

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

21K090

School Name:

P.S. 90 EDNA COHEN SCHOOL

Principal:

GRETA HAWKINS

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 90 School Number (DBN): 21K090
Grades Served: PK-5
School Address: 2840 West 12 Street, Brooklyn, NY 11224
Phone Number: 718-787-3333 Fax: 718-787-3335
School Contact Person: Gayle Gordon Email Address: Ggordon4@schools.nyc.gov
Principal: Greta Hawkins
UFT Chapter Leader: David Fries
Parents' Association President: Lisa Serrano
SLT Chairperson: Greta Hawkins
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Lisa Serrano
Student Representative(s):

District Information

District: 21 Superintendent: Isabel DiMola
Superintendent's Office Address: 1401 Emmons Avenue, Brooklyn, NY 11235
Superintendent's Email Address: idimola@schools.nyc.gov
718-648-0209
Phone Number: _____ Fax: 718-648-2165

Borough Field Support Center (BFSC)

BFSC: Brooklyn South Director: Cheryl Watson-Harris
Director's Office Address: 415 89 Street, Brooklyn, NY 11209
Director's Email Address: cherylwatson@schools.nyc.gov
Phone Number: 718-759-4862 Fax: N/A

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Greta Hawkins	*Principal or Designee	
David Fries	*UFT Chapter Leader or Designee	
William Galiano	*PA/PTA President or Designated Co-President	
Concetta Polichetti	DC 37 Representative (staff), if applicable	
William Galiano	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Felicita Henry	Member/ Parent	
Anna Mendez	Member/ Parent	
Leslie Ann Manuel	Member/ Parent	
Maxim Moroz	Member/ Teacher	
Suzanne Sosa	Member/ Parent	
TBD	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

PS 90 is "home" to some 676 students, their families, and their teachers. We are a prekindergarten through fifth grade school that is located in Coney Island, Brooklyn. This past year we added two additional PK classes for a total of five full-time PK classes that provided a strong educational foundation to 90 four-year-old students.

Our school population comprises 13% Black, 58% Hispanic, 16% White, and 11% Asian students. The student body includes 13% English language learners and 6% special education students. Boys account for 48% of the students enrolled and girls account for 52%. The average attendance rate for the school year 2013-2014 was 91.6%.

Our mission is to create a partnership of students, parents, school, and community members committed to preparing students for college by tapping into their rich cultural background. Student success is our priority. We teach, motivate, and challenge all students, including students with special needs and/or students who have limited English proficiency. We seek to help them fulfill their intellectual, emotional, aesthetic, and physical potential. We strive to help our students apply knowledge and skills learned in order to become responsible and respectful citizens in the 21st century. Our goal is to prepare students to lead successful lives in an increasingly multicultural society. To that end, our school's motto is, "The road to college starts here."

According to our Quality Review, our "students feel challenged by the curriculum and report that adults always talk about college and career. Every year the school has a college fair to expose students further."

To meet the needs of our students with Individualized Educational Plans, we provide integrated co-teaching classes in kindergarten through grade five classes. The school collects in-school assessments periodically throughout the year and creates an item analysis for teachers. Results are distributed to teachers, which provide insight for grouping and planning for instruction. There is an abundance of data collected and analyzed which included NYS ELA and Math exams results from 2013-2014 vs. 2012-2013 by teacher and grade. Other data regularly analyzed include NYS Exam scores proficient percentages for SWD's and ELL's, Growth (Increase) and Regress (Decrease) on NYS Exams from 2012-2013 by teacher and NYS ELA exam data totals of proficient (3 and 4) students compared to all D21 elementary schools.

Students benefit from music, art, dance, technology and physical education teachers who enrich the academic curriculum. Our students learn how to play musical instruments including the recorder, violin, guitar, drums and ORFF instruments. Composers are studied and then incorporated into the writing curriculum across the grades aligned to CCSS. Other students are involved in our Glee and "Little Kids Rock" clubs to gain an authentic knowledge of music appreciation. Each year, our end-of-the year talent show showcases our students' talents and provides for our students the experience of performing on stage. Other performances, such as a concert during Black History month to celebrate the life of Dr. Martin Luther King, Jr., incorporate all three disciplines – music, dance, and art. The entire school community and parents are invited to our concerts and events.

Our art teacher attends professional learning at museums throughout the school year and collaborates with other art teachers to enrich the art program at PS 90 for all students. Reading and writing about different artists often culminate with work displayed by PS 90's students at the Brooklyn Borough Arts Fair.

The library teacher applies and receives grants to purchase texts that meet the needs of our students. This includes high interest/low level reading material for our students with disabilities, pre-kindergarten texts and bilingual texts for our English Language Learners. Authentic author studies using paired texts (fiction and non-fiction) are utilized during students' visits to the library and in classrooms. Over 7,000 books in our library have been circulated this school year.

PS 90 offers monthly “Family Fridays” every 4th Fridays. Workshops, class visits and/or meetings with different members of PS 90 are conducted. Families deepen their understanding of the CCLS through these activities, resulting in strengthening the parent/school connection. Our school-wide Carnival that is held each June brings our parents and children together for food and fun activities.

PS 90 has a partnership with the community based organization, the YWCA. In addition to assisting students with homework, students participate in physical activities, gardening, and dance. Most importantly, the YWCA incorporates CCLS in the activities and instruction that are planned for students. Parents are invited to many of the academic and recreational activities offered by the YWCA.

At PS 90, we consistently communicate high expectations and provide training to the entire staff. They in turn transmit those expectations of a path to college and career readiness to students and their families. As a result, there is a culture of mutual accountability and a focus on supporting student progress. It is our ultimate goal – to prepare all of our students for the 21st century.

21K090 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	666	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population		78.6%	% Attendance Rate	91.5%
% Free Lunch		74.8%	% Reduced Lunch	2.3%
% Limited English Proficient		15.7%	% Students with Disabilities	13.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.2%	% Black or African American	13.9%
% Hispanic or Latino		57.9%	% Asian or Native Hawaiian/Pacific Islander	10.3%
% White		16.6%	% Multi-Racial	0.5%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		5.17	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	0.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.5%	Average Teacher Absences (2013-14)	6.67
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		18.4%	Mathematics Performance at levels 3 & 4	30.7%
Science Performance at levels 3 & 4 (4th Grade)		65.6%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing	X		Local Assistance Plan	
Focus District	X		Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Using the Danielson framework, we assess and support teacher practice and student achievement. Each teacher has a copy of the text, and references to the framework are made on a regular basis in the school’s weekly bulletin, Monday Message , as well as in additional memoranda’s to specific teachers and/or grades as a support for the work. Structured focused dialogue with teachers as to where they are on the continuum provides opportunities for teachers to reflect on their development and to make changes in their instructional practices. We use a research-based common teaching framework, during regular classroom visits, to provide teachers with feedback about their practice. These classroom visits prompt school administration to suggest professional development for teachers, in the form of workshops or interclass visitations, to further support their practice. As a result teachers are constantly reflecting on their practice and are growing professionally as evidenced by shifts in their instructional practices and in the lessons they offer students.

We assist teachers in understanding how to extrapolate key findings from a variety of data sources and use the data to form next steps that are aligned to the Common Core. The school offers regular professional development sessions on providing systematic and explicit instruction on the five core elements critical to reading success -- phonemic awareness, phonics, fluency, vocabulary and text comprehension. Additionally, students receive pull-out/push-in Academic Intervention Services (AIS) for one or more subject areas. SchoolNet assessments are scored, an item analysis is generated, and small group instruction targeted toward specific skills and strategies is provided. Most students receive focused interventions three times a week for 30 minutes in small groups. The work in English language arts includes vocabulary, fluency, comprehension, writing skills and/or to improve students’ English acquisition for English language learners. In math the focus is on developing proficiency in problem solving, number awareness, and attacking word problems.

According to feedback from our Quality Review, parents say they are satisfied with the education their children receive at PS 90, their child’s teachers give helpful comments on class work and tests, and they are kept informed regarding their children’s behavioral and academic progress through an electronic grading system, Jupiter Grades.

Need: However, there is a need to make sure that rigorous instruction is provided across all classrooms. There is no consistent across grades. Specifically the goal for this school year is to help teachers achieve proficiency in planning and designing coherent instruction and questioning and discussion techniques.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 85% of classrooms will increase student engagement in questioning and discussion techniques which will result in improved student outcomes as measured through ADVANCE observations and HEDI ratings.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Professional learning will focus on improved student engagement in questioning and discussions.</p>	<p>All students</p>	<p>Sept. 2015- June 2016</p>	<p>Administration ELA coach Teachers Other DOE support PL providers</p>
<p>Formal and informed observations with feedback to teachers with plans for improvement.</p>	<p>All teachers</p>	<p>Sept 2015- June 2016</p>	<p>Administration</p>
<p>Student feedback in conferences, guided reading groups, modeling by teachers.</p>	<p>All students</p>	<p>Sept. 2015- June 2016</p>	<p>All staff members</p>
<p>Parent workshops for all students including parents of ELL’s and SWD.</p>	<p>All parents</p>	<p>Sept. 2015- June 2016</p>	<p>Administration Teachers Parent Coordinator</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>PL days, coverage with subs, parent materials, teacher material</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	<p>Tax Levy</p>		<p>Title I SWP</p>	<p>X</p>	<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>X</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>		<p>Other</p>

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Assessment of HEDI ratings, beginning-of-year and every three weeks; will be based on informal and formal observations and Review of Teacher Improvement Plans

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Our Quality Review report noted that “students, parents, and staff acknowledge that the school offers a supportive environment and inclusive culture of mutual trust and respect resulting in the adoption of effective academic and personal behaviors that impact students’ academic success.”

Parents state that they feel their child is safe in school, are known well by school staff, and there are adults in school that their children can go to when they have a problem. At PS 90, student voice is welcomed and valued through the Student Consultation Committee where students have a voice initiating, guiding, and leading school improvement efforts. Students are engaged in a school wide project of the school’s six pillars for character building. The school’s devoted discussions, student chats, assemblies, and classwork on the six pillars --Responsibility, Choices, Effort, Respect, Caring and Honesty -- help to focus the school community on how each “pillar” can improve the school. We encourage our parents to continue the conversations at home.

To assist students in their social and emotional learning, the school employs a full time guidance counselor, a part-time social worker, and a Behavior Intervention Specialist. Each month students are recognized for their academic progress, as well as their exemplary behavior that reflect one or all of the six pillars. Throughout the year, we hold math, science and social studies competitions following the format of the television game show, “Jeopardy.” Students work together in teams to answer questions. Parents are invited to root for teams of students and for their individual students.

Need: To make additional improvements in creating a supportive environment for our students, we see a need to implement a school-wide behavior management program.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of the staff will be trained in implementing Functional Behavior Assessment program that will foster social/emotional growth as measured by a 25% decrease in the number of infractions of the discipline code that is entered into the Department of Education's Online Occurrence Reporting System.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Staff will attend training for the school wide plan conducted	All staff	Sept. 2015 – June 2016	administration
Staff will meet in vertical and horizontal teams to match school needs to the program	All staff	Sept. 2015 – June 2016	All Staff
PS 90 will implement the principles of the program in all classes	All staff	Sept. 2015 – June 2016	All Staff
Selected staff will meet monthly to examine the type of OORS entry and the frequency; they will share results with the school community	All staff	Sept. 2015 – June 2016	All Staff

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Funds for subs for all staff members to attend workshops and meetings											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Staff will meet in January and every month thereafter to examine progress
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

At the beginning of the year all teachers receive a specific professional development plan tailored to their needs. Topics include collaborative planning, units of study, ESL, Universal Design for Learning (UDL) and text complexity, cultural, linguistic, and academic needs of ELL/SWDs. Teachers also add topics of interest for additional professional development (PD). Administrators follow up these requests with a variety of videos and specific targeted PD to meet individual teachers’ needs. Teachers give feedback forms to administration to let them know how effective the PD was and work with the administrators to plan turnkey workshops for colleagues and next steps. According to our Quality Review, “as a result of this individualized professional development teachers feel well supported and are willing to take risks as they implement instructional strategies to meet the learning needs of their students.” Also observed by the Reviewer was that teachers work together, instructional goals are attained, targeted support is provided for students, and student progress is monitored. All the aforementioned “allow for effective adjustments.”

Need: Further and additional collaboration that is evident across all classrooms

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 all teachers will participate in professional learning workshops that will result in growth of one rating score in the 4-point rating system (Highly Effective, Effective, Developing, Ineffective) as measured by the Measures of Teacher Practice system.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Staff will meet collaboratively to complete a needs inventory to identify an area of need for professional growth.	All staff	Sept. 2015 – June 2016	Administration
Administration will analyze results of formal and informal observations	All staff	Sept 2015 - end of October 2015	Administration
PL will be offered and based on teachers and administration input and teachers will decide on their needs.	All staff	Nov. 2015	Staff Administration
Material will be purchased and PL will be implemented based on teachers' input and administrators' observations. Evaluations will be created and completed to determine the effectiveness of PL offered.	All staff All staff	Dec. 2015 Jan. 2016 and every month after till June 2016	Administration Staff Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
PD days, subs, workshop materials to improve teacher practice, human resources of PL facilitators											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Progress monitoring will begin in January 2016 and continue on a monthly basis till June 2016.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

According to our Quality Review, parents said they are satisfied with the education their children receive at the school. They note that the school does an excellent job in communicating with them. Every Friday, parents receive a “parent letter,” providing information about curriculum, assessments, the CCS, and school events. We hold a number of events at the school each month during school and after school hours. Every fourth Friday of the month is our Family Fridays. Families come in during the school day. Parents and guardians visit classes and they learn how they can assist their children.

Regularly workshops and presentations for parents on the Common Core, expectations of state exams, and the school’s curricula are offered. Our parents use an electronic grading system, Jupiter Grades, to obtain in “real time” their children’s results on assessments.

“Students, parents, and staff acknowledge that the school offers a supportive environment and inclusive culture of mutual trust and respect resulting in the adoption of effective academic and personal behaviors that impact students’ academic success.” – Quality Review.

Need: Increase the number of families who attend and participate in school activities designed for parents and guardians.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, PS 90 will increase parental involvement in all school activities including Parent Association meetings and parent workshops as measured by attendance sheets and the results of the Learning Environment Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>School will conduct parent surveys to determine the needs of parents and family activities</p>	<p>Parents</p>	<p>September 2015</p>	<p>Administration Parent Coordinator</p>
<p>Evaluation of surveys</p>	<p>Parents</p>	<p>Mid- October 2015</p>	<p>Administration Parent Coordinator</p>
<p>Collaboratively decide on topics of meetings and workshops</p>	<p>Parents</p>	<p>End of Oct. 2015</p>	<p>Administration Parent Coordinator Select Parents</p>
<p>Review of end-of-year parent evaluations</p>	<p>Parents</p>	<p>June 2016</p>	<p>Administration Parent Coordinator Select Parents</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>PL days, subs, parent materials</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By October 2015, administration will review the parent needs surveys.

Number of participants will be monitored monthly beginning November 2015.

By November 2015 all parent attendance sheets will be reviewed to determine if there is an increase in parental involvement. Monitoring will continue monthly and adjustments will be made if necessary based on parental needs.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	ELA State Test Scores Classroom Performance	Core Knowledge Skills Guided Reading Groups	ELA coach Small group instruction One-on-one instruction	During the school day
Mathematics	Math State Test Scores Classroom performance	Conferences	Math coach Small group instruction One-on-one instruction	During the school day
Science	Science Exam Classroom assessments Teacher recommendations	Integration with ELA curriculum	Hands-on science materials in small group	During the school day
Social Studies	Classroom performance Classroom assessments Teacher recommendations	Integration with ELA curriculum		During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Referral to PPT	Social Worker Guidance Counselor	One-on-one Small group	During the school day

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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">• Mentoring for all beginners in their first year of teaching from expert teachers, coupled with other supports like shared planning,• Small classes• Ongoing professional learning embedded in 3 or more hours a week of planning and professional development time.• Supportive administrators

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
PD money is used to have subs cover for out-of-school inter-visitations. Monday PD schedule includes: <ul style="list-style-type: none">• Effective Lesson Planning• Unit planning• Behavior Management The staff at PS 90 is encouraged to submit attendance for outside PL meetings

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

PS 90 has 5 Pre-Kindergarten programs staffed by teachers certified in early childhood education. Engage NY is used as a curriculum in reading and math. This is aligned to school-wide program. The ESL teacher, ELA coach and the library teacher all provide support for students in need. Pre-Kindergarten parents are invited to all workshops.

4b. 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.

The Data Specialist provides assessment results to evaluate MOSL. Teachers on each grade analyze and collaboratively plan PL in assessments. PS 90 has had PL on assessment provided by the Network and will continue to have support by new DOE coaches.

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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 '16 school allocation amounts)	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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	462,209.00	X	5A, 5B
Title II, Part A	Federal	143,314.00	X	N/A
Title III, Part A	Federal	11,200.00	X	5A, 5B, 5C

Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,269,014.00	X	5C

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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

PS 90's Parent Involvement Policy

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 the school. PS 90, 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 the school and the families. The 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 the school community. PS 90 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 the school community;

The 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. The 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 the 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, the 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 School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school 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 the school's 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 the school and will work to ensure that the 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in

the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

PS 90's School-Parent Compact (SPC)

PS 90, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

- using academic learning time efficiently;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- participate in or request training offered by the school, district, central and/or State Education Department 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.

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

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

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

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

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

Part A: School Information	
Name of School: <u>PS 90</u>	DBN: <u>21K090</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>25</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <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: <u>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u> </u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

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

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

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

- Language of Instruction

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

Number and types of certified teachers:

There will be two State ESL certified teachers providing Title III funding service for two classes

. One ESL-certified teacher will provide the service for one class with a total of 17 ELLS-- that is , 15 ELLs (grade 4-5) and 2 former ELLs (grade 5) . Another ESL certified teacher will provide service for a class with 5 new comers (grade 3-5) and 3 ELLs with IEP. If funding permitted, we would like to include more former ELLs and grade K-2 ELLs as well in the program. One of assistant principals will be paid out

Part B: Direct Instruction Supplemental Program Information

of Title III funding to supervise the Title III program . It is because this is the only program in the building at this particular time that she needs to provide supervision.

Types of Materials

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

Part C: Professional Development

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

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

Begin description here: _

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

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

- Topic 1: Scaffolding Grade Appropriate Texts for ELLs with IEP

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

- Date: December 8, 2014

- Time: 2:20 pm-3:45 pm

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

- Audience : ESL teachers and related staff in PS 90

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

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

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 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	=====	=====

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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 ENL teacher, and one parent.

Principal Greta Hawkins	Assistant Principal Gayle Gordon
Coach Maria Rescigno	Coach Jazmin D'Auria
ENL (English as a New Language)/Bilingual Teacher Jane Fu	School Counselor Jeffrey Jones
Teacher/Subject Area Carmen Alfaro	Parent William Galiano
Teacher/Subject Area	Parent Coordinator Doris Torres
Related-Service Provider Shalshina Polina	Borough Field Support Center Staff Member Jo Ann Benoit
Superintendent Isabel Dimola	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	4	Number of certified bilingual teachers not currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	4	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	1	Number of teachers who hold both a bilingual extension and TESOL certification	2
Number of certified ENL teachers not currently teaching in the ENL program	1	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	2	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	667	Total number of ELLs	103	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	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 checked="" 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"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): English / Spanish
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language	1	1	1											0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	105	Newcomers (ELLs receiving service 0-3 years)	90	ELL Students with Disabilities	8
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	4	Long-Term (ELLs receiving service 7 or more 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
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE			0			0				0
DL			0			0				0
ENL	81	0	2	22	0	6	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE	12	14	10	12	11	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): 9	Number of students who speak three or more languages: 0

Freestanding English as a New 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	23	16	13	4	2	2								0
Chinese	2	2	0	0	0	0								0
Russian	3	4	1	1	1	0								0
Bengali	0	0	0	0	0	0								0
Urdu	5	6	3	4	0	0								0
Arabic	2	1	5	2	0	1								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	1								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	0	0	0	0	1	0								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)		3	1	2	0	0								0
Emerging (Low Intermediate)		6	4	1	0	0								0
Transitioning (High Intermediate)		4	2	2	0	0								0
Expanding (Advanced)		16	15	6	2	4								0
Commanding (Proficient)		0	0	2	1	5								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	0	9	13	8								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	0	0	0	0
4	8	0	1	0	0
5	6	3	1	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	1	0	1		1	1	0	0	0
4	5		2	1	1		0	0	0
5	1	3	4				2		0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	1		5	1	2		0	0	0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 P.S. 90 will use various assessment tools to assess the early literary skills for our ELLS.
 Assessing ELLs emergent literacy skills we might use story book Reading Prodceures developed by SULzby (1985) gain insights of a child's extent of her knowledge of print that is how she understandsthe conventions of writing and whether her reading is based on pictures in the book or on the text. We might also use writing assessment procedures to see a child's knowledge of print reflected in relationships between print and speech at the word and letter level. To gain more more information, about a child's knowledge of print. We might decide to obtain a sample of a child's writing. By examining the symbols the child uses and considering the nature of the correspondence between what was written and how it is read. The two assessment procedures help plan appropriate instructional approaches which permit children to engage in them in a variety of levels.
 Children who show few signs of print awarness need to be provided with the form of story reading involves large sized big books that let students see the print and participate in the reading (Holdaway, 1979). Another approach, the Lanaguage Experience Activity (LGA) (Stanffer, 1970) encourages children with the support of the teacher , to write a story about a shared experience.
 DRAI is consistently used in the school, to assess our children knowledge of print, sight words, vocabulary, and comprehension. Through oral reading analysis and students written response, we gain insights of how students integrate and make sense of informations from various sources - context, sight words, phonic clues, pictures - as they need . Such ananlyses are useful when they lead to instruction to help students further develop their reading strategies. We use word banks, word sorts, writing, and spelling activites and extensive easy reading as ways to help children who have difficulty remembering sight words. we implement various instructional strategies for developing knowledge of word elements and for enhacing intergration. Finally, reading practice, modeling fluent reading, and reading rate improvement as ways to support the development of reading fluency.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Among 60 children who took NYSITELL ,40% of them scored out of the test; 45% is at the entering level;8% is at the emerging level and 3 % is at tranitioning level.
 For NYSESLAT, 56% ELLS reached expanding level. 7% is at entering level;14% is at emerging level and 17% (including last year's fifth grade ELLS) reached commanding level.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The school will use AMAO tool to make data driven decisions based on trends in the past years. We believe that the data yielded from AMAO can help focus on the progress toward achievement of ELLs' proficiency for specific subgroups. The Early Warning Indicator feature provided by the tool can be very helpful in terms of designing effective instructional programs and early interventions for ELLs.

As a result of analyzing AMAO 1 data, we have found 57 ELLs have made higher language achievement, which indicates 57% of ELLs have made progress during 2014 -2015 school year; While in 2013-2014 school year, 47 ELLs moved up in terms of language acquisition, that is, 46 % of ELLs made progress. We therefore conclude that our students are continuously gaining progress in spite of the higher degree of difficulties in the State tests.

Unlike AMAO 1, AMAO 2 data reveals that in 2013 school year, 15 ELLs scored proficient on the NYSESLAT; In 2014 year, 23 ELLs reached proficient level; and 2015 year, 16 ELLs exit the program. Even though the number of students achieving proficient level slide back because of NYSESLAT has now aligned with Common Core Standards, the majority ELLs still made progress according to AMAO data.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. Apparently, all ELLs from k-5 including those who achieve CM levels have weaknesses in writing. Their scores on those areas range from 8 - 11 pts. The highest one is 11 pts. 20 ELLs writing score below 5 pts. The total scores should be on 65 pts in order to reach CM level. However, writing is a window on reading. Research suggests that reading and writing are two aspects of language learning emerged at about the same time, are interrelated, and depend on similar or overlapping knowledge, skills, and strategies. Those children who score below 5 pts in writing also demonstrate difficulty in reading. We'll integrate reading and writing programs according to ELLS needs based on the nature of their home languages.

In 2015 State math test, one third grade newcomer took the test in HL and scored level 3 and the other 3 took the test in English and scored Level 1, 2, and 3 respectively. 5 fourth grade ELLs took the test in English and scored level 1, 2 in English and scored level 2 and 1 at level 3, while 3 5th grade ELLs took the test in HL and scored level 1; 4 in English and scored level 2 and 2 in English and scored level 4.

b. The school leadership and teachers will use the results of periodic assessment to identify ELL need in English language skills and concepts as well as their content area needs so that we will be able to plan our instruction effectively.

c. The school LAP team has learned that ELLs first languages play an important role in a child's second language development. ENL instruction will use ELLs first language to support their second language learning in free ENL standing setting. While in DL learning and teaching setting, both English and HL instruction are equally important and should be carried out effectively.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RTI Guide for Teachers of ELLs](#).]

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

6. How do you make sure that a student's new language development is considered in instructional decisions?

An ELL child moves through the stages of acquiring his/her second language, from preproduction to early production, speech emergency, intermediate fluency, and eventually advanced fluency. The school is continually working on instructional strategies that have been modified to meet the needs of ELLs according to their language acquisition level. LAP team members and ESL teachers engage the students in whole class, small groups and individual activities by designing tiered questions in all content areas teaching/learning. Stage – appropriate adaptations of instructional materials texts are provided. I-PADs will be utilized especially for the ELL students who are at preproduction and early production stages. The WORD-MES STRATEGY can be used to enhance second language development of all stages. Through various staff development / workshops, classrooms teachers will become familiar with the stages of ELL second language acquisition. We will be more attuned to the appropriate types of questions and prompts to use to engage and motivate ELLs. By understanding the levels of linguistic proficiency, our teachers will become more competent at differentiating instruction to promote academic achievement.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

a) The EP students are assessed using DRA in Spanish to assess and word recognition. Teachers designed tests, unit assessments, and benchmark assessment will administered periodically in all content areas.

b) About 90% of EPs are at the entering or below entering level of language proficiency in the target language, which is Spanish. Their home languages are other than English.

c) EPs in the DL are K - 2 grades. They are not ready for the State Exams. However, we'll measure them based on DRA I and other informal assessments such as Storybook, Reading Procedures, Analysis of Running Records, and Students' Writing Samples, etc.

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

2015 NYSESLAT results reveals ELLs in PS 90 achieve progress at ins pite of Common core aligned test that raised the proficiency standards because of the fact that 50% ELLs reached reached expanding level; 7% ELLs reached CM level. We applause our students and teachers accomplishments and hard work. Based on the data revealed in AMAO deccribed previously, ELLs in PS 90 are meeting AYP in terms of achievement of majority ELLs.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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

- . Administration of the Home Language Identification Survey to the students new to DOE pubic schools or have been out for NYS for 24 months or more.

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

- . Licensed ESL teachers and the trained pedagogue are responsible of administration of NYSITELL, if the student is eligible .

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

.During the whole registration and LAB-R test process, school secretaries, the parent coordinator, ESL teachers and translators are working as a team to assist parents, address their concerns, help complete forms, and assign placements for ELL students. Parents, once registered, receive additional information from teachers, and through the Parents Association. The languages spoken by pedagogues are : English, Arabic , Urdu, Chinese, (Cantonese/ Maderin) Spanish , French , Bengali, Hatian Creole and Russian.

- . Administering the Spanish LAP

All new entrants whose HLIS indicate a home language of Spanish an d who are newly identified as ELLs will be administered Spanish LAB during 10-day testing window. The school will use the test results to support DL program (Spanish-English) instruction.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

2. SIFE students will be identified by using Appendix EPRG , HLIS and interviews at enrollment and assessed by DOE questionnaires /language assessments and students' work within 30 days of enrollment.

SIFE identification will go through the following process:

1. The LAP team members will administer the oral interview questionair
2. The students who have a home language of Arabic , Bengalic, Chinese , Hatian Creole , or Spanish wi administer the Literacy Evaluation for Newcomer SIFE.
3. Initial SIFE sttus will be indicated in ATS no later than 30 days from initial enrollment .
4. SIFE status is removed once the ELL score at transitioning level or higher on the NYSESLAT.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

3. In June 2015, PS 90 has formed LPT team . Newly enrolled students with IEP will first identified through registration process ,interviews, and students' records in the cums. Then they will be referred to LPT team to determined if the student needs NYSITELL. The component of the team is as follows:

Greta Hawkins--Principal / Gayle Gordon- Assistant Principal/ Shalshin Polina -- Spesial ED teacher

Jane Fu---ESL teacher / Jeffrey Jones--Guidance Counselor/ Doris Torres -- parent coordinator / The student 's parent or guardian . Translation and interpretation will be provided by the school pedagogue or through T&I Unit.

The timeline to accept or reject LPT recommendation for the superintendent is 10 school days . The school has 5 additional calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian .

Once the decision has been made , ELL service placement letter with parent's preferred language will be issued. (if necessary)

The LPT does not make determination on specical education classification or eligibility for services ; these determination are made soly by the CSE

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

4. Within 5 school days of ELL determination , Lap team members will inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters in the parents' preferred languages . The LAP team members will download the entitlement letter, non-entitlement letter, continued Entitlement letter from DOE intranet and ensure the letters to be given out in parents preferred languages in timely manner.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

5. LAP team members will send letters home in parents' preferred languages to notify parents that within 45 days they have right to a re-identification process within 45 days of initial enrollment. All ELL -related documents will be kept in student's cumulative record, school files, and school elctronic files .

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

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

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

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

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

meeting, and copies of Parent Program Selections are on file for review.

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

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
 1. When a new ELL enrolls, the school will provide parents with a parent orientation meeting where they can view the Parent Orientation Video which explains in 13 languages three language program in the city. The orientation will be in a language that parents best understand. The school will provide interpretation and translation either using the school pedagogue or I&T Unit.
 2. After parents are informed of all three program models at the parent orientation, LAP team members will distribute a Parent Survey & Program Selection Form in the parents' preferred language. Parent will fill out the form with the assistance of trained pedagogue. The forms will be collected after the meeting and kept in students' cums and copies will be stored in the school files and can be provided to the parent upon request. One of LAP team members will be responsible for the files which are accessible for State or City audits and reviews.
 3. The process of monitoring parent choice will be underdoing as the needs arise. If a parent's program choice is not currently available in the school, the school must inform the parent in the preferred language with two options: either keep the student enrolled at the current school or transfer the student to a different school which provides the parent's selective program through DELLSS.
 4. Once a TBEDL program becomes available, school will outreach the parent at once through phones, emails and letters in the preferred languages.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

8. If the Parent Survey and Program Selection forms that have not been completed and returned, LAP team will make every effort to contact parents by calling them to make a new appointment for the individual meeting. Letters that notify them will send home again until all the forms are returned and filled out rightly.
9. Describe how your school ensures that placement parent notification letters are distributed.

9. Once the students program has been determined based on the steps mentioned above, LAP team members will send the placement letter to the parents within 5 days notifying them their childrens placement in their preferred languages. The letter will indicate the program in which their child has been placed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All ELL-related documents will be kept in the student's cumulative record. The ELL documents will be forwarded to DOE schools upon student's transferring. Parents, school staff, city and state will have access to the record. One of LAP team members and classroom teachers will be responsible for the documents.
11. 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.

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

 - Print out the RLER/RLAT from ATS.
 - Parent notification letter regarding NYSESLAT is issued before the test.
 - Notify the parents who have long-term absence in their preferred language and ensure the presence of the eligible student.
 - Parent workshop regarding NYSESLAT is conducted before the test.
 - NYSESLAT test materials are ordered accordingly in advance.
 - Tests scheduled are made within the test window. Proctors are trained on how to administrate the NYSESLAT.
 - All test material and answer documents are carefully marked, accounted for and submitted.

• Ensure all the four components of NYSESLAT are administered during testing windows.
• LAP team members and trained pedagogue will administered the test.
NYSESLAT turn key workshops will provided to the staff involved in the test.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Once the school starts, the LAP team will print out from ATS the RLAT / RLER reports. Then based on the reports, the team will ensure that continued entitlement and transitional support notification letters are sent home with parents' preferred languages and documented in the school file. The parents returning slips will be collected in kept in the school files.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Paste response to question here: The data gathered after parents' meeting reflects nearly 50 % of ELL parents from K through 2 prefer DL language program. The data also indicates that there are 15 or more ELLs in K-2 who speak the same language and whose parents have chosen dual language program. Therefore we IAP team has decided to set up three dual language programs for 2015-2016 school year. This policy is completely aligned with parent request.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
 - 1 a) There will be two ENL certified teachers providing stand-alone ENL service. One of the teachers will serve grade K - 2nd grades ELLs who are not in DL programs. Another ENL teacher will serve 3 - 5th grades ELLs and former ELLs. Each week the students who are at entering and emerging levels will receive at least 360 minutes ENL service. Transitioning and expanding ELLs will receive 180 total minutes of ENL service. ENL methodologies are used throughout each lesson. Instructional scaffolding and differentiation are emphasized. SIOP Model, Q - Tel ENL strategies, workshops models are especially designed for ELL students. In addition, stand-alone ENL/ ENL push-in and out classes are also using technology based reading programs. These individualized computer programs are most beneficial to ELLs students, allowing them to acquire listening, speaking, reading, and writing skills without stress.

All stand-alone ENL services are provided via small group ENL instruction. All attempts are made to both differentiate instruction, and to group them effectively based on the strengths and weakness in particular modalities. ENL push-in/out teachers' classrooms are equipped with full libraries, computers, laptops, common core based materials, and smartboards. All ELLs in the classes are educated in a favorable and challenging classroom environment that is well suited for ENL instruction.

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

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

Push-In Program- PS 90 has already begun using elements of a push-in model for many years. It is understood that research has shown the effectiveness of this model when it is used correctly. ELL students who are not in DL classes are dispersed heterogeneously into many classes throughout all the grades. The school is moving towards a larger push-in role this year.. This year one ESL teacher is pushing into the classes with the largest proportion of ELLs, and health-science /social studies classes in addition to fully providing the mandated ESL services on a pullout basis. Co-teaching will ensure a coordinated lesson be provided between the ESL teacher and the mainstream teacher. As this model progresses, coordinated team teaching will be maximized whenever possible and be built into this year's plans and schedules, as expected that co- teaching in integrated ENL with ELA and other content areas will be effectively implemented .
 - b. TBE program. *If applicable.*
 - N/A
 - c. DL program. *If applicable.*

The dual language programs will be one kindergarten class, one first grade class and one second grade class. Students are projected to be a mix of approximately half ELLs and half Spanish language learners. The students will be mixed proficiency levels in both Spanish and English. Three State common branch licensed teachers with Spanish-English bilingual Extension or Bilingual licensed teachers will provide bilingual and ESL services. One ESL licensed teacher will push in to provide ESL service as well. Reading program from Crab Tree Publishing Company will be used for Spanish literacy instruction. The program will adopt Core Knowledge Reading Program, a CCLS aligned program for ELA instruction. The instructors will use 50/50 model by alternating languages by day. The instruction in ELA and Spanish literacy will be conducted in a dual language setting to foster students' listening, speaking, reading, and writing skills. The program will include ESL component. The ELLs in the dual language program will receive their mandated number of ESL instructional minutes as per CR Part 154: 360 minutes a week for entering and emerging ELLs and 180 minutes for transitioning and expanding ELLs. The rationale of the program is to ensure all dual language learners, both EPs and ELLs, to become bilingual, bi-literate, and bicultural so that they will meet the grade appropriate State Common Core and city educational standards.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

All ELLs in PS 90 are receiving their mandated ESL services based on proficiency levels. Every entering and emerging level ELL student is receiving at least 360 minutes of ENL instruction per week. All the transitioning and expanding ELL students receive at least 180 minutes of ENL instruction a week in addition to 180 minute of ELA in the mainstream classes. Commanding level students receive 90 minimum # minutes of standalone or integrated ENL with ELA or any other content area. All ELL students in PS 90 are fully serviced in accordance to new CR Part 154 regulations. Schedules are created and reviewed by the school administration and staff to ensure the mandated number of instructional minutes is fulfilled and there are no scheduling conflicts between ESL services and any other related educational services. All classroom teachers receive ESL schedules. HLA services will be provided to support ELLs language learning in standalone setting. In dual language programs, 50% of HLA instruction will be provided.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Explicit ESL

Students receive instruction in English as part of a Freestanding ESL program. ELLs from grades K-5 receive their mandated ESL services in either dual language classes (grades k-2) or in a pull-out/push-in setting (grades k-5). Each student receives instruction that addresses their needs. All ELLs receive differentiated instruction. They are grouped based on proficiency levels, modality strength, and, vocabulary, and developing learning/thinking strategies. Based on the common core learning standards, on going assessment is provided by the teacher and through student self- assessments.

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

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

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

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

1. The SIOP MODEL has been implemented in ENL push-in/pull-out and dual language classes.
2. Instruction. All ELLs receive instruction that addresses their specific needs. Students are ability grouped based on proficiency level, modality strength, learning needs and styles. Hands-on, TPR, and smart board are effective methods in

differentiated groups

3. Alignment of ESL instruction with ESL and ELA standards and rubrics.

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

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

Explicit ELA

In addition to receiving mandated ENL instruction:

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

ELLs in grades K-5 who are not in DL classes, receive at least 180 minutes of ELA instruction from their classroom teachers and ENL pushin teachers.

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

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

ELLs who are not in DL programs are evaluated in their home language only when the Spanish speaking students take Spanish LAB to determine language dominance. DL students are evaluated in their home language as ways stated in DL programs sections in this LAP.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are appropriately evaluated in four modalities throughout the year by administering NYSESLAT Periodic Assessments/annually NYSESLAT and other informal assessment such as teacher made tests.

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

a) Plan for SIFE

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

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

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

In September, and throughout the course of the school year, newly enrolled ELLs receive immediate attention. They are

greeted upon registration, identified and tested within 10 days on the NYSITELL. After a student is placed, the ESL teacher will take the student on a school tour. Translation is provided if necessary and if possible. The ESL teacher and the classroom teacher will explain the school rules and expectations to the student. Every attempt will be made to ensure the student is comfortable and secure in his/her new environment. The student will then receive all mandated ESL services.

ESL and classroom teachers create a classroom environment that fosters language acquisition. Displays of their culture are evident in their classroom. Newcomers are initially paired up with students who speak their same language. They are provided with TPR instruction, school survival English, basic phonic skills, basic vocabulary development activities, and beginning reading comprehension skills. Entering level ELLs will be given more opportunities in mixed-level groups in speaking and listening activities so they develop communicative proficiency as soon as possible. Newcomers are grouped flexibly based on their recognized needs into appropriate reading and writing groups. Expectations for newcomers are set high to ensure the student is able to practice and study English. Teachers of newcomers are expected to give these students additional patience, understanding and attention. Students are given work that is challenging and they are expected to provide maximum effort. The work is also tailored to their language ability and as their language skills progress, the work becomes more sophisticated. Their progress is frequently measured by analyzing their class work, observing classroom performance, test scores, projects, interim assessments and teacher-student conferences. The classroom teacher and the ESL teacher consistently articulate to analyze student progress, to scaffold instruction and to support the efforts of the student.

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

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

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

c) Plan for developing ELLS

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

d) Plan for long-term ELLs

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

e. Plan for former ELLs up to two years after exiting ELL status:

All ELLs identified as former ELLs will continue to have language support in all content areas. They will be included in morning tutoring classes and after school programs. AIS services and Reading teachers will provide additional help based on specific academic needs of those students. :

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.
- The school will ensure the student's academic progress by providing on going mandated ENL services until re-identification process is completed.

a. The school will establish protocols and assign qualified and trained staff to manage the targeted students receive mandated services

b. The established protocol will allow the appeal process function effectively.

c. The assigned staff will be the LAP team members who will conduct the initial and re-identification process. (6-12 months)

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

1. Strategic grouping that ensure scaffolding interactions are possible:

. Learner(s) receive (s) guidance, advice, and /or modeling from teacher.

. Learner(s) work(s) together with a more capable /bilingual peer.

. Learners work together with a student or students of the same capabilities to construct meaning together.

.Learner assists lower level learner, which provides the opportunity to articulate, refine, and expand their own knowledge.

.Learner works independently, relying on his/her own internalized practices, strategies, inner speech, and other resources.

2. Meaningful activities

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

Who was watching? (use picture clue)

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

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

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

Why didn't Matt care about being watched?

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

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

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

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

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

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

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

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

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

. Activities address multiple –meaning words (stand/break etc...), and general academic words (momentum/ predicament/ incinerator act...). Students engage in meaningful exposures to the words. They might create definition-word flash cards and

play matching game. Grab Bag game allows students to use the words in speaking and writing. Picture- word dictionary fits newcomers. Word of the Day encourages students to use their favorite words at least 10 times that day. They work with their partner to help keep track. Creating student Frayer Model chart in notebooks is a higher level activity for higher –function students.

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

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

An owl was close in a pine tree.

The owl made Ralph uncomfortable.

The owl hooted and made Ralph huddled and shiver.

Ralph was aware that he was losing precious seconds.

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

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

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

“The sentence is the basic means of written communication. When students read, they get information from sentences.

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

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

3. Materials :

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

Expeditionary Learning accompanying with all content area books

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

Houghton Mifflin's English

Word Study by Modern Curriculum Press

Leveled Reading Passages from ReadWorks. Org as assessment instruments

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

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

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

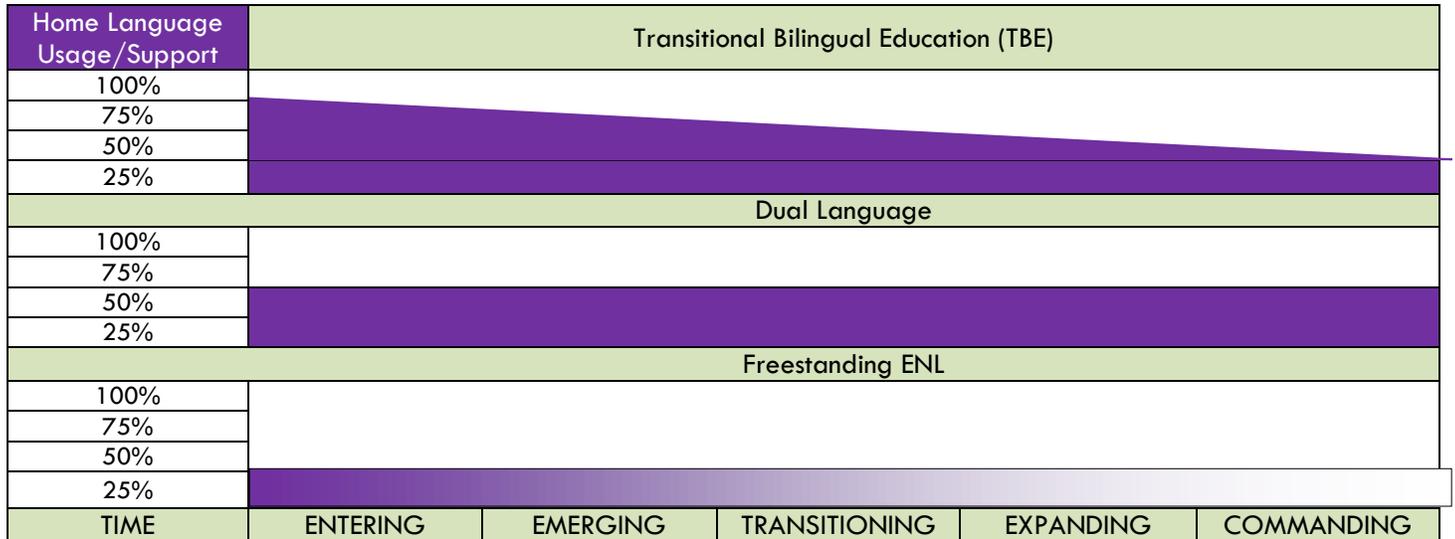


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. PS 90 makes use of all forms of data available to make informed decisions about students and to highlight their educational needs. These tools include ATS, ARIS, NY STAR, teacher observations, portfolio and student work samples, teacher articulation, and student interviews. In addition, the data is closely scrutinized for trends, comparisons, and yearly progress. Early childhood literacy skills are assessed through DRAII, running records, and informal classroom observations. The data from these tools is used to group students by skills and target instruction to the students' needs. Once the school leadership and teachers have an accurate understanding of student needs, a number of intervention programs are offered to ELLs. PS 90 has ELA and Math AIS program during the school day. These are the primary targeted intervention programs available. After school, there is a Title III ESL program, Title III Saturday program, ELA, math, music, art, and computer programs. All programs directly address student needs and interests whether they are during or after the school day. ELLs who have established weaknesses on their ELA exam and have been an ELL for 4-6 years might be placed with an AIS group specifically dealing with these weaknesses. A entering/emerging ELLs who are taking the ELA for the first time would be in a different AIS group targeted to these students.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. The current program is effective in terms of the fact that above 90% of ELLs have made yearly progress in NYSESLAT in 2015 school year.
12. What new programs or improvements will be considered for the upcoming school year? PS 90 will open three DL Programs from K - 2.
13. What programs/services for ELLs will be discontinued and why? PS 90 is not planning to discontinue any programs for this school year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. All ELLs are provided equal access to Title III after school programs and school wide after school programs such Y program, dance program, cooking program, homework tutoring, NYSESLAT test prep, ELA state test prep, and State math test prep.... All ELLs are provided the supplemental instructional programs through Title III funding. If an ESL student would like to attend a particular program, and the program fits with the students' individual needs or interests, they can and do attend. Letters and forms of all available after-school programs are distributed in both English and parent's preferred languages. ELL students from K-5 are all welcomed to attend the programs. Snacks are provided. All the programs are under supervision by the school administration.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary. Instructional materials in use at PS 90 are aligned with NY State Common Core/ ESL standards. Content area materials are standards based and ELL friendly. Instructional materials are being utilized across all grade levels that are challenging, functional, comprehensive and interesting for the students. These materials assist students and teachers to accomplish the school-wide goal of high achievements for ELLs. The following technology components are utilized in the self-contained classes:
- 1 computers for each class using writing and reading, an ELL balanced literacy program with strong electronic components; math games-Millie Math House; Everyday Math Games; Star fall Phonics games; science games; letter reading games and internet sites.
 - 2 Smart boards, I-Pads, electronic and interactive work stations
 - 3 Listening Centers, using DVDs, music, phonics and electronic books.
- Many of the classrooms throughout the school with ELLs are using educational technology such as Smart-boards and laptops. Instructional materials specially designed for K-1 ELLs are used in the classrooms. There are level book libraries, Moving into English, NYSESLAT Practice, Rigby Reading Series, Benchmark, etc. Instructional materials utilized in grades 2-3: For grades 2-3 ELLs, based on their English proficiency levels, various instructional material are used. They are level reader library, Making Meaning by McGraw Hill, Moving into English 2/3 Rigby reading series, Expeditionary Learning program, and computer internet resources. Advertisements, neighborhood maps, guides, and pictures are richly used in the class to develop communicative, academic English language, literacy, and thinking skills. Instructional materials utilized in grades 4-5: Students make use of common everyday materials to foster instruction and complement learning. For example, level reader library, newspapers, magazines, newsletters, internet research, menus, advertisements, maps, guides, and pictures. Students also make use of the leveled ESL classroom library to read on a consistent basis and are encouraged to obtain library cards and go to their neighborhood libraries. Class sets of library books are used from the school literacy center during silent reading, read aloud or classroom book discussion.

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

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

All instruction is conducted in English as part of the ESL program but the students do receive some forms of native language support. New beginning level ELL students are initially buddied up with students of their native language (if available) to help them feel comfortable and translate some of the details if necessary. All ELLs are given the DOE downloadable translated glossaries in their home language in Math, Science and Social Studies. In addition, classroom libraries have some books in the students' home language and word to word translated dictionaries. The School purchased bilingual/word-by-word dictionaries in the languages represented by the students in the school. DL programs students will receive 50% of instruction in Spanish.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Materials used at PS 90 are all age and grade-appropriate. They are standards based, and correspond to the student needs, their modality strengths/weaknesses, language levels, and the characteristics of each particular grade. The school is implementing a new guided reading program by grade level . ELL new commers are provided with BENCHMARK reading program which is suitable for beginning English learners and ELL-SWDs . On -lined digital programs such as Discovery Education which covers all subject areas have been implemented for newcomers, ELL-SWD , long term ELLs, and ELL in advanced level in all grades and ages . ENL / related services teachers and homeroom teachers throughout the school meet regularly to analyze students assessments and plan for the instruction according to students'age, grade and other individual needs.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

a. Self-contained model is used in the three DL programs Content areas instruction will be delivered in both English and Spanish in the dual language program. Language instruction alternate by day in the content areas, meaning that on day one, all instruction –both literacy and the content areas – will be delivered in English. On day 2, all instruction- both literacy and the content areas – will be delivered in Spanish. All instruction –in both languages – will be carried out by three self-contained dual language teachers. These teachers are all fully certified bilingual (Spanish-English) teachers.

b. Spanish and English will be taught in each core content area.

c. Language instruction alternate by day in the content areas, meaning that on day one, all instruction –both literacy and the content areas – will be delivered in English. On day 2, all instruction- both literacy and the content areas – will be delivered in Spanish. All instruction –in both languages – will be carried out by three self-contained dual language teachers. These teachers are all fully certified bilingual (Spanish-English) teachers.

d. Both languages are taught at the same time (simultaneously). Workshop model will be implemented in the program. The ESL coordinator, the literacy coach, the math teacher, and the inquiry team will form a study group in collaborating with the dual language teachers with lessons in reading, writing, math, social studies and science units aligned with NYSCCLS. The study group will focus on the research topics such as selecting the literature for Dual Language program; program structure; curriculum; and assessment. The related staff and teachers

will attend grade meetings, inquiry conferences, and professional developments regularly to gather data and guide instruction. Mathematic instruction will be delivered through E-vision curriculum in a dual language setting. Student worksheets and teacher manuals will be published in both English and Spanish. Students and teachers will receive corresponding dual language glossary and dictionary in math. Students will be expected to approach the math content through dual language development. Exploring and investigating math concepts and content through project-based activities will enhance students' flexibility in problem solving and mathematical thinking. Lessons will integrate using manipulative, drawing, writing, turn and talk, and technology.

Science instruction will be delivered through NY Science curriculum corresponding to NYC scope and sequence and NYS science standards in a dual language setting. Teachers and students will engage in various hands-on experiments that lead to deeper understanding of science content based academic language and concepts. Students will be encouraged to employ age appropriate scientific tools and five senses to acquire data. Their dual language skills and mathematic skills will be developed to process and articulate their observances. Discovering the natural world will become students' life-long experiences and interests.

Social studies content will be delivered according to NYC scopes and sequence and NYS social studies standards in a dual language setting. Students will be learning social studies content and concepts in a rich and challenging bicultural or multicultural environment. Trips and neighborhoods visits will involve bicultural or multicultural exploration. Projects at the grade level will be one of teaching and learning outcome measurements.

Native language arts instruction will be incorporated in the dual language program in a 50/50 language model. Students receive instruction in both English and Spanish in all content areas. Students' native language will not only be taught, but also be embraced and nurtured through well designed classroom activities, such as photo library, reader's theater, family heritage in storytelling and multimedia arts. School wide celebrations on language and cultural diversity will be observed.

Students in the dual language program will be assessed in both English and Spanish. Spanish speaking Kindergarten ELLs and Spanish speaking new comer ELLs are administered Spanish LAB to assess their native language skills. NYSESTILL and NYSESLAT are administered to determine their English proficiency levels. In addition, the program will use EDL (DRA) in Spanish to assess students' reading and word recognition in Spanish DRAll will assess students' reading comprehension in English. Running records, teacher designed tests, unit assessments, and benchmark assessments will be administered periodically in all content areas.

The dual language program will be based on data driven instruction. Inquiry team including the dual language teacher will meet regularly to analyze trends in student literacy and content area data. The staff will collaborate in professional discourse, reflect on their pedagogy and differentiate instructional practice in terms of grouping, levels of instructional materials and complexity of activities.

The dual language program will implement all content area curricula and language instructional practices that address the key skills and concepts aligned to NYSCCLS and NYC Educational Standards. The evidences of alignment have been indicated by the aforementioned information regarding the proposed dual language program.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
 1. As CR Part 154.2, PS90 provides comprehensive professional development to all personnel who are involved with ELLs in the school. Professional development is ongoing throughout the school year.
All teachers will receive 15% of total hours in training and 50% of the total hours for DL / ENL teachers for specific professional development. Agendas, attendance will kept in the school file. During the training, teachers are acquainted with the challenges and the opportunities in ELL education. They develop an understanding of changing ELL issue, learn about ESL methodologies to use in their lessons, creating an environment for language acquisition in their classroom, stages of language acquisition, how to provide an adequate oral foundation, learn to elicit and encourage ELL participation, ways to assist newcomers/beginners, differentiate and scaffolding instruction for ELLS, expectations for ELLs, program placement, testing, mandates, and grading ELLs.
Consistent articulation is stressed between the ESL pull-out/push-in teacher and classroom teachers with ELLs in their classrooms. This helps ensure any issues or problems are addressed, teachers are aligning instruction, and classroom teachers are receiving the necessary support and assistance required for the education of the ELLs in their classroom.
ELL teachers have opportunities to attend workshops and conferences to continue to grow and learn about new issues and approaches for their ELL population.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
 2. All staff will continue to have opportunities to receive ongoing professional development in ELL related issues and ESL methodologies. Training on scaffolding of instruction for ELLs is given to incorporate ESL strategies in all subject areas. Emphasis will be placed on developing teachers' competencies in the teaching of writing and vocabulary development for ELLs. Additional support will be given to enhance differentiated instruction. Further professional development will be offered to assist classroom teachers in teaching reading and writing skills to ELLs, transitioning students to English proficiency, aligning with Common Core Standards .
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
 3. Support provided to staff to assist ELLs as they transfer to middle school and high school
Due to cultural and language barriers, the ELLs and their parents might not have an accurate or complete understanding of the middle application process and the unique choices available to them. Effective communication and translation is paramount to offer support to the students and parents when middle school applications have to be filled out. Parents must understand the application process and the choices involved. The classroom teacher and the student's ESL provider work together and play important roles in ensuring that the applications are completed and parents have a complete understanding of how to complete the applications correctly. If necessary, the school can arrange for translators to assist the parents. In addition, parents are encouraged to use the translated information provided to them via the DOE website and materials. Teachers encourage parents to attend workshops relating to middle choices and applications.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [*ELL Policy and Reference Guide, Professional Development*](#) section.
The following activities will be conducted throughout the school year to meet the requirements of CR Part 154:
 - ENL & DL teachers, ESL teachers, ELA coach, Math teacher, and school administrators will participate in OELL workshops, online training, institutes, and symposiums regarding bilingual educations throughout the school year.
 - The school inquiry team will meet in the professional development to create and implement data driven ENL & DL curriculum and offer effective approaches and strategies within ENL & DL instruction.
 - All ENL & DL personnel, related service providers, the guidance counselor, and school administrators will work in study groups to provide specialized academic support, as majority of the students in the program grapple with social, economic, and emotional challenges.
 - The professional development will build and enrich the repertoire of research- based methodologies and knowledge of immigrant students for ENL & DL personnel and related staff.
 - The professional development will identify and evaluate workable native language resources for ENL & DL program language instruction.
 - The professional development will address ESL methodologies and research-based instruction models to enhance language acquisition

in the ENL & DL classroom.

- The professional development will offer opportunities for consistent articulation among administrators, ENL & DL teacher, ESL teacher, cluster teachers, IEP teacher and other related service providers. This will ensure any issues or problems addressed. Teachers will be aligning instruction, and receiving the necessary support and assistance required for the education of the ELLs/EPs in ENL & DL program.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
PS 90 will provide parents annual and individual meetings to discuss their child's progress in addition to already existings meetings. During the meetings ENL and DL teachers will present the goals of the program and language progress, language proficiency assessment results and their child's needs in all content areas. Translation and interpretation through T&I Unit and the school trained pedagogue is always available.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.
All the agendas and attendance will be kept in the school file . One of LAP team members will be responsible for the file. Through T&I Unit and the school trained pedague , the translation and interpretation is always available to parents.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parental involvement is very important to each child's education and PS 90 strives to provide an atmosphere that encourages strong parental involvement. Attempts are made to ensure parents of ELLs feel comfortable and welcome at PS90 and are full participants. The biggest barrier contributing to a lack of parental involvement for parents of ELLs involves communication barriers. PS 90 has a number of successful measures and policies in place that help to minimize communication barriers and encourage parental involvement. Some examples are:
 - 1 Through HLIS information, the teachers and the school as a whole know the exact translation and interpretation needs of all the students and their parents/guardians.
 - 2 Information from the school is sent home in the preferred language of communication.
 - 3 Translation is provided if needed at registration, parent meetings, workshops, and conferences.
 - 4 Translation units were purchased and are being used which provide simultaneous translation.
 - 5 A school message service has been purchased and is currently being put into place. This has the capacity to provide mass phone messages to parents in a variety of different languages.
 - 6 Parents are invited into the classrooms for cultural festivals, parties, parent orientations, and a number of school wide events.
 - 7 Parents are invited on school trips and outings.
 - 8 Parents are encouraged to volunteer in the school.
 - 9 Parents are given information in their language about DOE sponsored events pertaining to parents of EL
 - 10 Signs are posted in nine major languages.
 - 11 Parents are notified and given access to the Bill of Parent Rights and Responsibilities which provides them with additional useful information.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
PS 90 has a strong and long term partnership with community organizations that support PS 90 to ensure our students are successful.
5. How do you evaluate the needs of the parents?
PS 90 believes in close collaboration and partnership between parents, teachers and the school. Every year a parent survey is distributed in the parent's preferred language. These results are carefully analyzed. An open and accessible school where parents of ELLs feel comfortable provides more opportunities for the parents to voice their needs and concerns. Parents of ELLs are given many opportunities to interact with classroom teachers and the administration. Since many of the communication barriers are being addressed through strong measures taken by the school, the teachers and parents are able to form working relationships to benefit the ELL population. Translation/interpretation needs are provided at parent/teacher and school/parent interactions. Often particular parental needs or concerns are addressed during these interactions. In addition, the Parent Association has members that are reflective of the community as a whole. This is another channel for parents to express their needs to the school and for the school to evaluate parental needs.
6. How do your parental involvement activities address the needs of the parents?
Parents of ELLs have unique needs and there are some parental involvement activities that are specifically targeted to their needs. Due to a language barrier, many do not know information about state exams, how to help prepare their children, common curriculum matters, programs available to parents of ELLs. Workshops have been designed with these thoughts in mind and presented by the bilingual parent coordinator and teachers within the Title III program.

D. Additional Information

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

Paste response here:

School Name: The Edna Cohen School

School DBN: 21K090

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Greta Hawkins	Principal		
Gayle Gordon	Assistant Principal		
Dorris Torres	Parent Coordinator		
Jane Fu	ENL/Bilingual Teacher		
William Galiano	Parent		
Shalshina Polina	Teacher/Subject Area		
Carmen Alfaro	Teacher/Subject Area		
Maria Rescino	Coach		
Jazmin D'Auria	Coach		
Jeffrey Jones	School Counselor		
Isabel Dimola	Superintendent		
Jo Ann Benoit	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **#INGEST ERROR!** School Name: **PS 90**
Superintendent: **Isabel Dimola**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Data is gathered by the parent coordinator and the ESL teachers through home surveys assessing home language. Data is found through information on the Annual School Report Card. Statistics are gathered at P.T.A. meetings to determine the attendance of parents in each language category. Methodologies used are: informal surveys, Annual School Report Card, attendance at English Language Parent Classes, language survey during Pre-K and K registration, as well as new admits, constant interaction between the parent coordinator and the school's parent population. The major findings indicate a need for translation and interpretation for the following languages: 322 parents require the service in Spanish; 29 in Russian; 28 in Arabic; 57 in Urdu and 3 in Mandarin, 5 in Cantonese, 1 in Bengali, and 2 in Ukrainian, in Hungarian, 2 in Uzbek, 1 in Georgian, 1 in Sweden. The findings were supported during P.T.A. meetings, school leadership meetings, parent involvement meetings and parent/teacher conferences.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Arabic / Bengali / Cantonese / Mandarin / English / Georgian / Hungarian / Russian / Spanish / Ukrainian / Uzbek / Urdu / Swedish

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The documents our school disseminates every year are the following: parent notification letters such as NYSESLAT notification letter, annual handbooks, newsletters, calendars, parent - teacher conference announcements, after - school program information, New York State testing dates, general overview of student curriculum, and letters from the school leadership.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

In addition to parent teacher conference and curriculum nights, our school will provide annual and individual meetings to discuss ENL students progress. The school also provide face to face meetings with parents when they come to school to exercise their rights of choosing one of the three language programs.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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

- 1) Our school will plan ahead and submit translation requests in a timely manner to the T&I Unit or to vendor for languages the Unit does not cover to ensure translations are distributed at the same time as English documents.
- 2) We are aware that many templates for school holidays, parent-teacher conferences and other DOE notices are available in translation at the T&I 's intranet site , and we will use them when needs arise.
- 3) We will keep a roster of bilingual staff who can be called upon to interpret .
- 4) We will make arrangements with vendors early to ensure on site interpreters to come for events and parent-teacher conferences.
- 5) Through HLIS information, various ATS reports, the LAP team, teachers and the school as a whole know the exact translation needs of all the ELL students and their parents/guardians.

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

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Staff will be trained to contact Translation / Interpretation Unit and be trained to use over the phone interpretation service. They will also be trained to be familiar with T&I Brochure and Language ID Guide. Language Palm Card will be distributed at staff meetings or by emails. Staff will be informed that a new parents guide to language access will be published in February. This multilingual brochure to distribute to limited - English proficient (LEP) parents at our school to inform them of their right to free translation and interpretation services. The guide includes a cut out "I Speak" card indicating the language the parent speaks. Parents are encouraged to show the card to a school staff member to receive support in their language. In addition, the guide directs parents to translated content on the DOE website and asks them to provide their feedback on the language services they receive at their school. The school will schedule a meeting exclusively on translation and interpretation services. All teachers and staff will receive a copy of the " I Speak..." card which includes the phone number for over -the- phone interpretation.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The mechanisms your school will use to gather feedback from parents on the quality and availability of services are the following:

- 1) Face to face conference discussing the qualities and avalibility and services at PTC and individual meetings
- 2) Email and phone calls to gather the feedback form the parents.
- 3) Deliver the parent survey to gather the information.