

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

27Q090

School Name:

P.S. 090 HORACE MANN

Principal:

ADRIENNE UBERTINI

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: The Horace Mann School School Number (DBN): 27Q090
Grades Served: Pre-K-5
School Address: 86-50 109th Street Richmond Hill, NY 11418
Phone Number: (718)847-3370 Fax: (718)847-2965
School Contact Person: Adrienne Ubertini Email Address: auberti@schools.nyc.gov
Principal: Adrienne Ubertini
UFT Chapter Leader: Ali Dilek
Parents' Association President: Mirna Canales
SLT Chairperson: Lisa Blando
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Charlene Zuljevic
Student Representative(s): _____

District Information

District: 27 Superintendent: Mary Barton
Superintendent's Office Address: 82-01 Rockaway Blvd. Ozone Park, 11416
Superintendent's Email Address: mbarton@schools.nyc.gov
Phone Number: (718)642-5800 Fax: Fax: (718)348-2994

Borough Field Support Center (BFSC)

BFSC: Queens South Director: Marlene Wilks
Director's Office Address: 82-01 Rockaway Blvd. Ozone Park, 11416
Director's Email Address: MWilks@schools.nyc.gov
Phone Number: _____ Fax: _____

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) |
|------------------------------------|---|-------------------------|
| Adrienne Ubertini | *Principal or Designee | |
| Ali Dilek | *UFT Chapter Leader or Designee | |
| Mirna Canales | *PA/PTA President or Designated Co-President | |
| Vera Isola | DC 37 Representative (staff), if applicable | |
| Charlene Zuljevic | Title I Parent Representative (or Parent Advisory Council Chairperson) | |
| n/a | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| n/a | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| South Queens Boys’ and Girls’ Club | CBO Representative, if applicable | |
| Sahera Bano | Member/Parent | |
| Lisa Blando | Member/ Teacher | |
| Michele Gerhig | Member/Parent | |
| Alison Roth | Member/ Teacher | |
| Rebecca Ferrer | Member/Parent | |
| Joan Verdino | Member/ Teacher | |

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|-------------|---|---------------------------------|
| Bertha Diaz | Member/ Parent | |
| | | |
| | | |
| | | |
| | | |
| | | |

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.

P.S. 90Q, The Horace Mann School believes all students will have an equal opportunity to become lifelong learners and responsible, productive and caring members of our multi-ethnic and culturally diverse family; tolerant of each other's differences through the team effort of home, school and community .

School Background

The entire school community strives to achieve a high standard of academic excellence in all subjects and provide our students with the skills necessary to prepare them to be college and career ready. With the full implementation of the Common Core aligned curriculum (ReadyGen/GO Math), the school continues to place a strong focus on literacy and math.

In ELA, we are committed to establishing a culture of learning that is grounded in a love of reading, ability to use texts to acquire information, and opportunities for students to express their understanding and thoughts through writing. ReadyGen provides us with a framework for literacy instruction, upon which we build. This program, though geared towards on-level readers, helps us provide learning experiences in literacy that are content rich and require higher order thinking. With that said, we also take into account the needs of our students who are still working towards grade level. All classrooms have a wide range of leveled texts, which reflect a balance of both informational and literary genres. Teachers engage students in literacy lessons that are CCLS aligned and incorporate the balanced literacy model, with significant attention given to guided reading. Guided reading and literature circles allow teachers to work with students on their instructional levels and in small groups. Students work during guided and independent reading periods to strengthen their reading skills so that they will be able to in time, tackle grade level texts on their own. Across the school there is a focus on writing informational texts as well as opinion pieces using a variety of text sources. Students use various types of graphic organizers to capture text based information and to plan their writing. Students in all grades consistently use rubrics and checklists to self-evaluate their work. Professional Learning Communities (PLC's) work collaboratively to reflect on student performance and teacher practice to make the necessary adjustments to the curriculum and evaluative tools such as performance tasks, which helps to ensure college and career readiness.

In Math, teachers follow a workshop model for instruction in which whole group lessons are followed up with independent practice as well as small group instruction that targets the needs of all learners. We follow the Go Math program as the basis of our planning, curriculum, scope, and sequence. Whole group lessons are planned to engage all students and introduce concepts through modeled instruction. Often this is done through a multimedia approach. While lessons are thoroughly planned with all students' needs and abilities in mind, we welcome "on the spot" decisions/modifications based on our teacher observation and regular formative assessments. As we work according to a pacing calendar, adjustments are made throughout the year, which help us to ensure that all students have mastered concepts necessary for success on their grade. Small group instruction time may be used to review concepts that were not mastered the first time around; to provide enrichment opportunities for students who understand the content and to work with students who have special needs. All lessons are grounded in problem solving. At P.S. 90Q, problem solving is at the core of all math instruction as we prepare our students for college and a career. Strategies are modeled in all lessons and students are given opportunities to work in small groups to discuss, work through, and solve problems together. Teachers attend outside workshops and turnkey new information and ideas to staff on a regular basis. We are currently working towards implementing some math problem solving structures and routines that will help us build more coherent practices throughout the building. We continue to look for ways to provide professional learning opportunities in math to help us improve practice, manage time, and meet the needs of individuals and small groups.

We consider ourselves a community of learners and reflective practitioners at P.S. 90Q. Throughout the school year, we work as a team to evaluate our progress toward meeting our goals. Goals are chosen to guide us in pursuit of success for all students, strong relationships with parents and the community, a sense of a safe and nurturing environment for all, an enriched curriculum and instruction that is differentiated to meet the needs of all students, and a vehicle of planning professional development at all levels. During different meetings, such as teacher teams, groups of staff analyze student work and student needs to adjust instruction/lessons as needed, and record this information on differentiated instruction sheets (DI) to document achievement. This process is completed in all subject areas.

Student Population/Needs

P.S. 90Q is an elementary school with 860 students from Pre-Kindergarten through grade 5. The school is made up of 8% Black, 53% Hispanic, 4% White, and 35% Asian students. The student body includes 21% English Language Learners and 19% Students with Disabilities .

P.S. 90Q continues to look for ways to close the achievement gap between all special student populations. We continue to focus on ELL's and the Students with Disabilities population to close the achievement gap. According to the 2013-2014 School Progress Report, students in these populations have made the least amount of gains on State Tests. As a school community, we are continuing to work to meet their needs by using differentiated instruction and providing scaffolding.

Progress

- Strong family community ties (Family Game Night, Forest Park Rangers, Bear Day, Literacy Night, Talent Show, LegoTek, Movie Night, Carnival, Boys' and Girls' Club, Tuesday Parent Engagement, Richmond Hill Block Association, Parent Workshops, Newsletters, grade specific open house events such as the Cultural Fair).
- Collaborative Teachers (PLC, common prep, vertical team work during professional development, staff development, turnkey information).

27Q090 School Information Sheet

| School Configuration (2014-15) | | | | |
|---|----------------------|------------------|---|---|
| Grade Configuration | PK,0K,01,02,03,04,05 | Total Enrollment | 858 | 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 | | 79.5% | % Attendance Rate | 93.7% |
| % Free Lunch | | 79.4% | % Reduced Lunch | 11.4% |
| % Limited English Proficient | | 19.1% | % Students with Disabilities | 19.2% |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | | 0.8% | % Black or African American | 7.5% |
| % Hispanic or Latino | | 52.7% | % Asian or Native Hawaiian/Pacific Islander | 34.7% |
| % White | | 4.3% | % Multi-Racial | N/A |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | | 11.19 | # 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) | 8.4% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | | 0.2% | Average Teacher Absences (2013-14) | 7.55 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| ELA Performance at levels 3 & 4 | | 30.6% | Mathematics Performance at levels 3 & 4 | 44.9% |
| Science Performance at levels 3 & 4 (4th Grade) | | 83.0% | 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 | YES |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | YES | Limited English Proficient | YES |
| 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 | YES |
| White | | N/A | 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 | YES |
| White | | N/A | Multi-Racial | YES |
| 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.

Upon the adoption of ReadyGen, our school community has welcomed many of the positive aspects (e.g., use of authentic texts, questions that require critical thinking, learning within the content areas, exposure to grade appropriate texts) that Ready Gen has to offer as well as to refine and/or revise that which was needed in order to benefit our students. Some of the ways that we have worked collaboratively to enhance what ReadyGen has to offer are as follows:

- Wilson Foundations Program in grades K-2 for phonics instruction;
- Working in teams to develop entry points for ELL/SWD;
- Comprehension scaffolds that help struggling students navigate the text;
- Guided Reading at each student’s instructional level. This instruction targets the needs of individuals and small groups, in a range of genres;
- Incorporation of rubrics throughout the literacy block, including discussion, to hold students more accountable for their learning;
- “Real World” learning experiences that contribute to content learned in the classroom (e.g., Cultural Day, Second Grade Garage Sale, field trips to places such as Green Meadow Farm, Manhattan, etc.).
- Independent reading (i.e., students work on individual goals in school during independent reading, and at home using book baggies);
- Differentiated tasks/points of entry;
- Vocabulary and word walls;
- Use of Engage NY to inform instruction and serve as a guide for questioning/text complexity and aligning instruction with the standards;
- The Odyssey and Pebbles computer programs allow students time to work on literacy activities, assigned based upon their individual reading levels and needs.

Though we have made many strides in the area of rigorous instruction, we continue work in the following areas to ensure that our instruction reflects high standards in all classrooms:

- Close monitoring of our students' reading levels through DRA data collection. In order for our students to be successful in ELA and get the most out of ReadyGen, we need them to be reading on grade level.
- We collect data throughout the year to monitor progress and provide intervention as early as we can.
- We continue to work towards challenging our students to think on a higher order level throughout the school day. We have made improvements to our questioning strategies and techniques. We continue to work towards more student-directed learning in which our students can take ownership and become more self-motivated.

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 students in Kindergarten through grade 2 will increase their reading levels by 4 or more levels and 70% students in grade 3-5 will increase their reading levels by 2 or more levels as per the Fountas and Pinnell benchmark assessment. The students will be monitored 3 or more times per year to ensure that adequate progress is being made toward grade level expectations.

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 Rigorous Instruction and the Common Core 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? |
|---|--|---|--|
| ReadyGen components, iReady, GO Math, ELL PD (Calendar), Balanced Literacy, Frequent guided reading lessons, Daily Independent reading. | All students in grades K-5. | September 2015-June 2016 | All Staff |
| IEP Parent Workshop, Special Education PD, Informational Packages. | All students in grades K-5. | September 2015-June 2016 | All Staff |
| ELA Workshops, Math Workshops, Science Workshops, Test Prep Workshops, Communication with parents about grade level F & P expectations, Use of The Continuum of Literacy | All Parents of students in K-5. | September 2015-June 2016 | All Staff |

| | | | |
|---|-----------------------------|--------------------------|-----------|
| Learning to plan lessons that will help move students from one level to the next. | | | |
| ELL After School Program. | ELL students in grades K-5. | November 2015-March 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. | | | | | | | | | | | |
| Resources: | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Administrators, Teachers, Parents/Guardians, Parent Coordinator, SETSS, ELL teachers, Related Service providers. • Fountas and Pinnell Assessments, Benchmark Assessments, Unit Assessments, etc. • Ready Gen. | | | | | | | | | | | |
| 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 | X | Title II, Part A | X | Title III, Part A | X | Title III, Immigrant |
| X | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | X | 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. |
| <ul style="list-style-type: none"> • At least three times a year (November, January, and May) and/or when the teacher feels it is necessary, students will be monitored and assessed using Fountas and Pinnell assessments. • Teacher observations. • End of Unit Assessments. • Growth will be measured against the beginning of the year assessment and ongoing progress will be monitored. • Student growth will be reflective of ambitious and rigorous instruction which includes focus on reading on grade level by second grade as well as improved higher order thinking. Reading improvement will be inclusive of all and measured through an increase in reading levels . |
| 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.

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.

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 Supportive Environment 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> |
|--|--|---|--|
| na | | | |
| | | | |
| | | | |
| | | | |

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 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.

Based on the 2014-2015 Quality Review, our area of focus is to ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards. Although our rating was proficient, we strive to reach a goal of well-developed in this area.

We will continue to engage in rigorous and coherent curricula in all subjects by:

- Aligning curricula to CCLS;
- Updating curriculum maps;
- Differentiating instruction to meet the needs of our students;
- Incorporating the ELA/Math shifts into units of study;
- Planning trips that are aligned to the curriculum;
- Working in groups on problem solving and school projects that inspire students to think critically and challenge them to question beyond the text or content taught in class;
- Providing students with choice in their learning and encourage ownership of their performance and effort
- Creating links across grades and subject areas through projects and reports that further engage students in specific grade curriculum;
- Building upon and creating links between grade using and helping students to draw upon the prior knowledge provided in previous grades to explore topics in ways that result in deeper understandings of the content;
- Maintaining coherence across grades and subject areas that promote college and career readiness.

According to the Framework for Great Schools Report 2015, an area of focus would be to improve the quality of student discussion. We will do this by:

- Asking open-ended turn and talk questions;
- Encourage and facilitate discussion;
- Discussion Rubrics, discussion reflection;

- Planning for discussion time during all school subjects;

Working in groups.

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, 100% of the teachers will ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners, and aligned to Common Core Learning Standards and/or content standards. This will be measured by administrator observation, teacher team minutes and inter-class visits. Teachers will collaboratively create questions and share out during teacher team and vertical team meetings.

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 teacher-parent collaborations to improve student achievement. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
|---|---|--|---|
| <ul style="list-style-type: none"> • Teachers will engage students in higher order thinking questioning techniques through the use of the DOK (Depth of Knowledge). Teachers will work together to preview lessons and review lessons. Teachers will work collaboratively to devise a list of questions pertinent to the topic, engaging and reflective of the standards; • AIS (Academic Intervention Services) will be provided for those students who require additional assistance to meet the standards in ELA. AIS providers will work and plan in a “needs based” manner. AIS providers will provide instruction that is relevant to what students are learning in the classroom, while responding to the needs of that small group; • Cluster teachers will use content area reading strategies to emphasize critical thinking reading and writing skills in order to promote and reinforce a school wide focus on literacy; | <p>All Students K-5</p> | <p>September 2015- June 2016</p> | <p>All Staff</p> |

| | | | |
|--|------------------|---------------------------|-----------|
| <ul style="list-style-type: none"> Differentiated reading and math tasks that are aligned with both the curriculum, as well as the standards will be created to engage all learners, on all levels; <p>Inter-class visits.</p> <p>Chat and Chew for new staff</p> <p>USing DYO (design Your Own) PD</p> | | | |
| <p>Strategies needed to implement our plan:</p> <ul style="list-style-type: none"> Aligning curricula to CCLS; Updating curriculum maps; Differentiating instruction, including tasks, to meet the needs of the students; <p>Incorporating the ELA/Math shifts into units of study.</p> | All Students K-5 | September 2015- June 2016 | All Staff |
| <p>Updating of curriculum maps from a reflective stance- Teachers will discuss and evaluate the 2014-2015 school year in order to make decisions and adjustments that will best focus, challenge and engage our students in the upcoming school year. Add specific strategies to focus on monthly</p> | All Staff | September 2015- June 2016 | All Staff |
| <p>Backwards planning to improve the writing lessons presented in ReadyGen. Teachers will plan lessons that will help students to successfully complete end of the unit Performance Based Assessments and other writing tasks.</p> | All Students | September 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. | | | | | | | | | | | |
| Resources: | | | | | | | | | | | |
| <ul style="list-style-type: none"> Administrators, Teachers, Parents, Parent Coordinator, SETSS, ELL teachers, Related Service Providers. Data from Advance (Danielson). | | | | | | | | | | | |
| 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 | X | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
| X | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | X | Other |

Part 5 – Progress Monitoring

| |
|--|
| <p>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.</p> <p>Ongoing progress will be monitored by administrators through observations using the Danielson Rubric, reviewing student work and teacher lesson plans. Formal and informal observations will show an increase in rigorous instruction.</p> |
|--|

Administrators will meet regularly to reflect upon classroom visits and observations. Teachers will be encouraged to share successful practices in professional learning communities as well as through interclass visits.

Curriculum will be revisited, at least three times throughout the 2015-2016 school year through professional development opportunities as well as in teacher teams. Teachers are provided with grade specific, vertical and content based planning sessions .

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 | | 21st 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.

Our 2013-2014 School Environment Survey indicates that 95% of parents were satisfied with the education their child has received. There is a need to establish a culture for learning that communicates a high expectation to staff, students, and families; and provide support to achieve those expectations. We need to include all parents and guardians including meet the second language needs.

Based upon our Quality Review, we will focus on consistency and coherence through the school. We want the child’s school day and the communication with families to revolve around this idea which will lead to improved student achievement.

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, 100% of teachers will conduct parent outreach sessions on Tuesdays from September 2015 to June 2016 to effectively keep parents informed of their child’s progress throughout the year, as evidenced in feedback from parent surveys and Tuesday Parent Engagement logs.

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) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
|--|---|--|---|
| <p>Teachers will be provided professional development training in online programs as well as other parent involvement strategies, which they can use to update parents of their child’s progress on a daily basis.</p> <ul style="list-style-type: none"> • Parents will have ample access to samples of their child’s work and how it measures up to the state standards. • Teachers will work with parents to offer suggestions in ways that they can better help their children at home. • Home- school connections will be established through unit newsletters from all grades and subjects that will keep parents aware of content and curriculum being taught in the classroom, as well as reminders relevant to specific grades. Twitter is another form of contact with homes. | <p>Teachers</p> | <p>September 2015- June 2016</p> | <p>Teachers in grades K-5 and administration.</p> |
| <p>Customized professional development sessions will be provided for teachers of ICT and self-contained classes on how to provide feedback effectively to keep parents updated on their child’s progress toward meeting their IEP goals.</p> <ul style="list-style-type: none"> • Teachers will work with parents to explain and develop techniques that will help students to be successful with in the classroom. This may entail differentiated learning tasks, points of entry such as word boxes, writing scaffolds, use of scribe etc. • Parents will have a clear understanding of students’ IEPs. • Teachers and parents engage in regular discussions regarding the progress of all students | <p>Teachers and Parents</p> | <p>September 2015- June 2016</p> | <p>Special education teachers and administrators.</p> |
| <p>Parent outreach sessions will be conducted by teachers on Tuesdays from September 2015 to June 2016 to effectively</p> | <p>Parents and Guardians</p> | <p>September 2015- June 2016</p> | <p>Teachers in grades K-5</p> |

| | | | |
|---|-----------------------|---------------------------|------------------------|
| keep parents informed of their child’s progress throughout the year. Teachers use Tuesdays to work in teams to present to parents on a variety of topics, to meet with parents on an individual basis to discuss specific needs, to review students’ class and portfolio work. | | | |
| In order to incorporate trust and understand needs, parents will receive ongoing communication and progress reports to continually be informed of their child’s progress throughout the year | Parents and Guardians | September 2015- June 2016 | Teachers in grades K-5 |

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. | | | | | | | | | | | |
| Student progress reports, parent surveys, parent engagement logs, parent newsletters, IEPS, individual student goals, rubrics, service providers such as AIS . | | | | | | | | | | | |
| 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 |
| X | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | X | 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. |
| Parent surveys will be reviewed and next steps will be planned based on the analysis of the data. By January 2016, parent engagement logs will be reviewed in order to ensure that all parents are being reached and provided with feedback of their child’s progress. Surveys provide the school with a valuable source of information regarding the needs and opinions of parents. It is important that parents have a clear understanding of the philosophy, expectations and procedures at P.S. 90. It is equally important the school community has an understanding of the needs, concerns and opinions of P.S. 90 families. Tuesday parent involvement sessions, open school events, parent teacher and meet the teacher nights will help us to monitor the extent of our parent involvement and provide a vehicle for home school communication. |
| 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) | Students scoring level 1 or 2 on ELA; DRA Levels. | Repeated readings, interactive writing, comprehension, plus strategic questioning. | Small group 8:1 | Pull-out during the school day. |
| Mathematics | Students scoring level 1 or 2 on NYS Math Test; Go Math Assessments. | Go Math intervention (tier 2 & tier 3). | Small group 8:1 | Pull out school day |
| Science | Students who are at risk for not meeting state standards. | As per DOE FOSS program. | Small group, Peer-to-peer. | During the school day, two times per week for 45 minute sessions. |
| Social Studies | Students who are at risk for not meeting state standards. | As per NY State scope and sequence program. | Small group, Peer-to-peer. | During the school day two times per week for 45 minute sessions. |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Guidance Services are used to improve conflict resolution skills of our students. The Guidance Counselor provides the school with school-wide behavior modification programs. Counseling is provided during school hours in small group or individual settings depending upon the student's needs and the situation. This is to help our students | Character Development, Conflict Resolution, Behavior therapy. | One-to-one, Small group. | During the school day as needed. |

| | | | | |
|--|---|--|--|--|
| | <p>develop knowledge and understanding of themselves and others.</p> <p>Our School Psychologist is at our school on a part time basis. She does not provide AIS services. She is only responsible for evaluations and re-evaluations.</p> <p>Our school's social worker is at our school on a part time basis. She provides AIS services.</p> | | | |
|--|---|--|--|--|

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 | | Non-Title I |

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">• All recruited teachers will be appropriately certified and highly qualified, with some limited flexibility, consistent with NY State regulations.• Principal works closely with the Network Director of Human Resources to follow the policies set forth by the DOE to ensure that the selection of highly qualified teachers follows the guidelines set by the NYS Education Department.• Mentors are assigned to support struggling and un-qualified teachers.• The Principal, in collaboration with Director of Human Resources, will work to identify qualified teachers through major recruitment campaigns, hiring halls, and through relationships with Colleges and Universities. |

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). |
| <ul style="list-style-type: none">• Professional development will target the assessed pedagogical needs of the staff with differentiated high quality professional development.• Professional development will take place on days as prescribed by the DOE guidelines and Chancellor's designated Conference Days.• Professional development will be done on Mondays during the Professional Learning Communities (PLC) . |

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.).

- P.S. 90Q ensures students begin their academic career with a strong start and emphasizes the importance of early childhood education.
- P.S. 90Q provides an aligned curriculum to early childhood programs to provide a coherent and seamless instructional transition to elementary school wide programs.
- P.S. 90Q implements a coherent and seamless education program for at-risk students by ensuring the successful transition from early childhood programs to elementary school wide programs.
- P.S. 90Q provides joint PD and parent involvement activities to families in the transition from early childhood programs to the elementary school program.
- P.S. 90Q shares records and information from early childhood programs to ensure seamless transition to elementary school programs.

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.

- P.S. 90Q provides ongoing professional development to all teachers in analyzing assessment data to increase our teachers' understanding of student performance and strengthen teacher practices.
- P.S. 90Q provides ongoing differentiated professional development regarding the use of assessment results to improve instruction.
- P.S. 90Q community selected and agreed upon the selection of appropriate multiple assessment measures to be implemented.

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 | 416,459.00 | X | 5a. Budget and resource alignment 5c. Budget and resource alignment |
| Title II, Part A | Federal | 232,026.00 | X | 5a. Budget and resource alignment |
| Title III, Part A | Federal | 17,232.00 | | 5a. Budget and resource alignment |
| Title III, Immigrant | Federal | 0 | X | |
| Tax Levy (FSF) | Local | 4,318,931.00 | X | 5a. Budget and resource alignment 5c. Budget and resource alignment |

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.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure the effective involvement of parents and community in our school. PS90Q, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and its 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. PS90Q 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 parental 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, 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 and feedback;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their child's academic skill needs and what parents can do to help;

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 given periodically to keep parents informed of their child's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the parent/guardian in a format and to the extent practicable in the languages that parents can understand;
- hosting Meet and Greet Night in September;
- Family Literacy Night;
- Title 1 Parent Involvement (e.g., Lego Tek, Forest Park Rangers);
- Annual Science Fair;
- Informative Parent Night in May (getting ready for next year).

School-Parent Compact (SPC)

PS90Q, 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 its 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 students 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 student's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status, 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 each student's education;
- providing information related to school and parent programs, meetings, and other activities by sending materials to parents of participating students in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate, and improve the existing Title I programs, Parent Involvement Policy, and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each student and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year.

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive, and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities. These times will be scheduled so that the majority of parents may 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 to 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 and/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, and 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>Horace Mann</u> | DBN: <u>27Q090</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>100</u> |
| Grades to be served by this program (check all that apply): |
| <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: <u>6</u> |
| # of certified ESL/Bilingual teachers: <u>4</u> |
| # of content area teachers: <u>2</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: _

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

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

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

The instructional strategies utilized by the certified ESL/BIL teachers include: Cooperative Learning Approach, The Total Physical Response, The Natural Approach, The Language Experience Approach, and Cognitive Academic Language Approach. These strategies are utilized during a variety of theme based activities using a wide range of materials that include teacher created materials, Supplemental trade books, art activities, musical activities, movement activities, storytelling and the latest technology. In addition, strong content teachers in literacy and technology will be part of Title III Program. ESL or Bilingual licensed teachers will push in to content teachers' classroom for one hour to provide ESL instruction and support needed.

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

Part B: Direct Instruction Supplemental Program Information

-
-

Part C: Professional Development

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

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

Begin description here: _

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

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

Part D: Parental Engagement Activities

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

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

Begin description here: _

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

Part D: Parental Engagement Activities

classes, two hours from 2:20-4:20 for 24 sessions on Wednesdays and Thursdays. The program will begin in December and continue through March.

Part E: Budget

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

Allocation Amount: \$ _____

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem | _____ | _____ |
| Purchased services <ul style="list-style-type: none"> High quality staff 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 00 | Borough Queens | School Number 090 |
| School Name Horace Mann | | |

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 Adrienne Ubertini | Assistant Principal Catherine Canzoneri |
| Coach type here | Coach type here |
| ENL (English as a New Language)/Bilingual Teacher Ali Dilek | School Counselor |
| Teacher/Subject Area type here | Parent type here |
| Teacher/Subject Area type here | Parent Coordinator Lydia Perez |
| Related-Service Provider type here | Borough Field Support Center Staff Member type here |
| Superintendent Mary Barton | Other (Name and Title) type here |

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 | 6 | Number of teachers who hold both content area/common branch and TESOL certification | 0 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 | Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12] | 0 | Number of teachers who hold both a bilingual extension and TESOL certification | 1 |
| Number of certified ENL teachers not currently teaching in the ENL program | 0 | 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 | 0 |

D. Student Demographics

| | | | | | |
|--|------------|----------------------|------------|---|--------------|
| Total number of students in school (excluding pre-K) | 835 | Total number of ELLs | 148 | ELLs as share of total student population (%) | 0.00% |
|--|------------|----------------------|------------|---|--------------|

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): N/A |
| Dual language program (DL) | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> | If yes, indicate language(s): N/A |
| 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 | | | | | | | | | | | | | | 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 | 149 | Newcomers (ELLs receiving service 0-3 years) | 96 | ELL Students with Disabilities | 20 |
| SIFE | 0 | Developing ELLs (ELLs receiving service 4-6 years) | 54 | 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 |
| DL | | | | | | | | | | 0 |
| ENL | 97 | | 9 | 43 | | 11 | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Number of ELLs who have an alternate placement paraprofessional: _____

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 _____ | | | | | | | | | | | | | | | | | | | 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): _____ | Number of students who speak three or more languages: _____ |
|--|---|

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 | 27 | 30 | 16 | 14 | 5 | 11 | | | | | | | | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | 2 | | 2 | 2 | 1 | | | | | | | | | 0 |
| Urdu | 1 | | | 1 | 1 | 3 | | | | | | | | 0 |
| Arabic | 2 | 2 | 1 | | 3 | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | 8 | 4 | 1 | 4 | 2 | 2 | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | 3 | | | | | | | | | 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) | 14 | 1 | 2 | 5 | 2 | 4 | | | | | | | | 0 |
| Emerging (Low Intermediate) | 7 | 1 | 2 | 1 | 2 | 0 | | | | | | | | 0 |
| Transitioning (High Intermediate) | 1 | 2 | 2 | 0 | 1 | 2 | | | | | | | | 0 |
| Expanding (Advanced) | 10 | 21 | 15 | 10 | 14 | 6 | | | | | | | | 0 |
| Commanding (Proficient) | 0 | 14 | 23 | 19 | 14 | 3 | | | | | | | | 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 | | | | | 1 | | | | | | | | | 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 | 14 | 23 | 19 | 9 | 3 | | | | | | | | 0 |

| NYS ELA | | | | | |
|---------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | 15 | 6 | 0 | 0 | 0 |
| 4 | 7 | 2 | 1 | 1 | 0 |
| 5 | 9 | 1 | 0 | 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 | 7 | | 9 | | 4 | | 1 | | 0 |
| 4 | 6 | | 9 | | 0 | | 1 | | 0 |
| 5 | 13 | | 2 | | 1 | | 0 | | 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 | | | 5 | | 9 | | 1 | | 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.

Assessments can provide important information to help guide and inform instruction. Informal assessment consists of the evidence teachers collect in class on a continuous basis to measure the progress of their students in mastering the skills and content taught. It provides continuous feedback to students, teachers, and parents. Each student is compared to his/her own prior level of achievement, as well as to peer groups.

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

P.S. 90 uses DRA to assess the early literacy skills of ELL's. Skills assessed are student's phonics and comprehension skills, as well as students' ability to identify words and letters. Initially, it is not uncommon that ELL's score lower than our native language speakers due to fact that they are acquiring a second language. Data from DRA and as well as NYSITELL and NYSESLAT scores guide freestanding ESL instructions as the ENL teachers focus on vocabulary, fluency and language enrichment. Overall, we have found that our ELL students make progress at a relatively quick rate in the earlier levels (A-E) of the DRA. As students test on higher levels progress tends to decline or slow down, as higher order thinking, critical analysis and comprehension demands increase. We continue to work towards ELA instruction in which phonics and comprehension are equally paired. Classroom discussions, close readings and modeled critical thinking strategies are used to help improve comprehension.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

NYSESLAT data patterns across the proficiency levels and grades reveal that most of the Entering and Emerging level students are in the lower grades. The third, fourth and fifth grades have the some amount of Entering and Emerging level students. Across the grades, most students are in the Expanding and Commanding levels. NYSITELL data indicates that majority of newly admitted ELLs are in Kindergarten. During NYSITELL assessments more ELLs scored at Expanding proficiency level compared to Entering level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

In terms of language modalities, students scored higher in speaking and listening and lower in reading and writing. This pattern across the four modalities will affect our instructional decision. ESL teachers Mr. Dilek, Ms. Roman, Ms. Serino and Ms. Klapow will therefore spend more instructional time on reading and writing. These strategies will utilize meta-cognitive and affective strategies by infusing language development through the content areas with Native language support (Bilingual dictionaries and glossaries). Free standing ENL program at P.S. 90 integrates academic language development with content area instruction.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - a. Content performance data: ELL students who are in this country for more than one year are required to take the NYS ELA test. The students who were in the country less than two years scored a Level 1. The Transitioning and Expanding level students scored majoritively in Level 2 on NYS ELA test. On Math assessment, more ELL students scored at Level 1 and 2 than 3 and 4. On the NYS Science test, more students scored at Level 3 than 1 and 2. Overall, ELL students scored lower on State tests compared to native language speakers.
 - b. School leadership and teachers use the results of ELL Periodic Assessments in various ways. The school leadership recommends specific books and programs to purchase to meet the needs of ELL's. Some of the materials include multicultural story books for Read Alouds, Leap Frog to foster language acquisition and Reader's Theater for building fluency and vocabulary. After analyzing the ELL Periodic Assessment data, ENL teachers modify their instruction by using varied differentiation strategies and scaffolding their instruction in order to meet the needs of ELL students.
 - c. Periodic Assessments allows the school to see ELL's strengths and weaknesses. ENL teachers review the assessments to use ELL's strengths in one language modality such as Oral language to target their weaknesses in other modalities such as Reading and Writing. Native Language is not used during ELL's Periodic Assessments since P.S. 90 does not have a Bilingual or a Dual Language programs.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.] Teachers review student performance data on a regular basis and design units of study to meet the diverse needs of students while targeting grade-level /course standards. For the upcoming school year we are planning to monitor the progress of students at least once a month, and use the data to determine whether students still require intervention. For those still making insufficient progress, school-wide teams will design an intervention plan. Based on student needs, intervention is provided within Tiers. We will provide training for teachers on how to collect and interpret student data on reading efficiently. Data-driven decision rules will be developed for providing differentiated instruction to students at varied reading and language proficiency levels for part of the day. Peer-assisted learning activities will be planned and organized carefully. Instruction will address both the social and academic aspects of working with a peer. Activities will focus on simple routines for lower grades, and vocabulary, reading practice and comprehension skills for the upper grades.
6. How do you make sure that a student's new language development is considered in instructional decisions?

A child's second language is considered in instructional planning by:

 - a) careful lesson planning; well-written objectives that promote language acquisition. Language objectives should support the content objectives, and it is important that learner tasks are aligned with the objectives.
 - b) collaboration; classroom teachers and ENL teacher plan lessons together. This type of collaboration helps classroom teachers learn more about second language acquisition.
 - c) content-based ENL service; teachers use a variety of instructional techniques as a way of developing second language, content, cognitive and study skills through thematic units.
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?

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

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

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.

The initial identification of English Language Learners (ELL's) starts with the administration of the Home Language Identification Survey (HLIS) . The 2 certified ESL teachers who are responsible for identification of ELLs are Mr. Dilek and Mrs. Roman . They are highly qualified teachers who demonstrate strong academic language proficiency and are skilled in content and pedagogy. They are equipped with the appropriate teaching certification and are engaged in professional development on regular basis in order to stay current in ESL policies. They are responsible for conducting the initial screening as they review each HLIS. They complete and sign the section that identifies the language that the student speaks at home. If the HLIS indicates a language other than English, one of the ESL teachers as well as other trained pedagogues such as the building Principal or the Assistant Principal conduct an informal oral interview in English and in the native language. The ESL teachers in the building speak the following languages: Spanish, Arabic and Turkish. Also, paraprofessionals in the building are available to assist the ESL teachers with the oral interview. Once the ESL teachers confirm that the student speaks a language other than English, they administer the formal initial assessment. The potential ELL's are tested within the 10 days of admission as per CR Part 154, using NYSITELL. Students who receive a raw score below the cut score are identified as ELL's. Students who are identified as ELL's and whose Home Language indicates Spanish take the Spanish version of the LAB. Spanish LAB determines the student's native language proficiency. Original HLIS go into the students cum folder. Copies of ELL's HLIS are filed and kept with the ESL team. ELL's who are in the Entering and Emerging English Proficiency levels receive mandated 360 minutes of ESL services a week , Transitioning and Expanding level ELL's receive mandated 180 minutes of ESL services a week while Commanding level students receive mandated 90 minutes of ESL services a week for two years.

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).

Each potential ELL student is screened for possible interruption in their formal education initially through the identification process. ESL teachers as well as classroom teachers work collaboratively to assess our students' needs via student work and pre-assessments. Based on the results of these assesments, Students are potentially identified as SIFE. In addition to mandated ESL services, SIFE students receive additional academic support by Academic Intervention Service (AIS) teachers. They receive instruction appropriate for their language and academic ability.

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).

In order to identify NYSITELL eligibility for students entering our school with IEPs, our Language Proficiency Team (LPT) will administer the identification process and make a determination by following the guidelines. Our LPT is composed of Ms. Ubertini, Principal, Ms. Hogan, Asistant Principal/Director ofs pECIAL education, Ms. Roman, certified ENL teacher and the student's parent or guardian. Our school will provide a qualified translator of the language the parent understands at each meeting. We will use these procedures for initial entry into DOE schools or for reentry after 2 years. LPT team will determine whether the student should take the NYSITELL. PLT team will consider evidence of the student's language development, results of Home Language Survey, and history of languahe use in school and home or community while making a determation.

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.

P.S 90 ensures that the entitlement letters and non-entitlement parent notifications are distributed within five school days after the NYSITELL is scanned and scored. All entitlement and non-entitlement letters are distributed to the students in envelopes and sent to their parents. ESL teachers are responsible to send out all of these letters. A list of eligible students is made and the letters are checked against the list. Copies of entitlement and non-entitlement letters are kept in file in the ESL room.

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).

ESL teachers and other trained staff inform the parents that they have the right to appeal ELL status within 45 days of enrollment during the administration of Home Language survey interview and at our annual parent orientation session. This information will also be communicated to parents in their language of preference and in English ensuring full clarity on the appeal process.

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.

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

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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
Parents are provided with multiple opportunities to fill out the Parent Surveys and Program Selection forms and return them during our first Parent Orientation for newly identified English Language Learners. After the parent orientation, ESL teachers reach out to the families that did not return the forms via reminders and phone calls to set up an appropriate time for the parents to come to school and have the forms filled with the assistance of our Parent Coordinator and other staff members who speak the parent's home language. After multiple attempts if the forms are still not returned, we place the student in the default program for ELLs which is Bilingual Education.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
First of all, a list of all ELL students is created. Then, the names of the students are checked off against that list when their parent returns the forms during our annual Parent Orientation Session. In the event that the forms are not returned after multiple outreach attempts, ESL teachers and Parent Coordinator keep the list as a record that indicates the names of the students who did not complete and return the Parent Survey and Program Selection forms.
9. Describe how your school ensures that placement parent notification letters are distributed.
Immediately after the identification process is finalized, ESL teachers generate a list of ELL students. Using this list as a guide, ESL teachers create a placement letter for each ELL student. Each ELL student will receive a placement letter in an envelope addressed to the attention of their parents. ESL teachers place a copy of the letters in each student's cumulative records and keep a copy of the letters for their records.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Immediately after the identification process is finalized, ESL teachers keep a copy first and then place HLIS, non-entitlement and entitlement letters in each student's cumulative folder.
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.
All ELL's are annually evaluated using the New York State English as a Second Language Achievement Test (NYSESLAT). ESL teachers Mr. Dilek and Ms. Roman will run an RLER report in ATS to identify the eligible students for NYSESLAT. ALL ESL teachers Mr. Dilek, Ms. Roman, Ms. Serino and Ms. Serpas are involved in testing. A NYSESLAT testing schedule is created ensuring all eligible ELL students are included. A NYSESLAT testing memo is written to indicate the date, time and place of testing. First, ELL students will be tested in Speaking individually. Then ELL students will take Session 1, Session 2 and Session 3 respectively. Performance on this test determines the child's continued entitlement to English language development support services. It is administered each Spring.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Immediately after the identification process is finalized, ESL teachers generate a list of ELL students. Using this list as a guide, ESL teachers create a continued entitlement letter and transitional support notification letter for each student. Each student will receive either a continued entitlement letter or a transitional support parent notification letter based on their status indicated by NYSESLAT results in an envelope addressed to the attention of their parents. ESL teachers place a copy of these letters in each student's cumulative records and keep a copy of the letters for their own records.
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).

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction 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.
Free Standing ENL program includes Pull-Out, Push-In services as well as first and second grade self-contained ELL classrooms. During Pull-Out, ESL teachers work with small group of students to develop English skills for information and understanding as well as for literacy response and expression. During Push-In, ESL teachers work with small group of ELL's in the classroom using ESL methodologies to facilitate English for critical analysis and evaluation. ELL's are placed heterogeneously in their appropriate grades. During Pull-Out, ELL's are grouped homogeneously based on their English Proficiency levels. Standalone ENL is implemented during Pull-Out services by a certified ESL teacher while integrated ENL is implemented during Push-In services by certified ESL teacher with a classroom teacher and/or content area teacher.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
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)?
Paste response to questions here:
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.
Freestanding ENL program uses small group instruction for content areas such as Math, Science and Social Studies. Language of instruction is English with Native language support. Vocabulary development in content areas is emphasized. The strategies utilized include cognitive, meta-cognitive and affective strategies by infusing language development through the content areas in accordance with the scientifically based research by A. Chamot and M. O'Malley. The Cognitive Academic Language Approach (CALLA) is an instructional model developed to meet the academic needs of ELL's. CALLA integrates academic language development, content area instruction and explicit instruction in learning strategies for both content and language acquisition. This approach makes content comprehensible to enrich language development. Materials include The Rigby program, Leap frog interactive system and ReadyGen, newly adopted literacy program by New York City Department of Education. In addition, ESL teachers differentiate and scaffold content area instruction using nonfiction books, various texts, visuals and technology to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards in Self-contained classrooms as well as in Push-In/Pull-out models.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Newly identified ELL students whose home language is Spanish take the Spanish LAB to evaluate their native language proficiency. Results indicate crucial data on the development of the students' first language. For speakers of other languages, there is no State test that evaluates their language proficiency. ESL teachers and other trained staff gather as much information as possible during the administration of the Home Language Survey interview process in order to understand the level of first language development. In addition, Freestanding ENL program at P.S. 90 provides native language support for all ELLs throughout the year. Native language support includes dictionaries, bilingual glossaries, books in various languages and technology such as computers.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
All teachers of ELLs and the ENL teacher model the consistent use of academic language when speaking with students and ensure that students are given enough support to listen for and produce spoken academic language. Under the Common Core

State Standards, reading focuses on using increasingly complex text and places on a greater emphasis on students reading informational text while still including fiction. ELLs may not often possess the same background knowledge as English proficient students. As a result teachers need to be aware of their ELL's familiarity with the background necessary to comprehend the texts they read and build background while not detracting from students' experiences making meaning of text. Throughout the year, ELL students are strategically paired and/or grouped based on their needs as well as by native languages in order to provide ample opportunities to acquire the grade level skills in all four language modalities.

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

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

- a. Plan for SIFE : During ENL instruction, SIFE students are provided with additional background building activities, step by step guidance and individual support that enables them to have a frame of reference and eventually to build upon. In addition to ESL services, SIFE students receive additional academic support from Academic Intervention Service (AIS) teachers.
- b. Plan for Newcomers : Newcomers will receive 360 minutes of ENL services a week in a small group. Instruction includes listening, speaking, reading and writing activities that promote cross cultural knowledge and understanding. All teachers of newcomers and ENL teachers will create a low anxiety environment to help facilitate language development. These students are invited to afterschool programs for language enrichment, academic support and social-emotional development.
- c. Plan for Developing : Depending on the results of NYSESLAT, developing ELL students will receive the appropriate allocation of ENL services. All teachers of developing ELL students and Certified ENL teachers will differentiate and scaffold content instruction in order to build and enhance the academic knowledge of these students so they could perform grade level work and comprehend complex texts. Developing ELL students will receive integrated ENL services focusing on the vocabulary enrichment as well as comprehension strategies.
- d. Plan for Long Term : P.S 90 has no Long Term ELL's at this point.
- e. Plan for Former ELLs up to two years after exiting ELL status : Starting this year, all former ELLs will receive 90 minutes of integrated ENL services up to two years after exiting ELL status. This support will enable the former ELLs to transition with success. All former ELLs will receive extended time and separate location during State tests. These students are invited to participate in afterschool program to enrich academic vocabulary and content knowledge.

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.

Principal will review the re-identification process decision to ensure that the student's academic progress has not been adversely affected by the determination between 6 to 12 months from the date of the superintendent's notification. The principal will consult with parent, student and a qualified staff member. Based on this consultation, if the principal believes that the student may have been adversely affected by the decision, the principal will provide additional support services to the student and may reverse the determination within the same 6 to 12 month period. In the event that the principal's decision is to reverse the ELL status, the principal will consult the superintendent. The final decision must be in writing to the parent in the preferred language within 10 school calendar days.

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

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?

Chart

with special needs are provided with support in the least restrictive environment according to their IEPs. P.S 90 ensures that ELL-SWDs spend maximum time with non-disabled peers through flexible programming. This may mean that the students are mainstreamed for certain content areas and provided with a more restrictive environment depending on the IEP. Common Core Standards will be incorporated into curriculum maps, grade conferences, and units of study. Writing will be supported by guided writing, and daily writer's journals. Teachers will continue to use Guided Reading daily in the classrooms. Level 1 (State Tests) students will receive AIS small group instruction for a minimum of 3 times per week. Level 2 students will be the target group after school programs. Level 3 and 4 students will participate in enrichment opportunities during and after school. Individual student goals will be created and utilized when planning lessons and delivering instruction so that all needs will be met. ELL-SWDs will be invited to participate in after-school program. This program will focus on Language development and ELA comprehension strategies. It will also increase time on task for individual and differentiated instruction. Assessment folders (classroom teachers, AIS/SETTS providers) will reflect individualized student goals in ELA and benchmark targets. These goals will be updated to reflect successes and areas of concern after each unit of study. P.S. 90 Q has an eager staff ready to service our ELL population. It is our belief that our students' success will be imminent when instruction is scaffolded upon the base of knowledge that each student possesses.

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 DUALY 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. | | | | | |

Chart

*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.

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 DUALY 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.

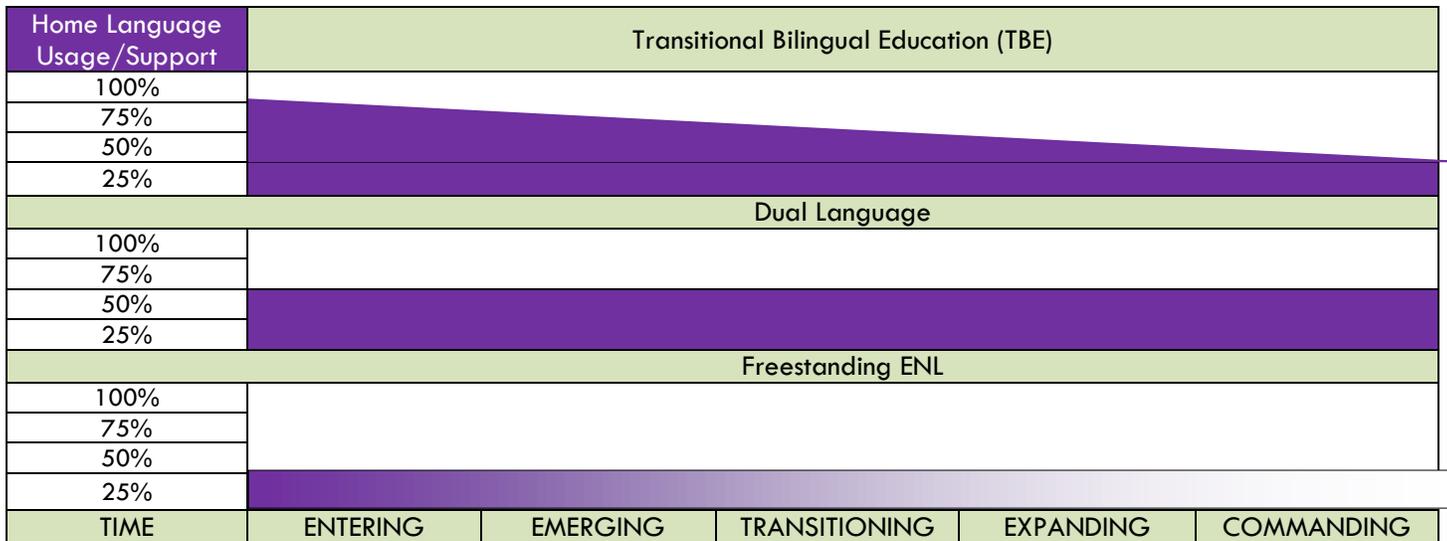


*Note: “other approved services” does not apply to New York City at this time.

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

All required services support and all resources correspond to ELL's ages and grade levels. ESL teachers utilize age and grade appropriate materials and resources to make content comprehensible to foster language development.

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).

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

19. What language electives are offered to ELLs?

At this time P.S 90 does not offer electives to ELLs.

20. For schools with dual language programs:

- a. 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.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

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.)

All ESL teachers at P.S. 90 are actively involved in professional development. They attend monthly meetings to keep up with the necessary administrative paperwork as well as the current research-based ELL instruction. Each ESL teacher attends the common prep grade meetings for planning and assisting with the challenges ELL's face. They also meet on Mondays with their teacher teams as part of their professional development to discuss student work and offer suggestions of strategies that help foster Our ELL's language development and academic success.

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?

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

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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

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.

ELL teachers will provide professional development sessions in order to meet the requirement of 15% of total hours for all teachers. We will utilize the time on Mondays to provide training to all staff sharing best practices and providing guidance as well as helpful strategies to help all teacher meet the needs of ELL students. All ELL teachers will form a study group to enhance their performance and share best practices across the grades in order to meet the requirement of 50% of total professional development hours.

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?

Our ELL teachers will provide additional annual meetings with parents of ELLs to discuss goals of the program, language development progress, language assessment results, and language development needs in all content areas. ELL teachers will send notices and make phone calls in order to ensure the attendance of the parents of ELL students. ELL teachers will keep a record of the meeting on file. Our ELL teachers will make a qualified translator available or utilize the translation unit over the phone to ensure the parents understand the content of the meeting. Lastly, parents will be provided with translated materials in their home language.

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.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parent involvement is an important part of the ESL program. In September, P.S. 90 holds an annual Parent Orientation meeting where the ELL parents are invited. . During the meeting parents watch a video that explains the three programs in English as well as in various home languages in great detail. Other ESL teachers as well as paraprofessionals are available for assistance in translation. Parents are encouraged to ask questions regarding the program selection and their child's education. The parents are invited again on Tuesdays to come in and become more familiar with our ESL program and discuss the progress of their child. They are able to look through various materials that the certified ESL teachers use in order to meet the instructional needs of the ELL's. In addition, parents are involved in publishing celebrations, cultural activities and award ceremonies. Our PTA is also actively involved in engaging all parents including ELL parents in their activities. Parents are encouraged to take part in Parent Workshops, ESL classes provided by our Parent Coordinator, Lydia Perez and Thanksgiving celebrations by bringing in a dish from their culture. Translation is provided via qualified translators or the translation unit over the phone.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? P.S 90 is working closely with Richmond Hill Block Association and The Boys and Girls Club on NewYork. These are Community Based Organization that provide services to ELL parents. P.S. 90 provides workshops to all parents including parents of ELL's. Parent workshop gives information and helpful tips on how to assist their children work towards their goals. Other workshops familiarize parents with upcoming tests their children will take as they focus on test taking strategies. In addition, parent coordinator informs ELL parents about city wide ELL parent workshops. During these workshops translation services are available .The fliers are sent home in English and their native language.

5. How do you evaluate the needs of the parents? P.S. 90 evaluates the needs of parents using Learning Environment Survey. In addition, school receives feedback from parents during parent workshop sessions. Furthermore, the principal conducts a meeting called "Tea with Parents" which provides parents an open forum for face to face dialogue. During these workshops translation services are available. Our Parent Coordinator Lydia Perez is always available to assist and guide our parents in meeting their needs. The PTA works very closely with parents to foster more school engagement. During School Leadership Team (SLT) meetings, PTA president reports on the upcoming events and activities that parents could participate in and share their concerns and needs with the SLT committee. Appropriate next steps are taken to address and evaluate the need of parents.

6. How do your parental involvement activities address the needs of the parents? Based on the results of Learning Environment Survey and the feedback received from all staff members as well as feedback from the PTA, parental involvement activities address the needs of the parents in various ways. Our ELL parents need help with understanding English. Our ELL parents come from a diverse linguistic and cultural backgrounds. To meet their language needs, P.S. 90 offers ELL parents ENL classes twice a week in the building. In addition, parents are invited to celebrate cultural diversity as they bring in food from their cultures and artifacts representing their culture. Lastly, parents are encouraged take part in school events such as monthly writing celebration as they observe their children's academic achievement. During workshops and visits, translation services are available to ensure that the parents are informed and fully engaged in all school activities.

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: _ | | School DBN: _ | |
|---|---|---------------|-----------------|
| 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) |
| | Principal | | 1/1/01 |
| | Assistant Principal | | 1/1/01 |
| | Parent Coordinator | | 1/1/01 |
| | ENL/Bilingual Teacher | | 1/1/01 |
| | Parent | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| | School Counselor | | 1/1/01 |
| | Superintendent | | 1/1/01 |
| | Borough Field Support Center Staff Member _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **27Q090** School Name: **The Horace Mann School**
Superintendent: **Mary Barton**

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.learnedoe.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.

P.S. 90 uses information collected from the Home Language Surveys, as well as information collected at School Leadership meetings and during PTA meetings to assess our school's written and oral interpretation needs. In addition, we use the results of our Learning Environment survey to help meet the needs of the parents. From our home language surveys during the registration process, we learned that there are over 562 families that speak English and an additional 193 families that speak Spanish at home. The next two largest home language populations were Punjabi with 23 families and Bengali with 11 families. The Parent Coordinator at P.S. 90, as well as many other staff members are fluent in Spanish. During Parent Teacher conferences these staff members provide translation services to the parents that need or request this service. Also, one of our paraprofessionals on the staff is fluent in Punjabi/Hindi and helps translate during parent workshops and Parent Teacher conferences. Our school community is made aware of the available written and oral translation services via written notices. There are posters indicating the available translation services in our main office and on the Parent bulletin board on the first floor adjacent to the information desk. Moreover, school information, letters and notes are sent home in English and Spanish, due to the fact that approximately 50% of our students have parents who speak Spanish at home. Letters are translated also into Punjabi and Bengali for families who speak these languages at home as well. We also use Google Translator to translate any other language as needed. Additionally, we utilize over the phone translation services. Parents and visitors are provided with visual graphics matched to the available languages to help them identify their language so they could receive the translation and interpretation in order to meet the needs of the parents in our school.

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.

Parents at P.S 90 preferred the following languages for both written and oral communication: English 562, Spanish 193, Punjabi 23, Bengali 11, Arabic 8, Urdu 5, Hindi 3, Pashto 3, Telugu 1, Ukranian 1.

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.)

Our school typically disseminates documents with important information to families every year. These documents contain critical information about educational programs and services that are offered at our school. Documents such as newsletters, calendars, parent-teacher notifications, after-school program information, New York State testing dates, parent workshop flier and informational packet, ELL parent orientation letter, curriculum information, letters from the school leadership, student progress letters, cultural celebrations and communications related to any events at school will be translated into the parents' preferred languages and distributed to families on timely manner.

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.

Our school will typically have face-to-face meetings with parents during the following events: parent-teacher conferences, meet the teacher night/curriculum night, ELL parent orientation, various parent workshops and on Tuesdays which is an allotted time specifically for parental engagement citywide. Our office personnel, teachers, parent coordinator, guidance counselor as well as other support staff members interact with parents informally. They arrange meetings to address concerns related to student progress, attendance, and discipline as needed.

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.

Letters sent home to the parents will be translated into the preferred languages indicated during the registration process. We will use paraprofessionals and secretaries to translate material into Spanish. In addition, we will send certain, larger items to the translation service, as well as use Google Translator. When necessary, we will also use parent volunteers to assist with interpretation needs. Parents will be encouraged to tell teachers what language is spoken at home in the beginning of the school year. This will provide for letters to be translated in a timely fashion. Parent volunteers who speak Bengali and Urdu will be recruited to interpret during parent workshops and Parent Teacher Conferences in order to increase parental involvement in their child's education.

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.

Our school will meet identified interpretation needs by utilizing in-house staff members who are qualified to provide translation in the following languages: Spanish, Punjabi, Hindi, and Arabic. These languages are represented by staff members in the school. Whenever possible staff members will offer their translation services to parents during various activities at school. Parent volunteers are also being drafted to translate in the languages that are not represented by the above staff members such as Urdu and Bengali. On scheduled events such as parent teacher conferences, staff will be assigned to provide language translation so the parents are able to access the information. In addition to staff members and parent volunteers, P.S 90 will provide interpretation services over-the-phone interpreters via the Translation and Interpretation Unit to ensure parents with low incident languages access the information in their home language as well.

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.)

The staff at P.S 90 will be notified by a memo about the policies and procedures put in place regarding the available translation services and over-the-phone interpretation services. This memo will ensure all staff members become aware of how to use translation services and the over-the-phone interpretation services. We will provide a professional development to all staff so they are fully aware of the policies and procedures in place. In addition, administration, parent coordinator and other support staff are trained to provide support in the event that the staff requires additional assistance.

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

Parents will indicate at the beginning of the school year what language is spoken at home as well as the preferred language of written and or oral communications. According to Section VII of Chancellor's Regulations A-663 schools are required to determine the student's home language within 30 days of enrollment. At P.S 90 the home languages of students and the parent's preferred languages are identified during the registration process. Parents are encouraged to indicate their home language in order to receive important documents translated in a timely manner. All communications from school such as notices and letters will be translated into the home language based on the preferred languages indicated during the registration process. P.S. 90 will provide parents with translated documents pertaining to their child's safety, health, progress report, report cards and legal or disciplinary matters. We have posted signs in and around the building notifying parents of the translation service and the available languages. This information has also been sent home to parents in written communications.

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)

Our school will gather feedback from parents on the quality and availability of services via parent survey. Based on the responses provided by parents, we will identify and surface the issues immediately and come up with possible next steps to address those concerns. In addition to the parent survey, parents will have many opportunities to provide feedback on the quality and availability of services during various activities at school such as parent teacher conferences, parent workshops, parent orientation, parent association meetings and other celebrations and events.