



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name: P.S. 90 THE HORACE MANN SCHOOL

DBN (i.e. 01M001): 27Q090

Principal: ADRIENNE UBERTINI

Principal Email: AUBERTI@SCHOOLS.NYC.GOV

Superintendent: MARY BARTON

Network Leader: JEAN MCKEON

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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 documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Adrienne Ubertini	*Principal or Designee	
Bonnie Wittie	*UFT Chapter Leader or Designee	
Rebecca Ferrer	*PA/PTA President or Designated Co-President	
Vera Isola	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sara Bano	Member/ Parent	
Lisa Blando	Chairperson/ Teacher	
Michele Gerig	Member/ Parent	
Cheryl Rose	Facilitator/ Parent	
Alison Roth	Secretary/ Teacher	
Drupatie Sobhai	Member/ Parent	
Joan Verdino	Co-Chairperson/ Teacher	
Charlene Zuljevic	Financial Liaison/ Parent	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, 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	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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, English Language Learners (ELL) will increase their reading comprehension 4 levels as measured by the Developmental Reading Assessment (DRA).

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 Elementary School Quality Snapshot 2013-2014, ELLs represent 20% of our student body. ELL students scoring at or above proficiency on the 2014 NYS ELA assessment was 8%. Therefore, our shared goal is to further improve our ELL's outcomes.

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

1. Teachers in Grades K-5 will focus on the needs of English Language Learners (ELL's) by incorporating scaffolded and challenging activities to help the students engage in grade level work aligned to the Common Core standards designed to develop critical thinking skills.
2. During Professional Learning Communities, teachers will review student data gathered from periodic assessments, informal assessments, as well as classroom work.
3. Title III afterschool program

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

1. Staff members: Principal, Assistant Principal, Children First Network Liaison (CFN), Department of Education (DOE)
2. Teachers, and Data Specialists, ELL teachers, Academic Intervention Service (AIS) teachers, Classroom Teachers, Response To Intervention (RTI) Teachers
3. Resources: Grades One and Two each have a whole class dedicated to current and former ELL's.

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

1. Staff members attending PLC's will complete Differentiated Instruction sheets at the end of analyzing student work.
2. Teacher teams decided an improvement by 2 DRA levels would be the interim benchmark to measure the effectiveness of the activity/strategy.
3. Classroom observations, student conferences and group work.

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

1. DRA Assessment administered October 2014, January 2015 and May 2015.
2. By February 2015, an increase of two DRA levels. By June 2015, an increase of an additional two DRA levels.
3. Title III after school beginning December 2014 to March 2015, for four hours per week.

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

1. PD provided during Monday's Professional Learning Communities, teachers turn-key information from DOE workshops.
2. Established protocol for looking at student work.
3. Afterschool current and former ELL's will focus on building language by using Voyager Passport and computer programs (Starfall, Pebbles, and Compass Learning).

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).

- Translation and interpretation support will be provided in the dominant languages spoken by parents/guardians in the school.
- Annual Open House in October.
- Literacy Night.
- Class presentations/celebrations.
- Parent Coordinator will host Homework and Literacy Support workshops for parents/guardians.
- Parent Unit Newsletters for each grade.
- Parent informational workshops on the ELA exam.

- Tuesday Parent Outreach Sessions.
- Learning Leaders participation.
- Comprehensive monthly calendar of school-wide activities.
- The school continues to provide a website and available on-site computers for use by parents/guardians.
- The school created a Portaportal link with school related resources.
- The parent coordinator creates a monthly Parent Newsletter.
- Parents are trained on how to use ARIS Parent Link.
- Regularly scheduled parent and school meetings (e.g., SLT, Annual Title I Parent Meeting, PTA, Parent-Teacher Conferences)
- Parent Title III ELL classes to coincide with students' "four hours a week" to help increase their English Language skills.

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	x	Title IIA	X	Title III		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, there will be a 3% increase in the number of students of grades 3-5 achieving at or above proficiency as measured by the 2014-2015 New York State English Language Arts Exam.

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 the School Quality Review, 27Q090 the percentage of students scoring at or above proficiency on the NYS ELA exam was 31%. The citywide average was 28%. We will focus on our level 2's and 3's to increase their performance to the next level, while providing an enrichment program to move our high 3's into 4's. There is a need to align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels.

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

1. Professional Development (PD) will be given on the following topics: Common Core Learning Standards, Depth of Knowledge, Developmental Reading Assessment (DRA), Danielson (Advance), Implementation of Professional Learning Communities (PLC's), Capacity Framework.
2. Teachers in grade-level PLC's will review student data gathered from periodic assessments, informal assessments as well as classroom work to make effective adjustments in lessons.
3. Response to Intervention (RTI): Using data, students identified as performing below standards will receive intensive instruction through research based intervention programs.)
4. Continued implementation of reading curriculum – ReadyGen

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

1. Staff Members: Principal, Assistant Principals, Children's First Network Liaison (CFN), Department of Education (DOE), Classroom Teachers.
2. Classroom Teachers and Data Specialist.
3. Classroom Teachers, SETSS teacher, AIS teachers, RTI teachers.
4. Classroom Teachers, SETSS teacher, AIS teachers, RTI teachers.

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

1. Staff members attending professional development sessions will complete reflection sheets at the end of each session.
2. School Leadership Team (SLT) decided a 2% increase in student performance would be the interim benchmark (February, 2015) to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.
3. Formal and informal assessments, student conferences, group work.
4. Classroom observations and student writing samples, Performance Based Assessments, End of Unit Assessments, formal and informal writing assessment.

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

1. Beginning September 2014 and ending June 2015.
2. Beginning September 2014 and ending June 2015.
3. Beginning September 2014 and ending June 2015.
4. Beginning September 2014 and ending June 2015.

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

1. PD provided during Monday Professional Learning Communities; teachers turn-key information from DOE workshops.
2. Established protocol for looking at student work.
3. Tier 2 students will receive intensive instruction 3 periods per week in groups from 6-8. Tier 3 students will receive additional intensive instruction of 40 minutes per week in groups of 1-3 students.

4. PLC's will review data information from assessments to make effective adjustments to lessons based on ReadyGen Curricula.
5. Parent engagement to build partnerships in student learning.

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).

- Translated and interpretation support will be provided in the dominant languages spoken by parents/guardians in the school.
- Annual Open House in October.
- Literacy Night.
- Class presentations/celebrations.
- Parent Coordinator will host Homework and Literacy Support workshops for parents.
- Parent Unit Newsletters for each grade.
- Parent informational workshops on the ELA exam.
- Tuesday Parent Outreach Sessions.
- Learning Leaders participation.
- Comprehensive monthly calendar of school-wide activities.
- The school continues to provide a website and available on-site computers for use by parents/guardians.
- The school created a Portaportal link with school related resources.
- The parent coordinator creates a monthly Parent Newsletter.
- Regularly scheduled parent and school meetings (e.g., SLT, Annual Title I Parent Meeting, PTA, Parent-Teacher Conferences).

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	X	Title IIA	X	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, there will be a 3% increase, for all students in grades 3-5, achieving at or above proficiency as measured by the 2014-2015 New York State Mathematics Exam.

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 the 2013-2014 Quality School Snapshot, students scoring at or above proficiency on the 2014 NYS math assessment was 46%. We need to focus on our level 2's and 3's to increase their performance to the next level, while providing enrichment opportunities to move our high 3's into 4's. There is a need to make strategic organizational decisions to support the school's instructional goals and meet student learning needs, as evidenced by meaningful student work products.

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

1. Teachers in grade-level PLC's will review student data gathered from informal assessments as well as classroom work to make effective adjustments in lessons.
2. SETSS and Academic Instructional Support (AIS) and Response to Intervention (RTI) support for low functioning students in small groups.
3. Continued implementation of Go Math Program

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

1. Staff Members: Principal, Assistant Principals, Children's First Network Liaison (CFN), Department of Education (DOE)
2. Classroom Teachers and Data Specialist
3. SETSS teacher, AIS teachers, RTI teachers

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

1. Staff members attending professional development and during Monday Professional Learning Communities will complete reflection sheets at the end of each session.
2. Mid-chapter assessments, End of Unit assessments, and small group instruction.
3. Formal and informal assessments, student conferences, group work.

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

1. Beginning September 2014 and ending June 2015.
2. Beginning September 2014 and ending June 2015.
3. Beginning September 2014 and ending June 2015.

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

1. Analyze assessments to gather data on strengths and weaknesses to plan instruction.
2. Continued implementation of Go Math Curriculum; implementation of tiered activities.
3. Small group instruction supplemental to classroom work based on the needs of the student.

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).

- Translation and interpretation support will be provided in the dominant languages spoken by parents/guardians in the school.
- Annual Open House in October.
- Parent Coordinator will host Homework and Math Support workshops for parents/guardians.
- Literacy Night.
- Parent Unit Newsletters for each grade.
- Parent informational workshops on the NYS Math Assessment.

- Tuesday Parent Outreach Sessions.
- Learning Leaders participation.
- Comprehensive monthly calendar of school-wide activities.
- The school continues to provide a website and available on-site computers for use by parents/guardians.
- The school created a Portaportal link with school related resources.
- The parent coordinator creates a monthly Parent Newsletter.
- Regularly scheduled parent and school meetings (e.g., SLT, Annual Title I Parent Meeting, PTA, Parent-Teacher Conferences).

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

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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.
N/A

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.
N/A

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. N/A
2. Key personnel and other resources used to implement each strategy/activity
1. N/A
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
4. N/A
5. Timeline for implementation and completion including start and end dates
1. N/A
6. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. N/A

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).
N/A

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.											
N/A											

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.
N/A

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.
N/A

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. N/A
2. Key personnel and other resources used to implement each strategy/activity
1. N/A
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
4. N/A
5. Timeline for implementation and completion including start and end dates
1. N/A
6. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. N/A

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).
N/A

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.											
N/A											

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	Differentiated Instruction	Small group	During the school day.
Mathematics	Differentiated Instruction	Small group	During the school day.
Science	Differentiated Instruction	Small group	During the school day.
Social Studies	Differentiated Instruction	Small group	During the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor Social Worker	Small group/one-to-one Small group/one-to-one	During the school day. During the school day.

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

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 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"> • All recruited teachers will be appropriately certified and highly qualified, with some limited flexibility, consistent with State regulations. • Principal will work closely with the Network Director of Human Resources to follow the policies set forth by the DOE to ensure that the selection of highly qualified teachers follows the guidelines set by the NYS Education Department. • Mentors are assigned to support newly appointed teachers. • The Principal, in collaboration with the Children First Network Director of Human Resources, will work to identify qualified teachers through major recruitment campaigns, hiring halls, and through relationships with Colleges and Universities.

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"> • Professional development will target the assessed pedagogical needs of the staff with differentiated high quality professional development. • Professional development will take place on days as prescribed by the DOE guidelines and Chancellor's designated Conference Days. • Professional development will be on-going during Professional Learning Communities and Network and DOE opportunities.

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.).
<ul style="list-style-type: none"> • School ensures all conceptually consolidated funding coordinates and integrates the use of Federal, State and/ or Local funds to meet the intent and purpose of all programs. • Funds are allocated to meet the needs of STH. Funds provide social/emotional, academic services and OTPS materials to Students in Temporary Housing.

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.).
<ul style="list-style-type: none"> • School ensures students begin their academic career with a strong start and emphasizes the importance of early childhood education. • School provides an aligned curriculum to early childhood programs to provide a coherent and seamless instructional transition to elementary school wide programs. • School implements a coherent and seamless educational program for at-risk students by ensuring the successful transition from early childhood programs to elementary school wide programs. • School provides joint PD and parent involvement activities to families in the transition from early childhood programs to the elementary school program. • School shares records and information from early childhood programs to ensure seamless transition to elementary school programs.

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.
<ul style="list-style-type: none"> • School provides ongoing professional development to all teachers in analyzing assessment data to increase teachers'

understanding of student performance and strengthen teacher practice.

- School provides ongoing differentiated professional development regarding the use of assessment results to improve instruction.
- School community selected and agreed upon the selection of appropriate multiple assessment measures to be implemented.

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).

Parent Involvement Policy (PIP)

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 discussions 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 child's 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;
- Meet the teacher night;
- Surveys;
- facilitating family events/activities throughout the school year (eg: movie night, fashion show, game night)
- 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;
- Suggestion Box for parents placed in the main office;
- establishing a Parent Resource Center/Area or lending library; instructional materials for 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 child'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 parent/teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all students 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 bi-annually plus a school-wide visit in May, during which the individual student'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 student's education;
- providing information related to school and parent programs, meetings, and other activities is sent to parents of participating students 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 student 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 promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision of the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to 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: 27Q090

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. (Refer to Galaxy for FY '15 school	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 has been described in this plan.

		allocation amounts.)	Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$437,310.72	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	\$230,279.00	X	See action plan
Title III, Part A	Federal	\$19,552.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$4,153,444.00	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 27	Borough Queens	School Number 090
School Name Horace Mann		

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 Adrienne Ubertini	Assistant Principal Catherine Canzoneri
Coach type here	Coach type here
ESL Teacher Ali Dilek	Guidance Counselor Gregg Yancovitch
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Lydia Perez
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	6	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	893	Total number of ELLs	173	ELLs as share of total student population (%)	19.37%
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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		28	18											46
Push-In	49	13	8	12	21	24								127
Total	49	41	26	12	21	24	0	173						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	173	Newcomers (ELLs receiving service 0-3 years)	143	ELL Students with Disabilities	18
SIFE	0	ELLs receiving service 4-6 years	30	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. [?](#)

	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

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	
ESL	143			30						173
Total	143	0	0	30	0	0	0	0	0	173

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	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																			
SELECT ONE																				0	0
SELECT ONE																				0	0
SELECT ONE																				0	0
TOTAL	0																				

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	31	31	19	5	12	19								117
Chinese				1										1
Russian														0
Bengali	4	2	2	1	1	2								12
Urdu			1	1	3									5
Arabic	4	1		2	2									9
Haitian														0
French														0
Korean														0
Punjabi	7	4	4	2	3	3								23
Polish														0
Albanian	1													1
Other	2	3												5
TOTAL	49	41	26	12	21	24	0	173						

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)	19	2	2	2	3	2								30
Intermediate(I)	1	12	7	1	5	7								33
Advanced (A)	29	27	17	9	13	15								110
Total	49	41	26	12	21	24	0	173						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	16	3	0	28
4	17	5	2	0	24
5	10	8	1	0	19
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		13		2		0		30
4	8		15		1		1		25
5	16		5		0		0		21
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	0		5		7		8		20
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				
Foreign Language				
Government				
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.
Assessments can provide important information to help guide and inform instruction. Informal assessment consists of the evidence teachers collect in class on a continuous basis to measure the progress of their students in mastering the skills and content taught. It provides continuous feedback to students, teachers, and parents. Each student is compared only to his/her own prior level of

achievement.

LAB-R is the test we use to determine initial entitlement. Students receive instruction in English with native language support in freestanding ESL programs throughout the school year. In spring students take NYSESLAT, a test that measures the English proficiency of ELLs and determines their progress as well as their continued entitlement or exit from entitlement. Since students receive ESL services and other intervention services they are expected to show progress academically.

P.S. 90 uses DRA to assess the early literacy skills of ELL's. ELL's mostly score lower than the native language speakers due to fact that they are acquiring a second language. Data from DRA and as well as LAB-R and NYSESLAT scores guide freestanding ESL instructions as the ESL teachers focus on vocabulary, fluency and language enrichment.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
NYSESLAT data patterns across the proficiency levels and grades reveal that most of the beginners are in the lower grades. The third, fourth and fifth grades have the least amount of beginners. Across the grades, most students are in the advanced level. LAB-R data indicates that majority of newly admitted ELLs are in Kindergarten. During LAB-R assessment more ELLs scored at Advanced proficiency level compared to Beginner 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 [AMAQ tool](#))

In terms of language modalities, students scored higher in speaking and listening and lower in reading and writing. This pattern across the four modalities will affect our instructional decision. ESL teachers Mr. Dilek, Ms. Roman, Ms. Serino and Ms. Serpas will therefore spend more instructional time on reading and writing. These strategies will utilize meta-cognitive and affective strategies by infusing language development through the content areas with Native language support (Bilingual dictionaries and glossaries). ESL programs integrate academic language development with content area instruction.

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. Content performance data: ELL students who are in this country for more than one year are required to take the NYS ELA test. The students who were in the country less than two years scored a Level 1. The intermediate and advanced students scored Level 2 and 3. On Math assessment, more ELL students scored at Level 1 and 2 than 3 and 4. On the NYS Science test, more students scored at Level 3 and 4 than 1 and 2. ELLs scored lower in State tests compared to native language speakers.
 - b. School leadership and teachers use the results of ELL Periodic Assessments in various ways. The school leadership recommends specific books and programs to purchase to meet the needs of ELL's. Some of the materials include multicultural story books for Read Alouds, Leap Frog to foster language acquisition and Reader's Theater for building fluency and vocabulary. After analyzing the ELL Periodic Assessment data, ESL teachers modify their instruction accordingly.
 - c. Periodic Assessments allows the school to see ELL's strengths and weaknesses. ESL teachers review the assessments to use ELL's strengths in one language modality such as Oral language to target their weaknesses in other modalities such as Reading and Writing. Native Language is not used during ELL's Periodic Assessments since P.S. 90 does not have a Bilingual or a Dual Language programs.
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](#).)

Teachers review student performance data on a regular basis and design units of study to meet the diverse needs of students while targeting grade-level /course standards. For the upcoming school year we are planning to monitor the progress of students at least once a month, and use the data to determine whether students still require intervention. For those still making insufficient progress, school-wide teams will design an intervention plan. We will provide training for teachers on how to collect and interpret student data on reading efficiently. Data-driven decision rules will be developed for providing differentiated instruction to students at varied reading and language proficiency levels for part of the day. Peer- assisted learning activities will be planned and organized carefully. Instruction will address both the social and academic aspects of working with a peer. Activities will focus on simple routines for lower grades, and vocabulary, reading practice and comprehension skills for the upper grades.

6. How do you make sure that a child's second language development is considered in instructional decisions?
A child's second language is considered in instructional planning by:
 - a) careful lesson planning; well-written objectives that promote language acquisition. Language objectives should support the content objectives, and it is important that learner tasks are aligned with the objectives.
 - b) collaboration; classroom teachers and ESL teacher plan lessons together. This type of collaboration helps classroom teachers learn more about second language acquisition.
 - c) content-based ESL service; teachers use a variety of instructional techniques as a way of developing second language, content, cognitive and study skills through thematiz units.

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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

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

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](#).)

The initial identification of English Language Learners (ELL's) starts with the administration of the Home Language Identification Survey (HLIS) . The 2 certified ESL teachers who are responsible for identification of ELLs are Mr. Dilek and Mrs. Roman . They are highly qualified teachers who demonstrate strong academic language proficiency and are skilled in content and pedagogy. They are equipped with the appropriate teaching certification and are engaged in professional development on regular basis. They are responsible for conducting the initial screening as they review each HLIS. They fill and sign the section that identifies the language that the student speaks at home. If the HLIS indicates a language other than English, one of the ESL teachers as well as other trained pedagogs such as the building Principal or the Assistant Principal conduct an informal oral interview in English and in the native language. The ESL teachers in the building speak the following languages: Spanish, Arabic and Turkish. Also, paraprofessionals in the building are available to assist the ESL teachers with the oral interview. Once the ESL teachers confirm that the student speaks a language other than English, they administer the formal initial assessment. The potential ELL's are tested within the 10 days of admission as per CR Part 154, using LAB-R. Students who receive a raw score below the cut score are identified as ELL's. Students who are identified as ELL's and whose Home Language indicates Spanish take the Spanish version of the LAB. Spanish LAB determines the student's native language proficiency. Original HLIS go into the students cum folder. Copies of ELL's HLIS are filed and kept with the ESL team. ELL's who are in the Beginning and Intermediate English Proficiency levels receive mandated 360 minutes of ESL services a week while Advanced ELL's receive mandated 180 minutes a week.

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.

The structures that are placed at P.S. 90 to ensure that parents understand all three program choices include Parent Orientation session, Open House, phone calls to the parents as well as one-on-one meeting with parents as needed. Parent involvement is an important part of the ESL program. In September, P.S. 90 holds an annual Parent Orientation meeting where the ELL parents are invited. Notification letters are sent out in English and in various home languages regarding the session. During the meeting parents watch a DVD that explains the three programs in English as well as in different home languages in great detail. The Orientation session is conducted in English by the ESL teachers, Ali Dilek and Nubia Roman. It is translated into Spanish by the Parent Coordinator, Lydia Perez and paraprofessionals are available for assistance in oral translation. Parents are encouraged to ask questions regarding the program selection and their child's education. During the Parent Orientation session, parents are informed that their children have a right to placement in a Bilingual class if there are sufficient numbers of entitled students with the same home language and grade level. In addition, parents are informed that if there are not sufficient students to form a Transitional

Bilingual program in our school, they have the option of transferring their children to another school that has a Transitional Bilingual program. Parents who choose not to transfer their children will remain at school and be placed in Freestanding English as Second Language program. In October, P.S. 90 has its annual Open House. The parents are invited again to come in and become more familiar with our ESL program. They are able to look through various materials that the certified ESL teachers use in order to meet the instructional needs of the ELL's. For parents who could not make the Parent session, our Parent Coordinator Lydia Perez make phone calls and invites them to view the choices with our principal Ms. Ubertini and select a program for their child.

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 [\[see tool kit\]](#).)

P.S 90 ensures that the entitlement letters are distributed and Parent Survey and Program Selection forms are returned. The entitlement letters are distributed to the students in envelopes and sent to their parents. ESL teachers are responsible to send out entitlement letters. A list of eligible students is made and the returned letters are checked against the list. Copies of entitlement letters are kept in file in the ESL room. During the annual Parent Orientation session, parents are given the opportunity to fill the Parent Survey and Program Selection form. If a form is not returned, the parent coordinator will then contact the parents and offer assistance. Parents are given another chance to visit the school to learn about the programs. They are given another opportunity to view the DVD which will further explain the program choices and they will be assisted on one to one basis to fill in the form. ESL teachers and the Principal are available to guide in filling out the form. In addition, parents are reminded about the Parent Orientation session in the School News Letter. All copies of Parent Survey Selection forms are kept in file.

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.

ELL students are placed in a Free Standing ESL Program based on choice that parents indicated on the Parent Selection form. Parents are provided a selection in their home language. Parents receive entitlement letters in their home language that describe the Free Standing ESL Program their children are in. Every year, while the new admits receive the First Year Entitlement Letter in their home language, the ELL's who are already in the program receive Continued Entitlement Letter in their home language. We obtain a list of our ELL students using The following ATS reports: RNMR, RLAT and RLER. Finally, The ELPC screen is updated according to the data.

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.

All ELL's are annually evaluated using the New York State English as a Second Language Achievement Test (NYSESLAT). ESL teachers Mr. Dilek and Ms. Roman will run an RLER report in ATS to identify the eligible students for NYSESLAT. ALL ESL teachers Mr. Dilek, Ms. Roman, Ms. Serino and Ms. Serpas are involved in testing. A NYSESLAT testing schedule is created ensuring all eligible ELL students are included. A NYSESLAT testing memo is written to indicate the date and time and place of testing. First, ELL students will be tested in Speaking individually. Then ELL students will be tested in Listening, Reading and Writing modalities respectively. Performance on this test determines the child's continued entitlement to English language development support services. It is administered each Spring.

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. [①](#)

After reviewing the Parent Survey and forms for the past few years, the trend in program choices that parents have been requesting is consistent with the Free Standing ESL program that is offered at P.S. 90. All parents of ELL's at P.S. 90 requested the Free Standing ESL program.

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])?

Free Standing ESL program includes Pull-Out and Push-In services as well as first and second grade self-contained ELL classrooms.

a. During Pull-Out, ESL teachers work with small group of students to develop English skills for information and understanding as well as for literacy response and expression. During Push-In, ESL teachers work with small group of ELL's in the classroom using ESL methodologies to facilitate English for critical analysis and evaluation.

b. ELL's are placed heterogeneously in their appropriate grades. During Pull-Out, ELL's are grouped homogeneously based on their English Proficiency levels.

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)?

As per CR Part 154, mandated instructional unit requirements for ELL's differ by levels. Students who are placed in the beginning and intermediate levels of English proficiency receive 360 minutes per week of ESL instruction. Advanced students will receive 180 minutes per week of ESL instruction. Students are scheduled to receive their mandated ESL instruction in accordance with their proficiency level. P. S. 90 provides Free Standing ESL program. All language arts and subject matter instruction is in English using specific instructional strategies with support in the native language.

a. Explicit ESL is delivered in the form of Push-In and Pull-Out programs. ESL instruction includes literature and content based instruction which is aligned with the NYS Learning Standards in ESL, ELA and content areas. ELL students are receiving ESL instruction based on their language proficiency levels and their learning needs. The ELL's are challenged to think critically, solve problems and communicate in English. ELL's are actively engaged in standard based academic curriculum. ELL students receive 180 per week of ELA instruction. During ELA instruction ELL's exposed to linguistically demanding concepts. Instructions include the development of academic discourse such as evaluating, inferring, generalizing, predicting and classifying. Well developed learning strategies prepare ELL's to think critically and communicate in the language of instruction which is aligned explicitly to Common Core Learning Standards.

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.

Freestanding ESL program uses small group instruction for content areas such as Math and Science. Language of instruction is English with Native language support. Vocabulary development in content areas is emphasized. The strategies utilized include cognitive, meta-cognitive and affective strategies by infusing language development through the content areas in accordance with the scientifically based research by A. Chamot and M. O'Malley. The Cognitive Academic Language Approach (CALLA) is an instructional model developed to meet the academic needs of ELL's. CALLA integrates academic language development, content area instruction and explicit instruction in learning strategies for both content and language acquisition. This approach makes content comprehensible to enrich language development. Materials include The Rigby program, Leap frog interactive system and ReadyGen, newly adopted literacy program by New York City Department of Education. In addition, ESL teachers differentiate and scaffold content area instruction using nonfiction books, various texts, visuals and technology to make content comprehensible

to foster language development and meet the demands of the Common Core Learning Standards in Self-contained classrooms as well as in Push-In/Pull-out models.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Newly identified Spanish speakers take the Spanish LAB to evaluate their native language proficiency. For speakers of other languages, there is no State test that evaluates their language proficiency. However, Freestanding ESL program at P.S. 90 provides native language support for all ELLs. Native language support includes dictionaries, bilingual glossaries and books in various languages.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
All teachers of ELLs and the ESL teacher model the consistent use of academic language when speaking with students and ensure that students are given enough support to listen for and produce spoken academic language. Under the Common Core State Standards, reading focuses on using increasingly complex text and places on a greater emphasis on students reading informational text while still including fiction. ELLs may not often possess the same background knowledge as English proficient students. As a result teachers need to be aware of their ELL's familiarity with the background necessary to comprehend the texts they read and build background while not detracting from students' experiences making meaning of text.
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).

ESL teachers differentiate and scaffold content area instruction using nonfiction books, various texts, visuals and technology to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

a. Plan for SIFE In addition to ESL services SIFE students receive additional academic support by Academic Intervention Service (AIS) teachers. They receive instruction appropriate for their language and academic ability.

b. Plan for Newcomers They receive 360 minutes of ESL instruction a week in a small group. Instruction includes listening, speaking, reading and writing activities promoting cross cultural knowledge and understanding. ESL teachers create a low anxiety environment to help facilitate language acquisition. Additionally, because NCLB now requires ELA testing for ELL's after one year, these ELL's are invited to Saturday Academy and Afterschool programs for language enrichment as well as academic support.

c. Plan for ELL's receiving service 4 to 6 years Depending on the results of the NYSESLAT, students receive the appropriate allocation of ESL services. Balanced Literacy components such as Read Alouds, Shared and Guided reading are incorporated in freestanding ESL instruction. ESL teachers use Rigby's On Our Way to English as their instructional material. This program offers reading and writing instructions specifically tailored to the needs of ELL's. In addition. They participate in afterschool program on Tuesday and Thursday as well as Saturday Academy.

d. Plan for Long-Term ELL's (completed 6 years) P. S 90 has no Long-Term ELL's at this point.

e. Former ELLs are given extended time during State tests. These students are invited to participate in after school and Saturday Academy to enrich their academic vocabulary and content knowledge.

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 of ELL-SWDs use various grade/age and level appropriate instructional strategies that provide access to academic content areas and accelerate English language development. ELL's identified as having special needs are in small group environment based on their level of instruction specified in their IEPs. They are provided with individual attention. The language of instruction is English with Native language support. PS 90 ensures that ELL-SWDs receive all mandated services mandated on their IEPs. ELL-SWDs whose IEP mandates bilingual instruction receive a bilingual paraprofessional to assist in daily classroom tasks. ESL teachers promote language development through hands-on activities and the use of visual aides. ESL teachers differentiate and scaffold content area instruction to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards. ESL teachers work in collaboration with special education teachers, guidance counselor, school administrators and other service providers to help ELL-SWDs meet their goals.

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?

ELLs with special needs are provided with support in the least restrictive environment according to their IEPs. P.S 90 ensures that ELL-SWDs spend maximum time with non-disabled peers through flexible programming. This may mean that the students are mainstreamed for certain content areas and provided with a more restrictive environment depending on the IEP. Common Core Standards will be incorporated into curriculum maps, grade conferences, and units of study. Writing will be supported by guided writing, and daily writer's journals. Teachers will continue to use Guided Reading daily in the classrooms. Level 1 (State Tests) students will receive AIS small group instruction for a minimum of 3 times per week. Level 2 students will be the target group for

extended day, after school, and Saturday Academy programs. Level 3 and 4 students will participate in enrichment opportunities during and after school. Individual student goals will be created and utilized when planning lessons and delivering instruction so that all needs will be met. ELL-SWDs will be invited to participate in after-school program. This program will focus on Language development and ELA comprehension strategies. It will also increase time on task for individual and differentiated instruction. Assessment folders (classroom teachers, AIS/SETTS providers) will reflect individualized student goals in ELA and benchmark targets. These goals will be updated to reflect successes and areas of concern after each unit of study. P.S. 90 Q has an eager staff ready to service our ELL population. It is our belief that scaffolding upon the base of knowledge that each student possesses success will be imminent.

Courses Taught in Languages Other than English

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	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

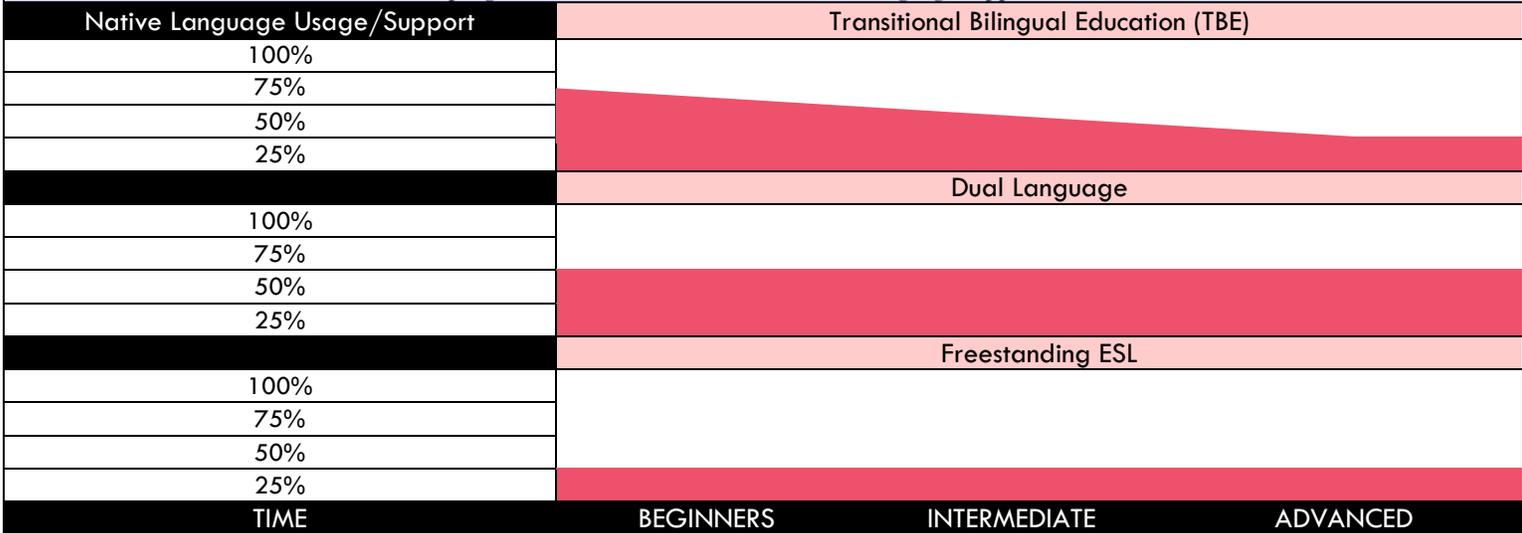
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	Beginning	Intermediate	Advanced
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.
- The targeted intervention services for ELLs are based on the students' scores on ELA, Math, NYSESLAT, the performance in class and teacher evaluation. ELLs who scored below grade level in State tests receive AIS services and stay for extended day. New-comers will be targeted for intervention for ELA because the State tests present a challenge. With the shift to Common Core Standards, our ELLs are faced with reading more challenging texts and understanding academic vocabulary. ELLs receiving service 4 to 6 years will be serviced through AIS, extended day and/or after school programs and Saturday Academy. New-comers and ELLs receiving service 4 to 6 years will receive support in Math, Science and Social Studies. All ELLs will be strongly encouraged to attend after school programs and Saturday School Academy to enhance their language skills and academic vocabulary. Language used for instruction in all our intervention services is English with native language support.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- At PS 90, Free Standing ESL Program is highly effective in terms of meeting the needs of our ELLs in both content and language development. We utilize the State test results (e.i NYSESLAT ELA, Math, Science) as well as Periodic assessments and content area instruction (Social Studies, Math and Science) in assessing the effectiveness of our current program. The instructional materials used in our current program are print-rich and focus on reading comprehension, writing skills, academic vocabulary and the content areas. The Rigby series called "On Our Way To English" provides poetry, songs, repetition and literacy skills. The writing component also teaches grammar and writing skills using the writing process.
- Beginner ELLs use shared reading and writing, TPR, poetry and music to enhance instruction. The Intermediate and Advanced level ELLs focus on reading and writing in the content areas using comprehensible input. The ESL teachers and classroom teachers coordinate instruction for all ELLs.
11. What new programs or improvements will be considered for the upcoming school year?
- In addition to The Rigby series, Two new programs will be utilized at PS 90 this year: ReadyGen and GoMath. These programs are being implemented in New York City Public Schools. These programs will be utilized for instruction in order to meet the needs of ELLs in language development as well as meeting the Common Core State Standards. ESL teachers will differentiate and scaffold instruction to make it more accessible and meaningful for ELL students.
12. What programs/services for ELLs will be discontinued and why?
- No programs /services will be discontinued for the upcoming 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.
- ELL's are afforded equal access to all school programs. The ELL's are invited and can participate in any afterschool program. In addition, Title III offers afterschool and Saturday program specifically designed for ELL's. The programs focus on language development, academic vocabulary and computer skills as well as meeting the Common Core Standards.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The four certified ESL teachers use a wide range of materials that include books and audio tapes to support fluency and comprehension. Rigby's On Our Way to English program offers reading and writing instruction specially tailored to the needs of ELL's. The program is based on effective research and provides comprehensive literacy instruction as well as standard based content area information. In addition, ESL teachers use high interest non-fiction books to support Science and Math instructions. Manipulative are used for hands on activities to enforce learning. ELL students are provided with native language textbooks in Math, Science and Social Studies as well as dictionaries. Moreover, ESL program provides a variety of fiction titles so children can practice reading different genres. Large colorful charts are used to highlight different strategies and skills children need to be good readers. ESL instructions also include the Leap Frog program. Leap Frog promotes language development through interaction. Also, ELL students are strategically placed in classrooms with technology such as computers and Smartboards. This technology is incorporated that ELLs receive more support in instruction. These instructional programs and activities are implemented to ensure that ELLs meet and exceed the standards. In addition to The Rigby series, Two new programs will be utilized at PS 90 this year: ReadyGen and GoMath. These programs will be utilized for instruction in order to meet the needs of ELLs in language development as well as in meeting the Common Core State Standards.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- P.S. 90 has only freestanding ESL program. All instruction is in English yet; Newcomers may receive some support in their native language. For content areas such as Math, Science and Social Studies, they receive grade appropriate text and work books in the native language. In addition, ELL's are provided with the content area test in their native language. If the test is not available in the

native language, translation is provided for content area tests. During test, ELL's are allowed to use bilingual dictionaries.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
All required services support and all resources correspond to ELL's ages and grade levels. ESL teachers utilize age and grade appropriate materials and resources to make content comprehensible to foster language development.
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.
At this time P.S 90 does not have any programs or activities to assist newly enrolled ELL's before the beginning of the school year.
18. What language electives are offered to ELLs?
At this time P.S 90 does not offer language electives to ELLs.
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)?

N/A

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. All ESL teachers at P.S. 90 are actively involved in professional development. They attend monthly meetings to keep up with the necessary administrative paperwork as well as the current research-based ELL instruction. Each ESL teacher attends the common prep grade meetings for planning and assisting with the challenges ELL's face.

2. ESL teachers provide assistance through Professional development and Collaborative planning. Professional development sessions are designed to support monolingual staff members in delivering instruction to our ELL students. As part of Professional development, Guidance Counselor receive assistance in terms placing ELL students based on their English Proficiency levels and Home Languages. ESL teachers coordinate instruction with mainstream teachers throughout the year. These Professional Development sessions support teachers in delivering Common Core-aligned instruction that is reading more complex texts and understanding academic vocabulary. ESL teachers took part in a series of citywide workshops in supporting ELLs as they engage in the Common Core Learning Standards. They turnkey valuable information and effective strategies with the school community. Our ESL team is available for responding to teachers' concerns regarding ELL students during professional sessions.

3. As part of Professional Development, Guidance Counselor receive assistance in terms of placing ELL students based on their English Proficiency levels and Home languages. ESL teachers work very closely with the school staff and guidance counselor to assist our ELLs as they transition to middle school. ESL teachers provide guidance in completing necessary documentation in student cumulative folders and make sure ELLs are placed according to their needs.

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

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. Parent involvement is an important part of the ESL program. In September, P.S. 90 holds an annual Parent Orientation meeting where the ELL parents are invited. . During the meeting parents watch a DVD that explains the three programs in English as well as in different home languages in great detail. Other ESL teachers as well as paraprofessionals are available for assistance in translation. Parents are encouraged to ask questions regarding the program selection and their child's education. In October, P.S. 90 has its annual Open House. The parents are invited again to come in and become more familiar with our ESL program. They are able to look through various materials that the certified ESL teachers use in order to meet the instructional needs of the ELL's. in addition, parents are involved in publishing celebrations, cultural activities and award ceremonies. Parents are encouraged to take part in monthly Parent Workshops, ESL classes provided by our Parent Coordinator, Lydia Perez and Thanksgiving celebrations by bringing in a dish from their culture.
 2. P.S 90 is working closely with Richmond Hill Block Association, a Community Based Organization to provide services to ELL parents. P.S. 90 provides workshops to all parents including parents of ELL's. Parent workshop gives information and helpful tips on how to assist their children work towards their goals. Other workshops familiarize parents with upcoming tests their children will take as they focus on test taking strategies. In addition, parent coordinator informs ELL parents about city wide ELL parent workshops. During these workshops translation services are available .The fliers are sent home in English and their native language.
 3. P.S. 90 evaluates the needs of parents using Learning Environment Survey. In addition, school receives feedback from parents during parent workshop sessions. Furthermore, the principal conducts a meeting called "Tea with Parents" which provides parents an open forum for face to face dialogue. During these workshops translation services are available. Our Parent Coordinator Lydia Perez is always available to assist and guide our parents in meeting their needs.
 4. Parental involvement activities address the needs of the parents in various ways. Our ELL parents need help with understanding English. Our ELL parents come from a diverse linguistic and cultural backgrounds. To meet their language needs, P.S. 90 offers ELL parents ESL classes twice a week in the building. In addition, parents are invited to celebrate cultural diversity as they bring in food from their cultures and artifacts representing their culture. Lastly, parents take part in monthly writing celebration as they observe their children's academic achievement. During workshops and visits translation services are available.

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 response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01



Department of English Language Learners and Student Support

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 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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 as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your [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: Horace Mann	DBN: 27Q090
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 100
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 6 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Title III funds for ELL enrichment/supplementary activities will facilitate additional instructional time to ELLs through an after school program at PS 90 Q. Depending on the attendance and the availability of space within the classrooms all ELLs and former ELLs will be invited. The rationale for student selection is based on LAT scores. Title III after school program will approximately serve 100 ELLs. It will have 5 classes with 20 students each grade with the exception of a bridge class for grades 2 and 3. It will serve all ELLs from K through 5. ELL students will be grouped based on their proficiency levels (NYSESLAT and NYSITELL). Differentiated instruction will be utilized to meet the needs of ELLs. In addition, there will be an ESL class for parents of ELL students to practice skills in English language. 4 ESL/BIL certified and 2 content area teacher will be part of this program. The ESL/BIL teacher and the content area teacher will rotate classes one hour to serve all ELLs. The language of instruction is English. The after school program will start in December and will continue through March. The 24 sessions will be from 2:20 pm to 4:20 pm on Wednesdays and Thursdays. ELL students will receive 2 hours of instruction each session. There will be specifically one supervisor onsite during the Title III After school program to ensure quality instruction, effective communication with parents and student safety.

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

After school instruction will include the Leap Frog program which is already purchased and onsite, computer technology as well as a variety of non-fiction materials to ensure that ELLs meet and exceed the standards. The Leap Frog program and computer technology promote language development through interaction. They provide comprehensive literacy instruction and standard-based content area information. These programs offer reading and writing instructions tailored to the needs of ELLs. These programs ensure that ELLs will develop the necessary grade level fluency, comprehension and vocabulary skills. We are planning to purchase additional programs that improve the learning outcomes for ELLs such as , "Imagine Learning" an interactive, computer-based program.

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

Part B: Direct Instruction Supplemental Program Information

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

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

Part C: Professional Development

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

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

Begin description here:

The Professional Development program will support the teachers in their work to meet the needs of ELL students. In doing so, teachers will be familiarized with the concepts of ESL, culture and language as well as the characteristics of ELL's. The PD will expose program teachers to different approaches in ESL instruction and content area teaching. The Professional Development activities will be designed to enhance the teacher's ability to understand the development of language proficiency and distinguish between Social and Academic language skills. Teachers will learn a variety of ESL strategies to develop the cognitive, academic and content specific English language skills necessary for ELL in their classroom. The Professional Development program will be implemented every 6 weeks. ESL teachers will also share their practices with the staff during grade meetings and on Mondays as part of our Professional Learning Communities. ESL teachers will have various opportunities to attend ongoing PDs offered by the Department of English Language Learners and Students Support (DELLSS). The program supervisor will facilitate the professional development as part of the Title III plan. This will occur every six weeks from December through March. Current research articles and texts will be used to guide the work of teaching and learning. Topics include:

- Overview of ESL Services Culture and Language

Part C: Professional Development

- Characteristics of ESL students
- Approaches to ESL instruction
- Social and Academic English
- Four levels of Language Acquisition.

Part D: Parental Engagement Activities

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

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

Begin description here:

Parent and Community Involvement/After school program will provide ELL parents with opportunities to practice skills in English Language. This activity is funded by Title III and it takes place after the regularly scheduled school day. ELL parents have requested adult classes which worked well in the past. ELL parents understand that they need to overcome the language (English) barrier in order to participate effectively in their child's learning experiences. Computer technology will be introduced and used to build language skills and to become familiar with the parent websites. There will be one class for parents of ELL students during the after school program. One Bilingual teacher will provide parent classes, two hours from 2:20-4:20 for 24 sessions on Wednesdays and Thursdays. The program will begin in December and continue through March.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff 	_____	_____

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.
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	_____	_____

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q090 School Name: PS 90 The Horace Mann School

Cluster: 2 Network: 210

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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