparation.

4. ELLs and IEP students designated taking State ELA/ Math exams need to start test prep since day one (15 minutes daily) Early intensive /targeted /skilled combined practice is necessary to the struggling readers and writers.

c) The school is learning about Periodic Assessment by regrouping students according to their needs. Also, we'll enhance ELLs listening comprehension training. In addition, ELLs will receive intensive practice in writing essays from grade 3-5. We have paraprofessionals who speak ELL children's native language in learning English with native language support.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

THE SCHOOL USES DATA TO GUIDE instruction within the RtI framework in the way that instruction for ELLs is provided the first step at the Tier 1 instructional level, which serves > 80% of students's needs. Rigorous and research-based curriculum such as Benchmark / Expeditionary Learning program are implemented in the school. Students move into Tier 2 and Tier 3 if they demonstrate a need for more targeted and intensive academic support. At Tier 2 level, extra attention, activities, and experience tailored to specific students. This can be done in pull-out program which serves about 5-10% of students' needs. At Tier III level, intensive and individualized instruction serves about 1-5% of students' needs (small group or 1:1). At both Tier 2/3 levels, students' learning are scaffolded with intensive language support in common core context.

6. How do you make sure that a child's second language development is considered in instructional decisions?
An ELL child moves through the stages of acquiring his/her second language, from preproduction to early production, speech emergency, intermediate fluency, and eventually advanced fluency. The school is continually working on instructional strategies that have been modified to meet the needs of ELLs according to their language acquisition level. LAP team members and ESL teachers engage the students in whole class, small groups and individual activities by designing tiered questions in all content areas teaching / learning. Stage – appropriate adaptations of instructional materials texts are provided. I-PADs will be utilized especially for the ELL students who are at preproduction and early production stages. The WORD-MES STRATEGY can be used to enhance second language development of all stages. Through various staff development / workshops, classrooms teachers will become familiar with the stages of ELL second language acquisition. We will be more attuned to the appropriate types of questions and prompts to use to engage and motivate ELLs. By understanding the levels of linguistic proficiency, our teachers will become more competent at differentiating instruction to promote academic achievement.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
PS 90 uses multiple criteria to measure the success of the ESL programs. The most widely used measure is the overall NYSESLAT proficiency rates. Every year ESL teachers and LAP team create a school NYSESLAT, ELA and math test score analysis to determine how ELLs performed on these exams as compared to past years. In 2013 NYSESLAT, the majority of ELLs have achieved measurable gains as compared to the year of 2012.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

1. Steps for Initial Identification

Within the first ten days of school through initial identification process, we determine whether the newly admitted students may be limited English proficient. This initial process includes the following four steps:

- Administration of the Home Language Identification Survey

2. Conducting an informal interview in English and in the student's native language
3. Administration of LABR if the student is eligible for the assessment
4. Placement in an appropriate program (i.e. Bilingual Education, dual program, free-standing ESL)

The Home Language Identification Survey is completed by every new admit student's parent or guardian and the form is given in parent's preferred home language. An interview is conducted at registration with a translator in the student's/parent's native language. The translator can be a neighbor, friend, or relative brought in by the parent. If the parent does not arrive with a translator, the school's bilingual parent coordinator, teacher volunteer, or a parent volunteer provides translation needs. When a new student registers, a licensed ESL teacher or a licensed pedagogue trained in HLIS identification procedures will be contacted by the office. The pedagogue is present at the registration. The HLIS is fully explained to the parent. Questions are answered or clarified to the parent. In addition, LAB coordinator, licensed ESL teacher, and a pedagogue who determine the child's eligibility for LAB-R will conduct an informal, oral interview in English and in the child's native language. Licensed ESL teachers and the trained pedagogue are responsible of administering LAB-R.

Any student who scores below the established cut-off score in LAB-R will be placed and grouped effectively to receive the mandated ESL services in accordance with CR Part 154. Newly enrolled students are identified, assessed, and placed within the first ten school days.

5. Spanish LAB will be administered when a child is determined to be entitled and speaks Spanish at home.

During the whole registration and LAB-R test process, school secretaries, the parent coordinator, ESL teachers and translators are working as a team to assist parents, address their concerns, help complete forms, and assign placements for ELL students. Parents, once registered, receive additional information from teachers, and through the Parents Association.

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

- List of Entitled ELL students is updated every month.
- Parent notification letter regarding NYSESLAT is issued before the test .
- Parent workshop regarding NYSESLAT is conducted before the test.
- NYSESLAT test materials are ordered accordingly in advance.
- Tests scheduled are made within the test window. Proctors are trained on how to administrate the NYSESLAT.
- All test material and answer documents are carefully marked, accounted for and submitted.

Every entitled ELL at PS 90 will take the 2011 NYSESLAT exam during the month of May.

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.

PS 90 has a number of structures in place to ensure that parents understand all three program choices available to them. Once new students are identified as entitled ELLs,

PS 90 holds a monthly Parent Orientation Workshop within 10 days of registration. Parent notification letters are sent home in the parents' preferred home languages explaining the importance of the workshops and requesting parent attendance. The school's bilingual parent coordinator, bilingual ESL teacher, paraprofessionals, classroom teachers, and secretaries are involved in calling parents to ensure strong attendance. Parents can come in to speak to the ESL contact person by appointment when needs arise. Separate meetings that reflect the parents' language needs are held.

They are in Spanish, Russian, Punjabi, Arabic, Urdu, Chinese and English. The bilingual parent coordinator, translators, or a bilingual parent volunteers are always present along with a fully certified and licensed ESL teacher to conduct the workshops. Videos are shown in the parents' home language. All materials at these meetings, including the Parent Guide by NYC DOE are distributed in the parents' home languages. Parents review the videos and all the materials. ESL teachers and the school's parent coordinator explain the procedure and protocol for the identification, assessment, and the placement pertaining to the education of English Language Learners. Parental rights and characteristics of all three programs are fully explained during the workshop. Parents are given the opportunity to ask questions and translators are available during the entire workshop to ensure complete understanding of all three program choices before they make informed decisions.

If a parent speaks a language that is not represented in one of the six major languages, every effort is provided to have the parent attend a separate workshop where a video will be shown and a pamphlet provided in his/her home language. Provisions are made to communicate effectively, through translators arranged by the school or with the help of the parents. Parent attendance of the meeting, and copies of Parent Program Selections are on file for review.

If a parent does not attend after repeated invitations, a form is sent home. It is collected through rigorous efforts. If the parent survey and selection form is not returned, in spite of continuous effort, the default is a bilingual program.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

In early school year, parents of all entitled ELL students through either NYSESLAT or LAB-R are given entitlement letters in English and their preferred language of communication. These letters inform parents of their child's newly entitled services or continued ESL services. Also the non-entitlement letters of LAB-R and NYSESLAT are sent home at this time.

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.
At the parent orientation meeting, parents are made sure to be well informed about three programs in their native language. They sign and complete the parent survey and selection forms in their native language. The completed forms are attached to the original HLIS in the student cumulative folder. ELL student's placement is determined and aligned with the parental choices of the students. If there are more than 15 students in contiguous grades whose parents choose a transitional bilingual program, a TBE class will be formed. If the numbers of parent's choices of dual language programs are large enough, then a class will be formed. If the numbers do not meet the requirement for a transitional bilingual or dual language class, then parents will be given assistance in locating schools that offer these programs and the help they need. If parent decided to decline the transfer option, the students will then be placed in an existing Freestanding ESL program along with all the entitled ELLs either within an ESL self-contained class or be serviced through an ESL push-in model.
The placement letters are distributed when students placement are determined. The letter records are maintained in the main office.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Specific steps are taken at PS 90 to ensure all entitled ELL students to take NYSESLAT each year:
- . List of entitled ELL students is updated every month according to ATS reports .
 - . ESL certified teachers are responsible for administerring the test.
 - .Tests schedule are made within the test window.
 - . All test materials and answer documents are carefully marked and submitted.
 - . Students who are absent from one or two subtests are planned to receive make-up tests.
6. 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.) 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. 

Over the past three years, the data has consistently reflected an overwhelming majority of parents at PS 90 choosing ESL as their first choice. The data also shows that there were not 15 students in contiguous grades who speak the same language and whose parents have chosen a bilingual or a dual language program. Based on the current and past reviews of parental choices on Parent Selection Forms, the PS 90 LAP Committee has decided to implement the Freestanding ESL program. Since the data does not show the number required for a bilingual and/or dual language program, these programs have not been implemented in PS 90. On-going Parent Orientation meeting in six separate languages will be conducted throughout 2010-2011 school year. From the returned Parent Program Selection Forms as of September and October, 100% of parents have chosen ESL as their first choice. The numbers do not reflect the need to create a bilingual or dual language class at this time. The data has consistently reflected an overwhelming majority of parents choosing ESL as their first choice. The data also shows that there were not 15 students in contiguous grades who speak the same language and whose parents have chosen a bilingual or a dual language program. Based on the current and past reviews of parental choices on Parent Selection Forms, the PS 90LAP Committee has decided to implement the Freestanding ESL program. This policy is completely aligned with parent requests. Since the data does not show the adequate number required for a bilingual and/or dual language program, these programs have not been implemented in PS 90.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

How is instruction delivered?

a. The organizational models

Self-Contained class

There is one Kindergarten self-contained ESL class serving 19 ELLs.

Push-in /PULL-out Programs

Total of 83 ELLs from 1-5 are receiving ESL service through push in -pull out classes. Each week these students receive at least 360 minutes of ESL instruction in coordination with content area learning, and an additional 180 minutes in ELA instruction. Three fully certified and licensed ESL teachers are teaching the ELLs in the ESL self-contained classes. ESL methodologies are used throughout each lesson. Instructional scaffolding and differentiation are emphasized. SIOP Model , Q-Tel ESL strategies, workshops models are especially designed for early grade ELL students. In addition, One self-contained ESL classe is also using a technology-based reading program known as Leap Frog. This is an individualized computer program, which is most beneficial to beginning ELL students. It allows them to acquire listening and speaking skills without stress.

The ESL curriculum adopted at PS 90 is both challenging and comprehensive. Elements of reading, writing, listening and speaking are evident in all lessons. All ESL services are provided via small group/whole class mainstreaming with English speaking students. All attempts are made to both differentiate instruction, and to group them effectively based on the strengths and weaknesses in particular modalities. To ensure that each ELL received his or her mandated ESL services in the correct educational setting, and to limit group sizes, pullout services are provided to respond to the educational needs of the ELLs throughout the school. All beginning and intermediate ELLs receive 45 minutes of ESL instruction eight(8) times per week and all advanced level ELLs receive 45 minutes of ESL instruction four (4) times per week. In addition, they receive at least 180 minutes of ELA instruction in their mainstream classes. ESL pullout teacher's classroom is equipped with full libraries, computers, Laptops, and standard based materials. All ELLs are educated in a favorable and challenging classroom environment that is well suited for ESL instruction.

Students in the push-in/ pullout program receive content-based instruction as well that complements the themes and subjects they are working on in their classrooms. All students receive instruction that utilizes ESL methodologies to teach content area knowledge and academic vocabulary. All instruction is aligned with common core/ ESL standards and emphasis is placed on consistent improvement with reading, writing, listening and speaking skills. There is daily articulation between classroom

teachers and the ESL teachers to discuss student classroom participation, performance, related issues, progress, and compliment instruction. Classroom teachers have been trained in ESL methodologies and are incorporating them in language and content area instruction. All teachers are language teachers. PS 90 employs balanced literacy in the classroom and all ELLs experience elements of balanced literacy whether they are in a self- contained ESL class or are receiving pull-out services. Students participate in literature circles, read aloud, shared-reading, guided reading, independent reading and teacher-student conferencing. Workshop models are utilized throughout the school in all areas.

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

b. Program models

In ESL self-contained class , the program is basically homogeous. Ells in this class all receive the same amount of 360 minute mandated services. In ESL push-in class the program model is teterogeneous. Ells proficiency levels are mixed. The teaching/learning setting is usually entire class mixed with English speaking students. In ESL pull-out class, the program model is ungraded .

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)?

All ELLs in PS 90 are receiving their mandated ESL services based on proficiency levels. Every beginning and intermediate level ELL student is receiving at least 360 minutes of ESL instruction per week. All the advanced ELL students receive at least 45 minutes of ESL instruction 4 times a week in addition to 180 minute of ELA in the mainstream classes. All ELL students in PS 90 are fully serviced in accordance to CR Part 154 regulations. Schedules are created and reviewed by the school administration and staff to ensure the mandated number of instructional minutes is fulfilled and there are no scheduling conflicts between ESL services and any other related educational services. All classroom teachers receive ESL schedules.

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 foster language development and meet the demands of the Common Core Learning Standards.

Explicit ESL

Students receive instruction in English as part of a Freestanding ESL program. ELLs from grades K-5 receive their mandated ESL services in either ESL self-contained classes (grades k) or in a pull-out/push-in setting (grades 1-5). Each student receives instruction that addresses their needs. All ELLs receive differentiated instruction. They are grouped based on proficiency levels, modality strength, and, vocabulary, and developing learning/thinking strategies. Ongoing assessment is provided by the teacher and through student self- assessments.

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

Intermediate level students: the LAP team emphasizes developing reading and writing skills, and learning strategies in the content areas. ICT program, AIS program in reading and math, social studies, health-science, and computer lab are provided. There are

times when students are placed in smaller sub-groups to target identified weaknesses. This allows the students to receive differentiated instruction and complete assignments that fit their specific needs.

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

The instructional approaches and methods used to make content comprehensible and to enrich language development:

1. The SIOP MODEL has been implemented in ESL push-in/pull-out and self-contained classes.
2. Instruction. All ELLs receive instruction that addresses their specific needs. Students are ability grouped based on proficiency level, modality strength, learning needs and styles. Hands-on, TPR, and smart board are effective methods in differentiated groups
3. Alignment of ESL instruction with ESL and ELA standards and rubrics.
4. Classes for the following purposes: make content comprehensible for English Learners. We integrate language and content while infusing social and cultural awareness, scaffold instruction for ELLs to grade-level content standards and concepts while they continue to improve their English language proficiency. The SIOP MODEL delivers the instructional strategies such as modeling, bridging, conceptualizations, schema building, text representation and meta-cognitive development that are aggressively pursued to provide an engaging and challenging learning environment for all English Language Learners.
5. Differentiated Instruction: There is consistent articulation between classroom teachers and ESL pull out teachers to align rubrics, discuss student progress, and enrich instruction. Classroom teachers and ESL teachers use formal and informal data, teacher observations and practical rubrics to assess the ELLs. Staff receives ongoing professional development to prepare classroom teachers to effectively instruct the ELLs in their classrooms.

Explicit ELA

In addition to receiving mandated ESL instruction:

ELLs in the kindergarten and first grade self contained ESL classes are receiving at least 180 minutes of ELA instruction per week from their ESL classroom teachers in addition to the 360 mandated ESL minutes.

ELLs in grades 1-5 who are not in ESL self contained classes, receive at least 180 minutes of ELA instruction from their classroom teacher.

Classes for the following purposes: make content comprehensible for English Learners. We integrate language and content while infusing social and cultural awareness, scaffold instruction for ELLs to grade-level content standards and concepts while they continue to improve their English language proficiency. The SIOP MODEL delivers the instructional strategies such as modeling, bridging, conceptualizations, schema building, text representation and meta-cognitive development that are aggressively pursued to provide an engaging and challenging learning environment for all English Language Learners.

5. Differentiated Instruction: There is consistent articulation between classroom teachers and ESL pull out teachers to align rubrics, discuss student progress, and enrich instruction. Classroom teachers and ESL teachers use formal and informal data, teacher observations and practical rubrics to assess the ELLs. Staff receives ongoing professional development to prepare classroom teachers to effectively instruct the ELLs in their classrooms.

Explicit ELA

In addition to receiving mandated ESL instruction:

ELLs in the kindergarten and first grade self contained ESL classes are receiving at least 180 minutes of ELA instruction per week from their ESL classroom teachers in addition to the 360 mandated ESL minutes.

ELLs in grades 1-5 who are not in ESL self contained classes, receive at least 180 minutes of ELA instruction from their classroom teacher.5. Differentiated Instruction: There is consistent articulation between classroom teachers and ESL pull out teachers to align rubrics, discuss student progress, and enrich instruction. Classroom teachers and ESL teachers use formal and informal data, teacher observations and practical rubrics to assess the ELLs. Staff receives ongoing professional development to prepare classroom teachers to effectively instruct the ELLs in their classrooms.

Explicit ELA

In addition to receiving mandated ESL instruction:

ELLs in the kindergarten and first grade ESL classes are receiving at least 180 minutes of ELA instruction per week from their ESL classroom teachers in addition to the 360 mandated ESL minutes.

ELLs in grades 1-5 who are not in ESL self contained classes, receive at least 180 minutes of ELA instruction from their classroom teacher.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
ELLs are evaluated in their native language only when the Spanish speaking students take Spanish LAB to determine language dominance.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELLs are appropriately evaluated in four modalities throughout the year by administer NYSESLAT Periodic Assessment and in formal assessment such as Teacher Made test. Daily classroom activities by which teachers assess progress include oral presentation (speaking); notetaking or summarizing oral instruction (listening); and ongoing self /body editing of a written benchmark piece (reading / writing).
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a) Plan for SIFE

All ELLs at PS90 are screened to determine if they are SIFE. Home Language Surveys are analyzed, student interviews or parent interviews are conducted, and prior school records are analyzed if available. Currently, PS90 does not have any SIFE students. However, a school plan for SIFE students is in place. Once a student is identified to be SIFE, he or she is immediately assessed using current and past indicators, LAB-R and NYSESLAT test scores, classroom tests, grades, projects, observable classroom performance, and articulation with the classroom teacher. Should there be SIFE students, they are eligible for additional educational assistance at PS 90. He or she is eligible to receive AIS during the school day. He or she will also be grouped appropriately during ESL instruction so that the instruction will be tailored to the needs of the student. Constant articulation between the ESL teacher and the classroom teacher will ensure the student receives the necessary attention in the classroom. He or she will be offered a Title III after school program and/or a Title III Saturday program. During the school day, the student will receive the services of content area teachers, including social studies, health science, and computer lab.

b) Plan for ELLs in US schools less than three years (Newcomers)

Newcomers have unique and difficult educational and social challenges that must be addressed. The plan at PS90 requires coordination between parents, students, and teachers to best serve the needs of the ELL students. Teachers in PS 90 all have received and will continue to receive ongoing training to work effectively with ELLs.

In September, and throughout the course of the school year, newly enrolled ELLs receive immediate attention. They are greeted upon registration, identified and tested within 10 days on the LAB-R. After a student is placed, the ESL teacher will take the student on a school tour. Translation is provided if necessary and if possible. The ESL teacher and the classroom teacher will explain the school rules and expectations to the student. Every attempt will be made to ensure the student is comfortable and secure in his/her new environment. The student will then receive all mandated ESL services.

ESL and classroom teachers create a classroom environment that fosters language acquisition. Displays of their culture are evident in their classroom. Newcomers are initially paired up with students who speak their same language. They are provided with TPR instruction, school survival English, basic phonic skills, basic vocabulary development activities, and beginning reading comprehension skills. Beginning level ELLs will be given more opportunities in mixed-level groups in speaking and listening activities so they develop communicative proficiency as soon as possible. Newcomers are grouped flexibly based on their recognized needs into appropriate reading and writing groups. Expectations for newcomers are set high to ensure the student is able to practice and study English. Teachers of newcomers are expected to give these students additional patience, understanding and attention. Students are given work that is challenging and they are expected to provide maximum effort. The work is also tailored to their language ability and as their language skills progress, the work becomes more sophisticated. Their progress is frequently measured by analyzing their class work, observing classroom performance, test scores, projects, interim assessments and teacher-student conferences. If the student is not in an ESL self-contained class, the classroom teacher and the ESL teacher consistently articulate to analyze student progress, to scaffold instruction and to support the efforts of the student.

Newcomers from third grade up are provided the DOE downloaded translated glossaries in math, science and social studies and are taught to utilize a bilingual dictionary so they can look up any words they do not understand.

Contact is made with a relative/caregiver to see if English is spoken in the home and determine how much assistance the student can receive if he/she does not understand portions of the homework.

Newcomers are invited to the Title III After-School Program, Saturday Program, and are strongly encouraged to attend ESL summer school if offered. They also have the opportunity to receive additional academic help through AIS or a tutoring program. Teachers encourage the participation of the newcomers in all classroom activities and attempt to make classroom participation enjoyable and comfortable for the students. As the newcomers progress, they participate more, their classroom performance improves, and their confidence builds.

c) Plan for ELLS receiving service 4-6 years

ELLs receiving services for this length of time are immediately flagged as potential long term ELLs. Their test scores on the NYSESLAT and all content area exams are examined and trends in their test scores are looked at closely. An itemized analysis is conducted. Weaknesses and needs are highlighted and followed by instructional actions. Discussions are held between the students' teachers and the ESL provider so they are on the same page and can address the needs of the child effectively. Discussions are also held with the individual students about their needs and learning styles. All efforts are aimed at providing targeted individualized instruction to help them overcome their weaknesses. Many of these ELLs will receive AIS services and will be encouraged to attend an after school program that suits their needs whether it is Title III ESL or a Saturday program.

d) Plan for long-term ELLs

This year, PS 90 does not have any long term ELLs. But PS90 has a plan in place, should the need arise. Long term ELLs at PS90 would receive AIS in addition to their mandated ESL services. Those with IEPs would receive all the necessary services and accommodations that the IEP dictates. They would be encouraged to enroll in the Title III after School Program and encouraged to attend the Saturday School Reading Program. During ESL class, long term ELLs would be placed in a group that suits their academic needs. Their NYSESLAT, ELA, and other content scores would be analyzed and additional instructional attention would be placed on any weak modality. Long term ELLs would be given additional academic assistance and attention to assist them over any last hurdles that are keeping them from not attaining proficiency on the NYSESLAT exam.

e. Plan for former ELLs

All ELLs identified as former ELLs will continue to have language support in all content areas. They will be included in morning tutoring classes and after school programs. AIS services and Reading teachers will provide additional help based on specific academic needs of those students. Former ELLs are also entitled to transitional support during the school day by sitting in an advanced ESL classroom for extra help or support

7. 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?

Teachers provide opportunities for ELLs –SWDs language learning in the context of Common Core State Standards when they carefully scaffold language and content learning in strategic grouping, so that the students learn language as they engage in meaningful content-rich, and language-rich activities.

1. Strategic grouping that ensure scaffolding interactions are possible:

- . Learner(s) receive (s) guidance, advice, and /or modeling from teacher.
- . Learner(s) work(s) together with a more capable /bilingual peer.
- . Learners work together with a student or students of the same capabilities to construct meaning together.
- .Learner assists lower level learner, which provides the opportunity to articulate, refine, and expand their own knowledge.
- .Learner works independently, relying on his/her own internalized practices, strategies, inner speech, and other resources.

2. Meaningful activities

. When learner(s) receive(s) guidance, advice, and /or modeling from teacher, a teacher might plan ahead a lesson with structure of scaffolding built into it. For example, a teacher might divide a text (in ELA, social studies, and science contents) into "chunks" of meaning, label them with sub-titles that clue readers to the main topic, and provide accompanying "focus" questions that help the reader determine key ideas. The students should have the copy of this "chunking" text with adding focus questions in front of them. See the following "chunking" text with focused questions.

Who was watching? (use picture clue)

Who was being watched? (Language support- passive voice)

Keith, the boy in the rumpled shorts and shirt, did not know he was being watched as he entered room 215 of the Mountain View Inn. Neither did his mother and father, who both looked hot and tired. They had come from Ohio and for five days had driven across plain and deserts and over mountains to the old hotel in the California foothills twenty-five miles from Highway 40. (visual

support: showing distance from Ohio –California on a map)

What does a bellboy do? (acting out what a bellboy does)

Why didn't Matt care about being watched?

Can you think of a word describing Matt? (Provide direct hint: He properly likes mice.)

Who was watching him? (Teacher thinks aloud making inference, then direct student to think aloud on the same question)

The fourth person entering room 215 may have known he was being watched, but he did not care. (P12)

Why did Mrs. Gridley want to go to a different motel? (providing two clues to support reading with a purpose: old/mice)

Can you think of a word describing Mrs. Gridley? (She might not like mice)

The boy's mother looked critically around room 215 and whispered, I think we should drive back to the main highway. (p12-14)

Why did the Gridley boy, Keith, like the motel? (Provide direct clue to sustain student's interest in reading: He might like mice. Is it so? What else did he like to play with? Introducing the motorcycle and its owner- the main characters)

After intensive analyzing the "chunking" text, the teacher guide students to notice the author's use of literary device such as foreshadow so that they will understand in depth character traits, character relationships, character contributions to significant events act... The teacher might model / guide the students to create a graphic organizer with literary elements such as setting, main characters, and events that lead to conflicts (problem). Students then might be directed working in other strategic groups mentioned before to create their own graphic organizers. Further activities might be asking /writing predicts questions on the next chapter. Students can also write one sentence (low- function group), or a paragraph (mid- function group) to describe, or summarize the chunking chapter. Newcomers with no English can identify the key word in the book to support the illustration. They will be supported by push-in ESL teacher, bilingual peer, or any capable peer in the class. Students might use chapter study guide with comprehension questions (with answers) to read the book in a higher -function group that focus on stamina. For further " chunking "texts in novel reading , it is suggested that the teacher might need to select the chapters that reveal the important events including rising actions that lead to climax and falling actions that lead to resolution . This can be done in grade planning meeting. The grade planning meeting can also plan for literary devices, themes, and plot development for further teaching. In addition, the grade meeting can plan for "chunking" text for social studies, and science. As for math content, teachers need to plan together for ELLs language support as well so that ELLs-SWDs have an access to decode math language in problem reasoning- solving. In short, our goal is to eventually have students "chunk" text themselves, by making notes paragraph by paragraph while reading.

. In other strategic groups, teacher might plan the following activities for the students:

. Activities address multiple –meaning words (stand/break etc...), and general academic words (momentum/ predicament/ incinerator act...). Students engage in meaningful exposures to the words. They might create definition-word flash cards and play matching game. Grab Bag game allows students to use the words in speaking and writing. Picture- word dictionary fits newcomers. Word of the Day encourages students to use their favorite words at least 10 times that day. They work with their partner to help keep track. Creating student Frayer Model chart in notebooks is a higher level activity for higher –function students.

.Activities address long sentences with more than one dependent clauses, modifiers and phrases to capture complex relationships. After teachers model in guided group activities, students might be working on deconstructing (breaking down) the sentences into small pieces of imbedded information in simple sentence form:

An owl, uncomfortably close in a pine tree, hooted, and Ralph huddled shivering in the shadow of a leaf, aware that he was losing precious seconds.

An owl was close in a pine tree.

The owl made Ralph uncomfortable.

The owl hooted and made Ralph huddled and shiver.

Ralph was aware that he was losing precious seconds.

Then, students reconstruct the sentence back to the complex sentence level. Higher level students might reconstruct the sentence in a creative way, mid –level students might recall the original syntax. While low-function students might just copy the original sentence or work with more capable peer for assistance.

This activity addresses not just syntax itself. It involves understanding cause /effect reading skill. (The owl hooted. (Cause) Ralph shivered (effect). Students' understanding of the sentence structure will be assessed by reconstructing the sentence, or retelling the sentence in their own words.

Teacher might plan this activity in social studies, science, and math context.

"The sentence is the basic means of written communication. When students read, they get information from sentences. Sentences provide facts and details, opinions, clues about the sequence of events, and information to understand cause and affect relationships. Students cannot get such meaning from sounds or words alone."(Scott Foresman, 2005). Therefore, we need to address instruction of sentences in all content areas to assure students understand what they read.

. Activity that provides daily opportunities for students to listen to and to talk about content in pairs or small groups , using short videos , on-line programs , on tape /cd player books in various content areas . Higher language competent students can read

aloud to low –function learners.

3. Materials :

Grade –level materials: literatures in Reading Circle program. (all content areas)

Expeditionary Learning accompanying with all content area books

Language support material: Bench Mark reading programs (k-2 levels implemented at grade 3-5)

Houghton Mifflin’s English

Word Study by Modern Curriculum Press

Leveled Reading Passages from ReadWorks. Org as assessment instruments

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Concerted effort is made to prepare ELL-SWD students for success in a least restrictive environment. Students receive extra support in tutoring services that are provided four days a week after school. Built into the school program are extended periods - 50 minutes - so that students can receive targeted instruction from classroom instructors. ESL and STS teachers provide push-in services to support student learning within the classroom. Reading and math programs were acquired that specifically address the language needs of ESL students.

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:	N/A	Art	English
Social Studies:	English	Music	English
Math:	English	Physical Education	English
Science:	English	Library	English
English Language Art	English	Technology	English
Health-Science	English	Speech Therapy	English
ESL	English	Dance	English

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	45 minutes per day	45 minutes per day	45 minutes per day

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

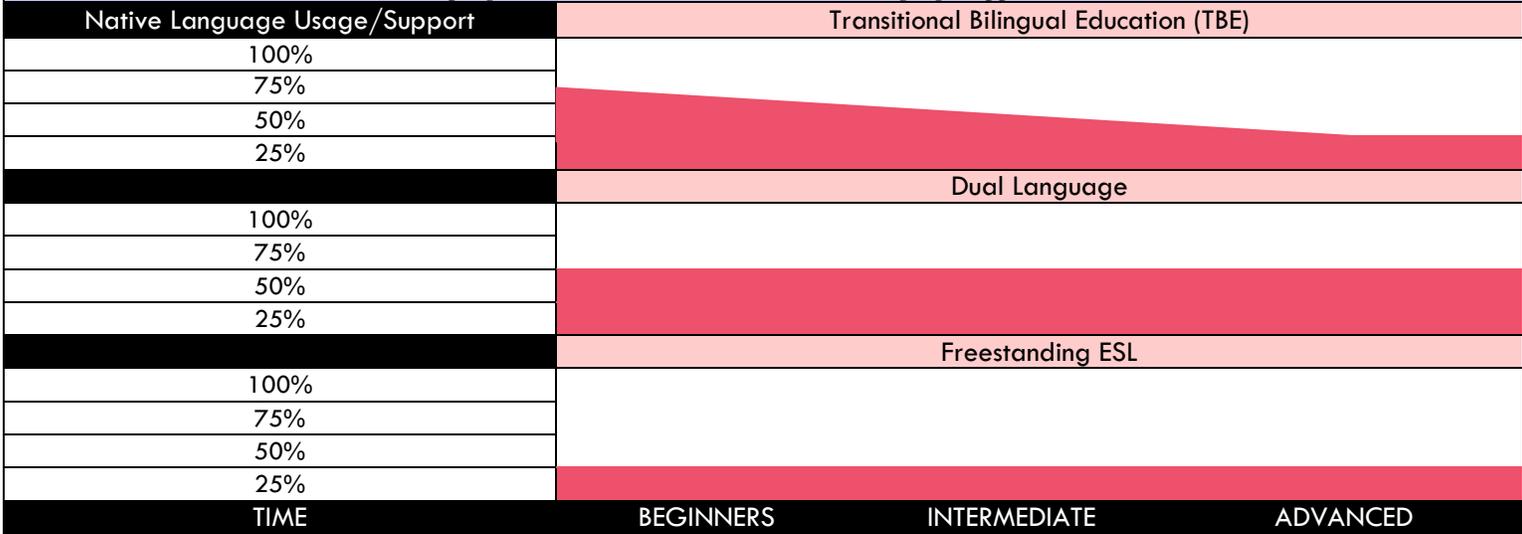
	Beginning	Intermediate	Advanced
--	-----------	--------------	----------

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.
- PS 90 makes use of all forms of data available to make informed decisions about students and to highlight their educational needs. These tools include ATS, ARIS, NY STAR, teacher observations, portfolio and student work samples, teacher articulation, and student interviews. In addition, the data is closely scrutinized for trends, comparisons, and yearly progress.
- Early childhood literacy skills are assessed through DRAII, running records, and informal classroom observations. The data from these tools is used to group students by skills and target instruction to the students' needs.
- Once the school leadership and teachers have an accurate understanding of student needs, a number of intervention programs are offered to ELLs. PS 90 has ELA and Math AIS program during the school day. These are the primary targeted intervention programs available. After school, there is a Title III ESL program, Title III Saturday program, ELA, math, music, art, and computer programs. All programs directly address student needs and interests whether they are during or after the school day.
- ELLs who have established weaknesses on their ELA exam and have been an ELL for 4-6 years might be placed with an AIS group specifically dealing with these weaknesses. A Beginning/ Intermediate level ELL who is taking the ELA for the first time would be in a different AIS group targeted to these students.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The current program is effective in terms of the fact that above 90% of ELLs have made yearly progress in NYSESLAT in 2013 school year.
11. What new programs or improvements will be considered for the upcoming school year?
- PS 90 is implementing Foundations , Expeditionary Learning, and Envisin Math currently.
12. What programs/services for ELLs will be discontinued and why?
- PS 90 is not planning to discontinue any programs for this school year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs are provided equal access to Title III after school programs and school wide after school programs. All ELLs are provided the supplemental instructional programs through Title III funding. If an ESL student would like to attend a particular program, and the program fits with the students' individual needs or interests, they can and do attend. Letters and forms of all available after-school programs are distributed in both English and parent's preferred languages. ELLs are participating in other school wide programs such as YWCA . HOMEWORK HELP , Morning Tutoring , arts program, computer program, and dance program.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials in use at PS 90 are aligned with NY State Common Core/ ESL standards. Content area materials are standards based and ELL friendly. Instructional materials are being utilized across all grade levels that are challenging, functional, comprehensive and interesting for the students. These materials assist students and teachers to accomplish the school-wide goal of high achievements for ELLs.
- The following technology components are utilized in the self-contained classes:
- 1 computers for each class using writing and reading, an ELL balanced literacy program with strong electronic components; Clifford programs; math games-Millie Math House; Everyday Math Games; Star fall Phonics games; science games; letter reading games and internet sites.
 - 2 Smart boards, I-Pads, electronic and interactive work stations
 - 3 Listening Centers, using DVDs, music, phonics and electronic books.
- Many of the classrooms throughout the school with ELLs are using educational technology such as Smart-boards and laptops. Instructional materials specially designed for K-1 ELLs are used in the classrooms. There are level book libraries, Moving into English, NYSESLAT Practice, Rigby Reading Series, Benchmark, etc.
- Instructional materials utilized in grades 2-3:
- For grades 2-3 ELLs, based on their English proficiency levels, various instructional material are used. They are level reader library, Making Meaning by McGraw Hill, Moving into English 2/3 Rigby reading series, Expeditionary Learning program, and computer internet resources. Advertisements, neighborhood maps, guides, and pictures are richly used in the class to develop communicative, academic English language, literacy, and thinking skills.
- Instructional materials utilized in grades 4-5:

Students make use of common everyday materials to foster instruction and complement learning. For example, level reader library, newspapers, magazines, newsletters, internet research, menus, advertisements, maps, guides, and pictures. Students also make use of the leveled ESL classroom library to read on a consistent basis and are encouraged to obtain library cards and go to their neighborhood libraries. Class sets of library books are used from the school literacy center during silent reading, read aloud or classroom book discussion.

Classroom instructional materials include: the Expeditionary Learning program, Moving into English 4/5, Making Meaning NYSESLET practice. etc.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

All instruction is conducted in English as part of the ESL program but the students do receive some forms of native language support. New beginning level ELL students are initially buddied up with students of their native language (if available) to help them feel comfortable and translate some of the details if necessary. All ELLs are given the DOE downloadable translated glossaries in their home language in Math, Science and Social Studies. In addition, classroom libraries have some books in the students' home language and word to word translated dictionaries. The School purchased bilingual/word-by-word dictionaries in the languages represented by the students in the school.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Materials used at PS 90 are all age and grade-appropriate. They are standards based, and correspond to the student needs, their modality strengths/weaknesses, language levels, and the characteristics of each particular grade.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Prior to the beginning of the school year, PS 90 distributes notices of time and procedures for the Pre-registration of newly enrolled students through school letters, websites, PA meetings, Community meetings and organizations. Students registering in May for the upcoming school year are unofficially interviewed/screened by ESL personnel for potential language needs and for school organizational purposes. In June, students in Pre-K are also unofficially screened for a tentative, preliminary number of students who might be in need of ESL services once the school year begins. Therefore, the school year will open smoothly and potential ELL issues are properly addressed. This minimizes the amount of changes for the younger students and creates less of a need for students to switch classes once students are officially tested on the LABR. It must be noted that official ELL designation and placement is not established until the new school year begins and all protocols are followed during the initial identification, assessment, and placement process. Based on results of the LAB-R, the entitled ELL students are properly placed and serviced. Parents are notified accordingly. Through this practice, the reorganizations of classes are minimized.

18. What language electives are offered to ELLs?

No language electives are offered to any students in PS 90.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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 here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. PS90 provides comprehensive professional development to all personnel who are involved with ELLs in the school. Professional development is ongoing throughout the school year. Every Wednesday /Thursday starting from September, 2013, Ms. Hawkins, the principal, and coaches provide staff trainings based on Danielson's framework for teaching throughout the school year. The training is on the process during a monthly faculty conference, Election Day and Brooklyn Day.

New teachers receive the mandated 7 and ½ hours of ELL training and special ED teachers receive 10 hours as per CR Part 154. Teachers are acquainted with the challenges and the opportunities in ELL education. They develop an understanding of changing ELL issue, learn about ESL methodologies to use in their lessons, creating an environment for language acquisition in their classroom, stages of language acquisition, how to provide an adequate oral foundation, learn to elicit and encourage ELL participation, ways to assist newcomers/beginners, differentiate and scaffolding instruction for ELLs, expectations for ELLs, program placement, testing, mandates, and grading ELLs.

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

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

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

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

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

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

Please see the above question #1 for this information. In addition, Ms. Hawkins, the principal, will conduct 7.5 hours of ELL training for all staff during common planning meetings throughout the school year. The records of trainings are kept in school files, online and teacher's personal files.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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. Describe parental involvement in the school

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

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

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

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

3. How are needs of the parents evaluated?

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

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

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

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

In addition, the Parent Association has members that are reflective of the community as a whole. This is another channel for parents to express their needs to the school and for the school to evaluate parental needs. Parent Coordinator also enhances the communication between the school's administration, teachers, and parents.

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

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

E. 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 your answer here:

School Name: The Edna Cohen School

School DBN: 21B090

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Greta Hawkins	Principal		
Gayle Gordon	Assistant Principal		
Doris Torres	Parent Coordinator		
Jane Fu	ESL Teacher		
	Parent		
Karen Shoyket(4 th grade)	Teacher/Subject Area		
Barbara Perry (computer)	Teacher/Subject Area		
Shavonne Lynch	Coach		
Maria Rescigno	Coach		
Jeffrey Jones	Guidance Counselor		
	Network Leader		
Sandy Feldman AIS	Other _____		
Jazmin D'Auria coach	Other _____		
Staphanie Broytman SETSS	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: i21090 School Name: The Edna Cohen School

Cluster: 6 Network: 605

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

Part A: Needs Assessment Findings

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

Data is gathered by the parent coordinator and the ESL teachers through home surveys assessing home language. Data is found through information on the Annual School Report Card. Statistics are gathered at P.T.A. meetings to determine the attendance of parents in each language category. Methodologies used are: informal surveys, Annual School Report Card, attendance at English Language Parent Classes, language survey during Pre-K and K registration, as well as new admits, constant interaction between the parent coordinator and the school's parent population.

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

The major findings indicate a need for translation and interpretation for the following languages: 359 parents require the service in Spanish; 32 in Russian; 14 in Arabic; 28 in Urdu and 9 in Chinese, 5 in Bengali, and 2 in Ukrainian.. The findings were supported during P.T.A. meetings, school leadership meetings, parent involvement meetings and parent/teacher 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.

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

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

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

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

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

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

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: PS 90	DBN: 21K090
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 type="checkbox"/> Saturday academy
Total # of ELLs to be served: 25
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: _____

Describe the direct instruction supplemental program here and include the

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

Begin description here: **RATIONALE:** In order to meet AMAO requirements to ELLS' academic performance, PS 90 will design and implement a project and performance task based program that challenges the targeted ELL population to perform with greater independence and perseverance to meet and exceed the standards of Common Core.

SUBGROUPS AND GRADE LEVELS OF STUDENTS TO BE SERVED : The following subgroups and grades will receive the Title III program:

1-ELL newcomers: grade 3-5 (5 students)

2-ELLs with an IEP and who scored far below grade levels: grade 3-5 (3 students)

3- ELLs who scored at level 2 on the state ELA exams, ELLs who scored an intermediate or advanced on the NYSESLAT, and former ELLs: grade 4-5 (17 students)

The total of ELLs who are to be served is 25. (grade 3-5)

SCHEDULE AND DURATION : PS 90 's Title III program will provide supplemental instruction in after school sessions. The program will be held from December 3, 2014--March 13, 2015 if the funding permitting. The targeted ELL population will receive Title III service from Wednesday through Friday from 2:30pm-4:00 p.m.

Language of Instruction

Title III program instruction will focus on increasing ELLS' English language proficiency. The team of teachers and administration involved in the program will participate in a study group researching on CCLS-based materials related to literacy performance tasks and hands-on projects using computer based phonics, word study, and English syntax instruction. Professional books on data -driven

Part B: Direct Instruction Supplemental Program Information

instruction will be used in the study group. Reviewing student work and monitoring their progress will occur weekly during the Title III study group meeting. Data collected during these study group activities will help to inform future literacy instruction and help to develop new periodic performance for the four subgroup ELL students. Mini-lesson structure will include: 1. Teacher creates (not just simply copies the teaching points from the curriculum) a Common Core Standards aligned teaching point as a question; 2. Teachers elicit question from the students about the teaching points. 3. Teachers explain/analyze the teaching points. 4. Teachers model the strategy. 5. Teachers move directly into guided practice with all eyes on one text, where the students explain the what, how, and why as they are applying the strategy. 6. Students, then teachers summarize the teaching point for the lesson by repeating the what, why, how, and when of the day's skill or strategy. The content and process oriented mini lesson structure ensures that students are engaging and taking ownerships of their learning by helping determine the objective. Additionally they will contribute to the specific strategy being presented by explaining the purpose of that strategy and why it is so important. This structure will further help students apply what they have learned from the mini-lesson to their group and/or independent tasks that comprise most part of the instruction.

Number and types of certified teachers:

There will be two State ESL certified teachers providing Title III funding service for two classes . One ESL-certified teacher will provide the service for one class with a total of 17 ELLS-- that is , 15 ELLS (grade 4-5) and 2 former ELLs (grade 5) . Another ESL certified teacher will provide service for a class with 5 new comers (grade 3-5) and 3 ELLS with IEP. If funding permitted, we would like to include more former ELLs and grade K-2 ELLs as well in the program. One of assistant principals will be paid out of Title III funding to supervise the Title III program . It is because this is the only program in the building at this particular time that she needs to provide supervision.

Types of Materials

Materials will be researched and purchased and utilized differentially. For newcomers and ELLs with IEPs, instruction with technology (iPads, laptops, and smart boards) will be in place. The Lexia program and Orton-Gliiingham Alphabetic Phonics will be implemented to support beginning and struggling readers and writers. Selected Ready Gen curriculums will be used for ELLs who scored a level 2 and the Former ELLs.

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

Part C: Professional Development

- name of provider

Begin description here:

Rationale: Title III professional development at P.S 90 is an important component of our ELLs academic success . The two teachers in the Title III After School service will receive support from the school administration, ESL specialists from CFN 605 and DELLSS. The professional development meetings will focus on how to support ELLs considering the purpose of the given tasks, strategy, or lesson so that they will be able to engage and take ownership of the lesson's objective. It has been observed that in our classrooms, ELLs and ELLs with IEPs who continue to read below grade level are not able to comprehend and implement the given tasks despite teachers delivering focused and direct instruction based on the updated research-based curriculum. Title III PDs will seek diligently concrete ways to engage ELLs in taking ownership of their learning by involving them in every step of the process for any given lesson.

Schedule, duration and topics to be covered : Participating teachers will receive three sessions of 85 minutes PDs after school from 2:20 - 3:45 on Mondays. The following is a projected format for staff development:

Topic 1: Scaffolding Grade Appropriate Texts for ELLs with IEP

Rationale: Participants will work with Ms. Hawkins, our principal , and Ms. Fu , ESL coordinator , to investigate the strategies and approaches that scaffold grade -appropriate text in Title III program. The participants will also attend related workshops conducted by DELLSS.

Date: December 8, 2014

Time: 2:20 pm-3:45 pm

Name of Provider: Ms. Hawkins /Ms Fu (We are expecting DELLSS/CFN/TC literacy specialists to support us , if possible)

Audience : ESL teachers and related staff in PS 90

Topic 2: Implementing State Common Core Sample Performance tasks for Literacy

Rationale: Participants will be modeled how to use State ELA text exemplars in the classroom as a guide in teaching literacy skills.

Date: January 12, 2015

Time:2:20pm-3:45pm

Name of provider: Ms. Hawkins /Ms. Fu (literacy specialists from DELLSS/CFN /TC if possible)

Part C: Professional Development

Audience: ESL teachers and related staff in PS 90

Topic 3: Developing ELLs Listening , Speaking, Reading, and Writing Skills Using on-Line Audio Books and Videos

Rationale : Participants will study together how to captivate ELLs , especially new comers, with 54 non fiction read-along books , which cover variety of science/social studies-based topics .

Date: February 9, 2015

Time : 2:20 pm-3:45 pm

Name of provider : Ms. Hawkins and Ms. Fu

Audience : ESL teachers and related staff

Copies of Sign-in sheets and agendas for each PD will be maintained in the files .

Part D: Parental Engagement Activities

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

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

Begin description here:

Rationale: The parent engagement activities will include class visits, partnership with their children when they conduct project-based tasks, celebrations of writing publications, attending workshops and Parent ESL classes, ect. Throughout the school year, parents will play a key role in thier children's learning

Part D: Parental Engagement Activities

by supporting and also learning, themselves. The listed titles are exclusively for parents of ELLs at PS 90.

Schedule, duration and topic to be covered:

A series of one-hour workshops will be held during five sessions from 2:20-3:30 on Tuesdays.

The following is a tentative shedule subject to change:

Tuesday, November 24, 2014	Topic: Presentation on how students can use writing to support their thinking and reading when they encounter a difficult text
Tuesday, December 16, 2014	Topic: Presentation on how students can create their own illustrations of a story in order to compare/contrast the themes, settings, etc.
Tuesday, January 20,2015	Topic: Presentation on sharing student assessments/ performance tasks based on literacy tasks aligned to the CCLS.
Tuesday,February 17,2015	Topic: Presentation on how parents can prepare their children for the NYS ELA exams.
Tuesday , March 3,2015	Topic: Presentation on the components/structure of NYSESLAT

Name of Provider

Jane Fu ESL coordinator

ESL specialists from CFN 605

Doris Torres Parent Coodinator

How parents will be notified: Parents will be notified through phones call, letters, and e-mails. Parents are selected by their interest, English competence, and their children's needs.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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. 	_____	_____
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	_____	_____