



THE HENRY LONGFELLOW SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 15K094

ADDRESS: 5010 SIXTH AVENUE BROOKLYN, N.Y. 11220

TELEPHONE: 718-435-6034

FAX: 718-871-6251

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 94 **SCHOOL NAME:** The Henry Longfellow School

SCHOOL ADDRESS: 5010 Sixth Avenue Brooklyn, N.Y. 11220

SCHOOL TELEPHONE: 718-435-6034 **FAX:** 718-871-6251

SCHOOL CONTACT PERSON: Janette Caban **EMAIL ADDRESS:** Jcaban@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ann Cohen

PRINCIPAL: Janette Caban

UFT CHAPTER LEADER: Regina Wilburn

PARENTS' ASSOCIATION PRESIDENT: Qi Qin Zhong

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 15 **CHILDREN FIRST NETWORK (CFN):** 306

NETWORK LEADER: Margarita Nell

SUPERINTENDENT: Anita Skop

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Janette Caban	*Principal or Designee	
Regina Wilburn	*UFT Chapter Chairperson or Designee	
Qi Qin Zhong	*PA/PTA President or Designated Co-President	
Nellie Hernandez	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sai Hang Li	Member/Parent	
Elizabeth Martinez	Member/Parent	
Annie Yok Tong	Member/Parent	
Ann Cohen	Member/SLT Chairperson/ Teacher	
Isabelle Dubois	Member/Teacher	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

P. S. 94, *The Henry Longfellow International School for Language and Culture* is a diverse community where respect and commitment to excellence is valued. We envision our school as a safe, supportive and learning environment where students, parents, teachers and support staff form a community of learners. P. S. 94 is committed to achieving the highest standards of excellence through a rigorous common core standards curriculum for all of our children and professional development for our teachers.

Mission

P. S. 94, *The Henry Longfellow International School for Language and Culture* is committed to developing inquisitive, critical thinkers who embark on a lifelong journey of learning. We believe in the value of developing citizens who are proud of their cultural heritage, and are bilingual, bi-literate and bicultural. To meet our mission, we are committed to...

- ◆ Provide **ALL** students, within a safe, clean, and secure environment equal access to the curriculum which is an integration of academic and enrichment disciplines
- ◆ Develop effective programs to enhance **EVERY** student's talents and abilities
- ◆ Provide a comprehensive literacy program in collaboration with Teachers College, where reading and writing workshop takes place daily
- ◆ Support our English Language Learners in their native language and in English through our Dual Language and Self-contained ESL programs
- ◆ Support mathematics through a balanced mathematics program implementing Math investigation (TERC) and in collaboration with Math in the City to develop critical thinking, problem solving and decision making
- ◆ Encourage aesthetic appreciations and cultural literacy in our students through Project Arts
- ◆ Provide programs to **ALL** students that promote multicultural, civic and environmental awareness, including a world language program in grades kindergarten, one, two and three
- ◆ Provide avenues for parent and community involvement

We have a student population of 1275. According to the latest available data, the ethnic composition of the student body is 47.12% Hispanic, 48.22% Asian, 3.86% White and 0.7% African American. Approximately 92% of our students come from homes in which languages other than English is spoken. Spanish and Chinese (Mandarin and Cantonese) are the major languages spoken in the community. 49% of the students are English Language Learners and 40 % are former English Language Learners. 7 % are students with special needs. PS 94 strives to offer a safe, orderly and disciplined climate with high expectations for student achievement. Student's average monthly attendance is above 96.1%.

PS 94 is a school-wide program school, and a designated Title I school. PS 94 receives both Title I and PCEN funds. These funds are used to support a strong intervention program in grades K - 5, support per session for our Extended Day programs, and augment the purchase of instructional materials.

Our academic program includes thirteen (13) Dual Language Spanish classes in K through 5, fifteen (15) Dual Language Chinese classes in K –5, nine (9) self-contained ESL classes in K through 5, three (3) ITT classes one in Kindergarten, one in first grade and one in third grade and one (1) self-contained special education bridge class in grades 2 and 3, and eleven (11) General education classes PreK-5.

Through the School-wide Enrichment Model students participate in Enrichment Clusters, the Independent Investigation Model, the Renzulli Learning program and curriculum compacting. In addition, they participate in the American Ballroom Dancing, Lego Robotics program, cook-shop program, band, chorus, dance and visual arts.

Academic intervention services takes place before, during and after school day for students in grades K-5 in reading, mathematics, language, science and social studies.

We have a focused, comprehensive ongoing professional development program for all staff members. Pre-K-5 teachers are provided with both in house and off site activities to improve teaching and professional networking.

At PS 94 we are striving to increase our parent involvement through the assistance of the Parent Coordinator, Parent Teacher Association, and School Leadership Team. These programs include Saturday Family Hands on Education Day, Parent as Learning Partners, GED program, ESL classes, and workshops offered by various community and city agencies, such as, Health Plus.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	The Henry Longfellow			
District:	15	DBN #:	15K094	School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<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	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0			94.2	96.13%			
Kindergarten	176	160							
Grade 1	173	178							
Grade 2	194	160		Student Stability: % of Enrollment					
Grade 3	160	180		(As of June 30)	2007-08	2008-09	2009-10		
Grade 4	167	141			95%	98%			
Grade 5	187	162		Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					86.0	93.0%			
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					9	0			
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	1070	981			12	17			
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	21	20		Principal Suspensions	11	1			
No. in Collaborative Team Teaching (CTT) Classes	0	0		Superintendent Suspensions	5	0			
Number all others	51	53							
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	2007-08	2008-09	2009-10
# in Trans. Bilingual Classes				Early College HS Participants	NA	NA	NA
# in Dual Lang. Programs	221	394					
# receiving ESL services only	248	222		Number of Staff: Includes all full-time staff			
# ELLs with IEPs	8	7		(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	72	76	
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	21	21	
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	2	2	
	0	0	1				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	98%	99%	
American Indian or Alaska Native	0	0		Percent more than two years teaching in this school	76.4%	98%	
Black or African American	1.1	1.1		Percent more than five years teaching anywhere			
Hispanic or Latino	57.1%	52.0%		Percent Masters Degree or higher	88%	99%	
Asian or Native Hawaiian/Other Pacific Isl.	36.3%	38.0%		Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	90%	99%	
White	5.4%	5.0%					
Multi-racial	0	0.1%					
Male	51.6%	51%					
Female	48.4%	49%					

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)			Secondary Level (✓)	
	ELA:	In Good Standing		ELA:	
	Math:	In Good Standing		Math:	
	Science:	In Good Standing		Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-					
Hispanic or Latino	✓	✓	✓				
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	✓				
White	-	-	-				
Multiracial							
Other Groups							
Students with Disabilities	X	✓	-				
Limited English Proficient	X	✓	✓				
Economically Disadvantaged	✓	✓	✓				
Student groups making AYP in each subject							

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	Well Developed
Overall Score	88.7 (A)	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well Developed
School Environment (Comprises 15% of the Overall Score)	10.2 (A)	Quality Statement 2: Plan and Set Goals	Well Developed
School Performance (Comprises 25% of the Overall Score)	18.5 (A)	Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 60% of the Overall Score)	51.0 (A)	Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit	9.0	Quality Statement 5: Monitor and Revise	Well Developed
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

A full analysis of all data streams indicate that the students at PS 94 have consistently shown growth as demonstrated in the results of our New York State Standardized Tests for students in grades 3- 5. We have identified the following trends:

English Language Arts:

In ELA, 37.3% of students achieved a 3 or 4 in 2010 as compared to 65.6% in 2009. In addition, 69% made a year of progress, while 69% of students in the bottom third made progress. Further analysis indicates that the school overall showed an increase in level 4 of 3.9% from 2009. Grade three showed an increase of 5% in level 4, and grade five had an increase of 6.7%. While we have made significant progress in moving Levels 1s and 2s our 3s and 4s have begun to make some progress as a result we are focusing on increasing the progress of students in Levels 1 and 2 and continue to move level 3 and 4. Teachers will focus on providing greater opportunities for project-based learning experiences that challenge students. Our partnerships with National Urban Alliance and Teachers College will provide teachers with ideas for authentic contexts both orally and in writing. In addition, our teacher teams will focus on aligning our curriculum maps to the common core standards.

Mathematics

In mathematics, 59.5% of students achieved a 3 or 4 in 2010 as compared to 92.5% in 2009. In addition, 65% made a year of progress, while 67% of students in the bottom third made progress. While we have made significant progress in moving Levels 1s and 2s to 3s our Level 4s have remained stable as a result we are focusing on moving Levels 3 s to Level 4 and continue to move levels 1 and 2. Teachers will focus on providing greater opportunities for independent problem solving, they will concentrate on teaching students how to understand what the questions are asking and how to answer test questions clearly. Our partnerships with Math in the City will provide teachers with ideas for authentic contexts and questioning strategies that will increase the level of rigor in the classroom.

Science

In science, 85% of our fourth graders performed at levels 3 & 4 on the New York State ESPET. Our science teachers use a hands-on approach to teaching. Classroom teachers and science teachers worked together to align the instruction. Both the classroom teacher and Science teachers teach Science. All

classrooms have a dedicated Science Center and we have a Science Lab. In addition, before, and during school instruction in Science is provided to students identified as needing support.

Social Studies

Our NYS Social Studies Exam results showed that 80 % of our fifth graders performed at levels 3 & 4. All classroom teachers provide social studies instruction using a project based approach. All classrooms have a dedicated Social Studies Center.

NYSESLAT Grades K-5

ELLs at PS 94 have shown great progress in the NYSESLAT. The number of beginners has decreased significantly and they are first time tested students. Further analysis indicates that students do better in the speaking and listening subtests than the writing and reading subtests. The Reading and Writing sub scores for 2-5 graders show a large percentage of students at the Beginning and Intermediate levels. Students have been showing progress within their bands and we will focus on providing greater opportunities for language development. In addition, students in the dual language classes perform better than those in the ESL program as a result we have increased the number of Dual Language classes. In addition, our ESL teacher team will focus on a second period of language development. All English Language Learners participate in an after school program that focuses on language, literacy and culture.

In addition, disaggregated school data reveals that our ELL students and Special Education students are improving yearly and closing the achievement gap through double digit gains in ELA and Mathematics. In ELA, the number of ELLs scoring at Level 3 and 4 on the ELA in 2010 is 12.7% compared to 42.1% in 2009. In Math, the number of ELLs scoring at Level 3 and 4 is 47.2 % compared to 86.4 % in 2009. In ELA, the number of Special Education students scoring at Level 3 and 4 on the ELA in 2009 is 7.5 % compared to 42.1% in 2009. In Math, the number of ELLs scoring at Level 3 and 4 is 27.5 % compared to 71.9% in 2009.

We have accomplished many things in the last six years, our greatest accomplishment would be the focused comprehensive services provided to English Language Learners (our largest sub group). We used formative and summative data to plan a comprehensive program that focuses on literacy, language and culture. Our **Dual Language Academy Connecting Cultures through Languages provides** instruction in Spanish-English and Chinese-English in grades K-5. We offer Spanish and French as World Languages to students in grades K-3 and we have self contained ESL classes in grades K through 5. All teachers respect and recognize the importance of language and culture and are fully committed to preparing our students to become citizens of the world.

In addition to teacher commitment another significant aid to meeting our goals has been our parent and community partnerships. We are a community school that works closely with community-based organizations to provide our parents with education classes, health programs and other services. We currently offer GED, ESL, adult technology class and host a variety of workshops. We are proud that our parents are active participants in the education of their child. Community partnerships are an integral part of our learning community and in addition to partnering with many Community Based Organizations such as Lutheran Medical Center, Salvation Army, Fifth Avenue Committee, Light and Love, The Brooklyn Chinese-American Association, National Urban Alliance, community leaders such as Congresswoman Nydia Velasquez, State Assemblyman Felix Ortiz and Councilwoman Sarah Gonzalez are active participants in the learning process at PS 94. Several institutions of higher education such as Teachers College, Columbia University, New York University and Long Island University are also active partners in our school programs.

A significant barrier has been the large number of students who enroll throughout the year. We have a significant number of students who enroll in October – April many in grades 3-5. These children are expected to take grade level content area exams and many are not literate in their native language making instruction challenging. Teachers engage these students in authentic and real learning contexts that spark their interest through project based learning and language based learning. In addition, while P.S. 94 ELLs and Special Education students have shown considerable yearly improvement in ELA, Math, Science, Social Studies and the NYSESLAT as compared to the general population, a review of the test data for students in grades 3- 5 indicates that ELL and Special Education students continue to score in the Level 1 & 2 range at greater numbers than monolingual students, and in particular, first time tested students. As a result, PS 94 has made a concentrated effort to improve achievement among these students. Our mission is to increase the academic achievement of our English Language Learners and Special Education students.

Every decision we make about the direction of our instruction is informed by the assessment of what our diverse student population does well and what it needs to do to get better. Our goals and objectives are designed to build upon the previous year's teaching and learning so as we look at the school every year we can focus on short term planning and long term planning for growth and improvement. We continuously look at our practice against best practices for gaps that give direction to our teaching and learning.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

1. By June 2011, 100% of ESL teachers will participate in professional development opportunities that will enhance their teaching and learning in second language acquisition, put into classroom practice and turn-key information to peers within a month from the date of the professional development. A Professional Development Experience Implementation Planning Sheet will be completed by faculty for each workshop they attend.
2. By June 2011, 90% of teachers will incorporate differentiated instructional practices that will address multiple learning styles and preferred modes of expression to meet the needs of all students.
3. By June 2011, 100% of students will participate in the school wide enrichment model. Through interest based activities culminating in quarterly school wide celebrations that will demonstrate knowledge accrued during each cycle using multiple modalities of presentations including art, music, power-points, dances, books, oral presentations to the community.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): ESL

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • By June 2011, 100% of ESL teachers will participate in professional development opportunities that will enhance their teaching and learning in second language acquisition, put into classroom practice and turn-key information to peers within a month from the date of the professional development.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Common meeting time for both lower and upper academies bi-weekly • Afterschool planning time for ESL teachers • Participate in staff development with Teachers college staff developer and with Math in the City Staff Developer • Participation in CFN, Citywide and other PD on CCSS, Curriculum Mapping and ESL instruction. • Lead teachers, Assistant Principals will turnkey CCSS to ESL teachers and facilitate alignment of instruction. • Intensive PD on reading and writing across content areas (Science, Social Studies) • Purchasing additional non-fiction and informational text • Vertical ESL Inquiry Team focused on unpacking the CCSS and its alignment to ESL instruction. • Use of professional books for study groups: <u><i>Balancing Reading & Language Learning: A Resource for Teaching English Language Learners K-5</i></u> • Use of My Access! Writing program to enhance student writing

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Per Diem – Tax Levy Fair Student Funding Per Session - Tax Levy Fair Student Funding Curriculum & Staff development funding for TC, MiTC, NUA – Title 1 SWP funding My Access – Title 1 ELL Program Libraries and Instructional Books- Tax Levy Children First Network funding</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Attendance sheet • A Professional Development Experience Implementation Planning Sheet will be completed by faculty for each workshop they attend • Turn-key information to peers within a month from the date of the professional development • Informal and formal observations • Curriculum Maps • Greater use of reading and writing across content areas (Science, Social Studies) • Greater use of non-fiction and informational text • Goals of the vertical ESL Inquiry Team focused on unpacking the CCSS

Subject/Area (where relevant): ELA/Math/ Content Area

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • By June 2011, 90% of teachers will incorporate differentiated instructional practices that will address multiple learning styles and preferred modes of expression to meet the needs of all students. To further close the achievement gap between ELLs, Special Education Students and Monolingual, General Education Students in Literacy and Mathematics.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Extended day and common grade meetings will be used for teachers to analyze student data and student work, and plan for differentiation • Academic based after-school programs designed specifically to meet the needs of level 1 and 2 students and level 3 and 4 respectively • Establish interim goals and timescales and review progress towards goals • Interim Progress Reports • Additional support given to students during After-School Academic program • Reading Recovery Teachers will provide academic intervention to grade 1 ELLs and Special Education Students • Utilize lead teachers to provide academic intervention to targeted • Students during AIS time • Students working on specific foundational skills • Purchase specific materials to be used for intervention for ELLs and Special Education students

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Per Diem – Tax Levy Fair Student Funding • Per Session - Tax Levy Fair Student Funding & Title 1 SWP • Curriculum & Staff development for TC, MiTC, NUA – Title 1 SWP funding • Reading Recovery – Tax Levy Fair Student Funding • After-School Academic program – Title 1 SWP • Libraries and Instructional Books- Tax Levy Children First Network funding
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Results of NYS Exams • Teacher assessments • Student portfolio • Running records • TERC assessments • National Urban Alliance thinking strategies used in classroom

Subject/Area (where relevant): **Content Area**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 100% of students will participate in the school wide enrichment model. Through interest based activities culminating in quarterly school wide celebrations that will demonstrate knowledge accrued during each cycle using multiple modalities of presentations including art, music, power-points, dances, books, oral presentations to the community</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Nine teachers across grades and administrators will attend Confratute Institute during the summer at University of Connecticut. • Teachers and administrators will receive professional development on the use of the Independent Investigation Model. • Teachers will receive two and half hours of professional development in Renzulli Learning on-line program. • Students in grades one - five will use the Renzulli Learning on-line program to match students’ interests and learning styles to many different opportunities designed to provide enriched and challenging learning. Students, teachers and administrators will be able to identify student interests, learning styles, and preferred modes of expression. • Teachers will incorporate curriculum compacting. Teachers will assess what the students already know and what the student still needs to master within the curriculum and provide time for enrichment and/or acceleration activities. • Teachers will continue to participate in the National Urban Alliance professional development and incorporate the thinking strategies to build high intellectual performance for all students. • Every student and teacher will participate in Enrichment Clusters. • Fifth graders will meet twice a week to work on specific area of student interest under the umbrella of the Academy. The academies are Law & Government, Business, Humanities & Communication, Science, Media & Technology and The Arts. • Students that complete their daily academic tasks will study topics that match their

	<p>interests and talents. The Independent Investigation Model will be used to outline the study. Students will develop proposal outlines for their studies. The outlines will include the topic, learning objectives, a list of proposed activities and a timeline, a list of resources needed to complete the project, a description of the final product and audience, and a description of how the project will be evaluated.</p> <ul style="list-style-type: none"> • School Wide Enrichment Cluster will provide professional development to teachers • School Wide Enrichment Cluster will work with students in highest 3rd in grades K-2 to provide additional support. • Use of My Village Learning program
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Per Diem – Tax Levy Fair Student Funding • Per Session - Tax Levy Fair Student Funding & Title 1 SWP • Curriculum & Staff development for NUA, Independent Investigation Model, and Renzulli Learning Program – Tax Levy NYSTL Software • Confratute – Tax Levy Fair Student Funding • American Theater Ballroom Dancing- Tax Levy Fair Student Funding • My Village Learning program – ELL grant • Libraries and Instructional Books- Tax Levy Children First Network funding
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Increased use of The Independent Investigation Model • Increased use of the Renzulli Learning Technology program • Administrators and teachers will turnkey the work around differentiation of instruction. • Groups of students who share common interests will meet together weekly for an hour to work with a teacher who shares their interests and who is an expert in the area. • Interest based activities culminating in quarterly school wide celebrations that will demonstrate knowledge accrued during each cycle using multiple modalities of presentations including art, music, power-points, dances, books, oral presentations to the community.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	0	1	1	0
1	19	0	N/A	N/A	0	1	1	0
2	48	0	N/A	N/A	6	8	4	0
3	64	64	N/A	N/A	12	2	0	0
4	104	84	15	N/A	56	0	2	0
5	112	6	24	N/A	64	3	5	0
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Before School Day: Monday-Wednesday 8:00-8:37 1/2 a.m. Students use Spotlight on Reading, Treasure Chest, Just Right Reading, Explode the Code - small group (maximum 10 students)</p> <p>During School Day: 5x a week- 30 minutes tutoring- small group of 1-3 students (Grades 3-5)- Treasure Chest Monday-Friday: 30 minutes small group of 1-4 students (grades 2-5) – Fountas and Pinnell (LLI) and Treasure Chest Monday-Friday: 30 minutes One-to-one (Grade 1) Reading Recovery</p> <p>After School: 2x week 1hr ½ Whole group test prep tutoring (Grades 3-5) Kaplan Advantage (May-May) aligned to common core Standards to provide targeted and strategic review in conjunction with classroom teachers.</p> <p>Saturday Academy for students taking the NYS ELA for the first time- Kaplan Advantage (May-May) aligned to common core Standards with scaffold instruction in conjunction with classroom instruction.</p>
Mathematics:	<p>Before School Day: Monday-Wednesday 8:00-8:37 1/2 a.m. - small group (maximum 10 students) – Strategies to Achieve Mathematical Success and Comprehensive Assessment of Mathematical Strategies (Curriculum Associates)</p> <p>During School Day: 2x a week- 30 minutes tutoring- small group 1-3 students (Grades 3-5)- Math Triumphs (McGraw –Hill)</p> <p>After School: 2x week 1hr ½ Whole group test prep tutoring (Grades 3-5)- Kaplan Advantage (May-May) aligned to common core Standards with scaffold instruction in conjunction with classroom instruction.</p>
Science:	<p>Before School Day: Monday-Wednesday 8:00-8:37 1/2 a.m. – Vocabulary Development Grade 4 Foss Kits, Treasure Chest (science) and Just Right readers.</p> <p>During School Day: 2x a week- 45 minutes small group (Grade 4) - Foss Kits(science)</p>

Social Studies:	N/A
At-risk Services Provided by the Guidance Counselor:	<p>During School- "LUNCH WITH MS. RAMOS". Monday thru Friday: 1-2 pm - Lunch with selected 4th & 5th grade students. Emphasis on friendship, getting along, decision making skills, etc.</p> <p>4th & 5th Grade Student Council on Fridays, 1st period. Emphasis is on being civic leaders in their own school and home community. Citizenship.</p> <p>At-Risk Counseling Groups thru-out the week, Grade K – 5.</p> <p>After-School - "CIRCLE OF FRIENDS". Monday thru Thursday 3-5 pm - Social/Emotional Support through the use of skits (values: ie: trustworthiness, respect, citizenship, fairness) and discussions.</p>
At-risk Services Provided by the School Psychologist:	<u>During School Day:</u> Once a week – 30 minutes – small group (12) – Transitions and adjustments for newcomers and conflict resolution.
At-risk Services Provided by the Social Worker:	<u>During School Day:</u> Once a week – 30 minutes – small group (Grades 2 & 4) – Bereavement group and conflict resolution.
At-risk Health-related Services:	N/A

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

See Attached

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) K-5 **Number of Students to be Served:** 220 LEP 50 (Former ELLs) Non-LEP

Number of Teachers 30 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under

Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

PS 94 is a K-5 elementary school located in Sunset Park, Brooklyn. Sunset Park, Brooklyn is a diverse community that has a large immigrant population mainly from Central America and China. One of our goals at PS 94 is to afford students the opportunity for high academic achievement while becoming bilingual, biliterate, and multicultural. We believe that these linguistic and cultural skills will enable them to function more successfully in a global society.

We support our English Language Learners in their native language as well as in English through our Dual Language Programs and self contained ESL programs. We have Dual Language classes in Spanish/English in grades PreK-5 and Dual Language Chinese/English in grades K-5. We have self contained ESL programs in grades K-5. The Dual Language program at PS 94 is a developmental, language enrichment, bilingual education program that integrates students who are native English speakers and native speakers of another language (Spanish or Chinese) for all or most of their content area instruction. Therefore, the students of each language group serve as language models for each other. In addition, all students are developing their second language skills while learning content knowledge in both languages. The Dual Language model has a clear language allocation policy; 50% of instruction is in English and 50% of instruction is in the other language (Spanish or Chinese). ELLs & EP students are integrated for all or most academic area instruction. The program involves instruction through two languages which are used at separate times according to the organizational design selected. The language allocation policy is carefully planned and strictly observed. Instruction in the ESL programs will be provided 100% of the time in English. The language acquisition level of the student more than the grade will influence the types of tasks and scaffolds needed to support not only language acquisition but also appropriate content-based instruction. Instruction is based on content and units of study. Therefore, language acquisition is incorporated into content-based studies and not done in isolation. Using the Balanced Literacy model of instruction provides for the instruction and use of skills which can be transferred to L2 as a student progresses. As students move through the language acquisition stages, the use of more content-based vocabulary as well as more contextualized tasks and concepts, are incorporated in additional subjects. All our bilingual and ESL teachers are fully certified.

PS 94 is a school wide school and a designated Title I school. PS 94 is committed to building community among all constituencies and strengthening professional development to assist in achieving rigorous curriculum goals. Educators, parents and students are an integral part of all PS 94's programs and are involved in decision-making at all levels.

A review of the New York State test data for students in grades 3- 5 indicates that ELL students perform at the Level 1 & 2 range in greater numbers than English Proficient students, and in particular, first time tested students. Due to the change in proficiency rating by the state education department we focused on the scale score to assess progress that our ELLs made in ELA and Math. Disaggregated school data reveals that on the 2010 ELA exam the number of Level 3 and 4 students dropped but the scale scores increased for our ELL students indicating that they are improving yearly and closing the achievement gap. Our NYSESLAT data indicates our ELLs have shown great progress in the NYSESLAT. The

number of beginners has decreased significantly and Beginners are first time tested students. Further analysis indicates that although overall students are performing better in listening and speaking reading and writing has improved in particular the K-1 strand where a higher % of students were proficient in reading and writing. In grades 2-5 we will focus on reading and writing strategies as the NYSESLAT and ELA data indicates that is the greater need. Our results align with research on second language acquisition and we see our ELLs are progressing within three –five years as their academic language improves so does their performance on reading and writing. Our ELLs have shown sustained growth in all academic areas and our mission is to increase the academic achievement of our English Language Learners (ELLs). In order to increase our Level 3 and 4 students and the level of English language acquisition we will use our Title III funding to provide an extended day program for ELLs in grades K-5, professional development for our teachers and a parent education program. Currently, all students in the dual language program participate in an after school program Title III funds will be used to extend the length of the program. We will also offer an after school program to students in the ESL program K-5 focusing on vocabulary development and writing using RIGOR and MY ACCESS!. The ELLs in 15k094 also participate in after school program funded by the funds other than Title III. The Title III funds will be used not only on direct instruction but also on the supplementary instructional materials that will be used in the DL program and in the Title III program.

Extended Day Program: Literacy and Language Targeted Population: ELLs Grades K-5

A review of our 2010 NYSESLAT data indicates that most of our ELLs performed at the advanced levels in speaking and listening and at the intermediate level in reading and writing. Our new immigrants performed at the Beginner Level in Reading and Writing. As a result PS 94 will implement an extended day program for our ELLs in grades K-5 that the data indicates need the most assistance. The program will focus on developing the vocabulary writing skills of our ELLs. The extended day program will use RIGOR and MY ACCESS and focus upon using Balanced Literacy (Holdaway (1979), Ferreiro & Teberosky (1982), Yaden (1988) Bridge, Winograd, & Haley; Pikulski & Kellner, (1992) to complete a writing project based upon a non-fiction unit of study and writing. Teachers will select mentor text that will guide the writing. Children will produce a short non-fiction piece that takes them through the writing process. Through MY Access targeted feedback to students' writing will assist teachers in differentiation and the instant holistic score grading grade essays with a with the analytic score on five specific domains of writing will assist teachers in planning for strategy lessons. Since all work is stored in an online portfolio students can view their progress, and access to their account at home making them more accountable for their work. In addition teachers will focus on Reading Comprehension Skills (Graphophonics, Structure Syntax, Meaning. Schematics, etc.) through small guided reading groups. Fully certified teachers in bilingual or ESL will provide instruction to ELL students that have been identified as at-risk through NYSESLAT, ELA, ECLAS 2 and teacher observations. Student assessments will be ongoing and include unit assessments, conferring notes, teacher observations and a post-test. In addition to purchasing thematic units and multileveled classroom libraries, general supplies such as books, pencils, papers, folders etc. will be purchased to support the program.

To support our students who are in the French and Spanish enrichment program will offer a Spanish and French cultural program through an after school program this would be in addition to the Spanish and French language instruction students are receiving during the day. This after school

program will bridge cultural gaps through various culturally relevant language based activities. Students will begin to develop cultural literacy, which in turn will develop into a greater sense of respect and appreciation for the uniqueness of cultures. We will immerse the children in the culture through literature, history, songs, art and dance.

After School ELL Academy

- 3 days a week (varies by teacher availability and grade)
- 10 fully certified ESL or Bilingual Teachers
- 10 classes grades K-5
- 3:00pm-4:00pm
- 10 weeks

These programs will provide ELLs with experiences that will expand on the themes and topics that are being developed in the classroom. The activities and instruction of these Extended Day Programs will be based on a project-based approach in which students are expected to complete a project for each unit of study. Classroom libraries in English and native language will be purchased to support the program. In order to assure that these programs support the instruction in the classroom; articulation between the personnel and the classroom teachers will be an essential component for these programs. Teachers involved in these programs will also be part of the professional development provided to classroom teachers.

Students will also take part in language and cultural activities in and outside of the classroom through trips to various cultural institutions such as El Museo del Barrio, the Chinese Museum, and Puppetry in Practice Museum and the Children's Brooklyn Museum. We had a large influx of newcomers from china over the last three years to support these students we have expanded the Dual language Chinese program and created 4 new Dual classes in grades K-2. To continue our support for these students we will use Title III funds for Puppetry in Practice. This program is research based and very effective in helping ELLs make progress in language acquisition. 5 classes (3 in grade 1 and 2 in grade 2) will participate in a seven week residency with a Chinese speaking instructor. They will use puppetry, storytelling and book arts to improve literacy. They will create literature and puppets based on culturally relevant text. In addition, parents will also participate in a workshop that will focus on how they can help their child at home. Teachers will maintain a classroom environment that supports language and culture, where students feel comfortable taking risks. They will plan activities that differentiate instruction to meet the individual needs of learners and integrate cultural information with language and core curriculum of other content areas.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Targeted Audience: Bilingual, ESL and teachers in Extended Day Program

To ensure that teachers teaching ELLs in an extended day program are provided with targeted professional development, PS 94 will provide extensive professional development for these teachers on the theory and practice of Balanced Literacy and Language. The Balanced Literacy and Language Model is composed of an extended block of instructional activities that include targeted mini-lessons, shared, guided and independent reading, word study and daily writing workshop. Last year they studied Mary Cappellini's book on literacy and language as well as Author's in the Classroom by Almaflor Ada and Isabel Campoy and had success in implementing the strategies. The benefits and effectiveness of this model has been researched and documented by scholars such as Holdaway (1979), Ferreiro & Teberosky (1982), Yaden (1988) Bridge, Winograd, & Haley; Pikulski & Kellner, (1992). Our ELLs are assured to receive comprehensible input (Krashen) as they interact in the workshop model.

The extended day teachers, bilingual teachers and ESL teachers will attend monthly professional development workshops beginning in October and ending in May for a total of 10 sessions. As a study group they will engage in inquiry focusing on increasing the academic achievement of our ELLs. Teachers will focus on identifying scaffolds, language structures and functions for the reading and writing units of study. They will also develop rubrics for each unit and use performance-based assessment scoring guides to collect evidence of student learning and assess the progress of each student on a unit by unit basis. Teachers will document the curriculum and assessment process in a teacher portfolio or learning log. Teachers will also video tape lessons and maintain a folder of writing exemplars. Participants will use various professional books and articles on second language acquisition to guide their conversations. Participants will look at:

- Academic Rigor
- Content Area Instruction
- Effective Teaching Practices and Strategies for ELLs
- Assessment

30 dual language and ESL teachers will participate in the study group. They will meet as separate groups once a month for an hour and a half for 5 months. (The other 5 months will be paid with other funds).

Parent Involvement

PS 94 recognizes that parents are our children's first teachers. Research shows that students who have involved parents perform better and achieve more academically. We work closely with the community-based organizations to provide our parents with education classes, health programs and other services. We currently offer GED, ESL, adult technology class and host a variety of workshops. PS 94 works hard to have a school environment that is a welcoming and warm one for parents of all language and cultural groups. Parents know bilingualism is valued and there is a sense of belonging for students and their families. We also make special efforts to encourage parental involvement in children's learning experiences. We found that the most effective parental workshops were those where parents were actively engaged in the activities and the

activities were connected to their lives. We would use funds from this grant to expand our “*The Power of Two Languages: Celebrating Our Cultures*” parent education program. This program meets once a month and parents are engaged in learning activities in their native language and/or English such as Read Alouds, Word Study, Math Games or Science experiments in their child’s classroom. We have increased parent involvement at PS 94 by over 60% through this parent education program. This grant would give us the opportunity to enhance this by providing writing activities specifically for parents. We would also use the services of artist Ana Soto to enhance the writing through illustrations. Parents will self publish books about their life, family or culture. The workshops will be led by the teachers and Ana Soto. Materials to be purchased include painting materials, drawing materials, and blank books. We anticipate that parents that participate in the program will become familiar with writing strategies with which to encourage and nurture their child’s strengths and interests and improve their own writing literacy. Funds will be used to provide the opportunity for parents to join classes on educational trips throughout the year. In addition, we will host an ELL Showcase in May. Parents will be invited to view student work and speak to them about their projects.

Section III. Title III Budget

School: 15K094 BEDS Code: _____

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 	Per Session \$ 26,192.25	Per session for ESL and Dual Language teachers to support ELL Students in the after school program: 10 teachers x 3 hours a week x 10 weeks \$49.89=\$14,967.00 Per Session professional Development 30 teachers X 1.5 hours x 5 sessionsx\$49.89=\$11,225.25
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	\$7,200.00	Puppetry in Practice 7 week residency for 5 classes Anna Soto 10 days x 300 day= \$3,000 Other services provided by other funding

		sources (TC staff developers, Math in the City and National Urban Alliance staff developers work with all teachers)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$ 25,000.00	Libraries and Resource Materials National Geographic Company Native Language Leveled Libraries & Multicultural Classroom Libraries \$20,000.00 Includes
Parent Involvement	\$4,547.75	Resource Library, Educational Trips, Admission fees, Art Materials
Travel	None	
Other Admission Fees	\$ 6,800.00	Educational Trips, Admission fees to various NYC museums and other cultural institutions 680 kids x 10.00= 6,800.00
TOTAL	\$69,740.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The data used to assess written translation and oral interpretation needs are the parent preferred language indication, School Leadership Team survey, PTA meetings and Parent-Teacher Conference.

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

The findings indicate that there is a need for written translation and oral interpretation in the following languages: Spanish, Chinese.

Part B: Strategies and Activities

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

All notices that are sent home are translated including in 3 languages, English, Chinese and Spanish. Written translations are provided by school staff.

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

Oral interpretation services are provided by school staff and an outside agency (Brooklyn Chinese American Association) for Chinese. In addition, our Parent Coordinator is tri-lingual (Chinese, Spanish and English).

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

We provide translation and interpretation services to all parents who require language assistance in order to communicate effectively with the school. For non-majority languages we use the Translation and Interpretation Unit. All major notices including but not limited to the Parents Bill of Rights, Safety Plan Procedures, Title I Parent Compact and important Chancellor's Regulations are sent home in English, Spanish and Chinese.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	1,202,235	124,501	1,326,736
2. Enter the anticipated 1% set-aside for Parent Involvement:	12,023	1,245	13,268
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	60,112	*	
4. Enter the anticipated 10% set-aside for Professional Development:	46,970	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 99%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year. PS 94 hires teachers that have dual certification and teachers that are completing a master’s degree program that leads them to a second certification. Teachers that have a common branch license are encouraged to take the credits to achieve a bilingual extension in Spanish and/or Chinese through the ITI NYS program.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school’s **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement

policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

PS 94 Title I Parent Involvement Policy

Public School 94 is fully committed to active parent involvement. We believe parents are a child's first teacher. It is our belief that parents are an integral part of achieving academic success. We define parent involvement as the participation of parents in regular, two-way and meaningful communications involving the academic, social, physical and mental development of their children. We believe that parents are full partners in the education of their children and as such we provide opportunities for parents to be an essential part of the school learning community including when appropriate as decision makers or on advisory committee to assist the education of their children. We encourage parents to play a vital part in assisting their child's learning; and to be a part of the PS 94 learning community. In order to facilitate this commitment to active parent involvement, Public School 94 will undertake the following activities:

- Convene bi-annual meetings in October and March for parents of participating Title I students. The purpose of these meetings will be to explain all the program offerings (including Title III), expectations, provide specific examples of how parents can be involved in school activities and address any concerns parents may have.
- Provide information regarding Title I programs at all PTA meetings throughout the year. (PTA meetings are held at various times throughout the year including Saturdays).
- Provide parents with information about instructional programs, curriculum, performance standards and assessment instruments by October.
- Provide parents with information regarding children's individual student assessment results and proficiency levels as on as it is available to the school.
- Parents will part of the Title I school committee that will meet during the school year, to help plan and review Title I programs. The committee will also be responsible for the development of school-level parent involvement activities funded through Title I.
- Provide parents with the opportunity to meet with all Title I funded teachers including intervention personnel, in order to familiarize parents with the curriculum, student assessment results, and ways they can help at home.
- Provide workshops in the parents' native language throughout the year to parents on various educational topics so that parents could

help their children achieve proficiency levels.

- Jointly develop, with parents, a school/parent compact that outlines how parents, staff and students will share ideas, and outline responsibilities that will enable participating Title I students to achieve higher standards.
- Provide parents with educational materials that will enable families to share reading and writing activities together, at home.
- Use an annual evaluation of the content and effectiveness of the parental involvement policy. We will use this evaluation to identify barriers to greater participation by parents.
- Parents with concerns and questions regarding Title I programs including funding will be able to meet with the Parent Coordinator

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

PS 94 School Parent Compact 2010 – 2011

School Responsibilities

PS 94 will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]

Through the use of the workshop model in literacy and mathematics we provide a comprehensive systematic approach to reading, writing and mathematics.

Balanced Literacy provides all students with meaningful literacy activities that engages them in reading, and writing experiences; thus promoting the four skills in their development of literacy in a systematic and strategic manner. Children receive:

- ***90 minutes of reading and writing each day in Kindergarten through 5th grade.***
- ***Systematic phonics, including repetitive text.***

➤ **Daily writing assignments**

The Investigations Math (TERC) program develops critical thinking, problem solving and decision making. It teaches our students about the broad ideas associated with math, including problem solving, communicating mathematically, reasoning, and number sense.

Our Science, Social Studies, Technology, Physical Education, Art, Music and Dance programs are based on the New York State Standards. Teachers follow the scope and sequence for each grade. All teachers use the workshop model, thematic planning and project based instruction to enhance students' understanding.

Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: [Describe when the parent-teacher conferences will be held.]

Parent Teacher conferences will be held in November 2010 and March 2011.

Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.]

Parents will receive report cards in November 2010, March 2011 and June 2011. A progress report will be provided in January.

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]

Staff will be available to meet with parents during preparation times and by appointments. Parents will be informed of teacher preparation times in September.

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.]

Parents will be able to volunteer and participate in their child's class through grade parent representatives, classroom helpers and Parents as Learning Partners. Parents may observe classroom activities during October Open House and by request.

Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

Parents are part of the School Leadership Team that will meet during the school year, they will help plan and review our parent involvement policy. In addition, parental surveys will be used to assist in improving our parent involvement plan.

Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.

Parents are part of the School Leadership Team, they will help plan and review our school-wide program plan. In addition, parental surveys will be used to assist in improving our school-wide programs.

Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

We will host bi-annual meetings in October and March for parents of participating Title I students. The purpose of these meetings will be to explain all the program offerings (including Title III), expectations, provide specific examples of how parents can be involved in school activities and address any concerns parents may have. We will also provide information regarding Title I programs at all PTA meetings throughout the year. (PTA meetings are held at various times throughout the year including Saturdays).

Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

We will provide workshops in the parent's native language (English, Chinese, Spanish) throughout the year to parents on various educational topics so that parents could help their children achieve proficiency levels. All notices are sent home in English, Spanish and Chinese to ensure that all parents are informed of all activities.

Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

We will provide parents with information about instructional programs, curriculum, performance standards and assessment instruments by October. In addition, we will provide parents with information regarding children's individual student assessment results and proficiency levels as it is available to the school.

On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

Parents with concerns and questions including funding will be able to meet with the Parent Coordinator (designated school contact person). The Parent Coordinator will assist the parent in any way possible include setting up meetings with appropriate school personnel in a timely manner.

Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

We will provide parents with information regarding children's individual student assessment results and proficiency levels as it is available to the school.

Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

We will provide parents with information regarding teacher qualifications within the required time period.

Parent Responsibilities

We as parents will support our children's learning in the following ways:

- Supporting my child's learning by making education a priority in our home by:
 - Providing a supportive home environment where my child learns that doing his/her best in school is important
 - Making sure my child is on time and prepared everyday for school;
 - Monitoring attendance;
 - Reading with my child everyday;
 - Providing my child with a library card
 - Taking with my child about his/her activities every day;
 - Scheduling daily homework time;
 - Providing an environment conducive for study;
 - M the amount of television my children watches
 - Volunteering in my child's classroom;
 - Being aware of my child's work, progress and problems by talking to my child about school, looking at my child's work and progress reports and meeting with school staff;
 - Treating all school staff members with courtesy and respect
 - Expressing high expectations and offering praise and encouragement for achievement
 - Holding my child responsible for the work, attendance and behavior which is expected by the school and to teach respect for the person, property, safety, cultural differences and rights of others;
 - Helping my child accept consequences for negative behavior; being aware of and following the rules and regulations of the school and district.
- Participating, as appropriate, in decisions relating to my children's education;
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district and responding as appropriate;
- Attending all meetings and conferences requested by the school that pertains to my child;
- Participating in school activities on a regular basis.

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

[Describe the ways in which students will support their academic achievement]

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Come to school on time and prepared

SIGNATURES:

_____	_____	_____
SCHOOL	PARENT(S)	STUDENT
_____	_____	_____
DATE	DATE	DATE

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

See Section IV pages 12-14

2. School wide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

See Sections IV, V, and VI pages 12-22

3. Instruction by highly qualified staff.

100 % of our staff is fully licensed. 86 % have their masters degree or higher. 62.5% have more than 5 years teaching experience and highly qualified teachers teach 97.8% core classes.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

See Section V & VI pages 12-22

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

P.S. 94 have a hiring committee formed by the Principal, teachers, one parent. A criteria has been established along with specific questions for interviewing. In addition, the school has a partnership with Bilingual Pupil Services, Teachers College, Columbia University, New York University, and Long Island University. Every semester the Universities and/ or Bilingual Pupil Services interns mentioned above sends undergraduate and graduate students to do their internships at P. S. 94, which in return they get to be part of our teaching staff.

6. Strategies to increase parental involvement through means such as family literacy services.

The 1% Title I Parent involvement funds are used as follow: Parent Handbook, ESL program, Parents as Learning Partners – Every first Friday of the month parents visit their child's classroom and participate in teaching and learning, parent volunteer program-teaching partners (former Learning Leaders program) and Celebration of cultural Diversity.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

This year we have two Pre-K classes. We will continue to provide open houses for upcoming parents and students of Pre-K and K classes. We also provide tours for parents and students entering Pre-K and kindergarten.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Principal, Assistant Principals, and coaches meet with teachers, and intervention teachers to analyze data and create an academic and instructional plan to increase student performance.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

In grades K-5, DRA, TCRWP, Mathematics assessments, predictive, ITA results, spelling inventories, high frequency words inventories, and journals are reviewed, some on a monthly basis, others when results arrive to determine the needs for type of intervention and duration. The child is then further assessed to determine the correct placement within that intervention. P. S. 94 measures progress of intervention every six to eight weeks total of 60 (30 minutes) sessions to determine if student remains in the program or discontinue the program.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Title 1 – 5% is used to provide professional development for teachers and is also offered to meet the requirements in order to become highly qualified. In addition, Title 1 – 1% is used for Parent involvement through ESL /GED program, Parents as Learning Partners, parent volunteer program-teaching partners Celebration of cultural Diversity and parent workshops pertaining nutrition (cooking class), violence prevention, asthma awareness, etc.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, 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 consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓				✓	17-19, 21
Title I, Part A (ARRA)	Federal	✓				✓	17-19, 21
Title II, Part A	Federal						
Title III, Part A	Federal	✓				✓	29-34
Title IV	Federal			✓			
IDEA	Federal	✓				✓	17-19, 21
Tax Levy	Local	✓				✓	17-19, 21

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

One student.

2. Please describe the services you are planning to provide to the STH population.

Offer at –risk Counseling and academic intervention support.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 094 The Henry Longfellow					
District:	15	DBN:	15K094	School		331500010094

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	18	36		94.2	95.1	95.9
Kindergarten	160	217	207				
Grade 1	178	190	233	Student Stability - % of Enrollment:			
Grade 2	160	196	203	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	180	165	201		95.0	93.9	88.1
Grade 4	141	194	170				
Grade 5	162	153	201	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		86.0	93.2	90.8
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		9	9	6
Grade 12	0	0	0				
Ungraded	0	4	17	Recent Immigrants - Total Number:			
Total	981	1137	1268	(As of October 31)	2007-08	2008-09	2009-10
					12	17	37

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	20	20	12	Principal Suspensions	16	24	20
# in Collaborative Team Teaching (CTT) Classes	0	6	22	Superintendent Suspensions	5	4	2
Number all others	53	45	64				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	231	0	TBD	Number of Teachers	72	72	76
# in Dual Lang. Programs	231	383	TBD	Number of Administrators and Other Professionals	21	21	10
# receiving ESL services only	226	227	TBD				
# ELLs with IEPs	2	46	TBD	Number of Educational Paraprofessionals	2	2	4

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	98.6	97.1
				% more than 2 years teaching in this school	70.8	76.4	69.7
				% more than 5 years teaching anywhere	62.5	62.5	63.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	86.0	88.0	85.5
American Indian or Alaska Native	0.0	0.1	0.1	% core classes taught by "highly qualified" teachers	97.8	90.3	93.5
Black or African American	1.1	0.9	0.6				
Hispanic or Latino	57.1	51.3	47.2				
Asian or Native Hawaiian/Other Pacific	36.3	43.1	48.2				
White	5.4	4.5	3.9				
Male	51.6	51.4	51.2				
Female	48.4	48.6	48.8				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	-	-					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	-	-	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	45.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	5.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	31.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 3	District 15	School Number 094	School Name Longfellow Internati
Principal Janette Caban		Assistant Principal Maria Interlandi	
Coach Stacy Hernandez		Coach Kirsten Nordstrom	
Teacher/Subject Area Fook Hui		Guidance Counselor Enid Ramos	
Teacher/Subject Area Maria Montanez		Parent Roxanne Diaz	
Teacher/Subject Area Emma PeleazVelazquez		Parent Coordinator Nancy Fung	
Related Service Provider Ann Cohen		Other Carmen Asselta	
Network Leader Margarita Nell		Other Cynthia Felix	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	11	Number of Certified Bilingual Teachers	31	Number of Certified NLA/Foreign Language Teachers	2
Number of Content Area Teachers with Bilingual Extensions	5	Number of Special Ed. Teachers with Bilingual Extensions	4	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1275	Total Number of ELLs	619	ELLs as Share of Total Student Population (%)	48.55%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Identification of ELLs:

PS 94 follows State and City regulations when identifying ELLs. All parents are required to complete a registration packet that contains a Home Language Identification Survey. We conduct an informal interview in English and the native language when necessary. We have a registration staff that is multilingual and has been trained by the staff at the Community Learning Support Organization on the process. The initial screening including the determination of the Home Language is done by several staff members including Janette Caban, Principal, Maria Interlandi, Assistant Principal, Emma PeleazVelasquez, Dual Language Liaison and Spanish as a World Language Teacher and Christina Hemley, Bilingual Teacher. Due to the large number of registrants we also have received assistance from the office of OELL compliance specialist and Cynthia Felix, CFN 306 Deputy Network Leader. Once it has been determined that the home language is other than English the LAB-R is administered within the ten day timeline by certified teachers. The LAB R is then scored to determine if a child is an ELL. If LAB-R results show that a child is an ELL and Spanish is used in the home, we also administer the Spanish LAB to determine language dominance.

The students that are classified as ELLs are placed in a program temporarily until the parent attends a Parent Orientation. We conduct the parent orientation within ten days and throughout the year as we enroll students. The Parent Orientation letters are sent out by the Assistant Principal along with the Parent Coordinator. The letters contain entitlement letters, Parent Surveys and Program Selection Forms. The letters state that if the letters are not returned the default program for ELLs is Transitional Bilingual Education as per CR Part 154. The Assistant Principal, Dual Language Liaison, Parent Coordinator and at least two certified Bilingual and/or ESL teachers conducts the Parent Orientations. The purpose of the meeting is to inform parents of the different ELL programs that are available. Parents receive oral information and written materials about ELL programs in the home language, view the video provided by the Office of English Language Learners and have the opportunity to ask questions about ELL services with assistance from a translators. At the end of each orientation, we collect the Parent Survey and Program Selection Form. Parents who do not attend the orientations are called via the School Messenger System and are told to come in for a one to one meeting. In addition, every month at the Parents of Partners meetings we offer an Orientation Session and specifically target those parents who did not return the forms.

Placement is based upon parental choice and a review of parent choice letters clearly reveals the trend to be that a greater number of parents request Dual Language in particular Chinese Dual Language. We have also noticed an increase of parents with EP students requesting Dual and have accommodated those parents as well. Our program model is 100% aligned with parental choice and we continue to add classes as parents request them. This school year we expanded our Dual Chinese classes from 2 classes to 4 classes in grade 1, 2 classes to 3 classes in grade 2, and in Spanish 3 classes to 4 classes in Kindergarten. We also opened an additional Dual Spanish Pre-K. All ELLs are administered the NYSESLAT in the spring as required.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	8	7	5	4	3	3	0	0	0	0	0	0	0	30
Freestanding ESL														
Self-Contained	1	1	1	2	2	3	0	0	0	0	0	0	0	10
Push-In	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	9	8	6	6	5	6	0	0	0	0	0	0	0	40

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	619	Newcomers (ELLs receiving service 0-3 years)	540	Special Education	66
SIFE	6	ELLs receiving service 4-6 years	79	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	0	0	0	0	0	0	0	0	0	0	0
Dual Language	408	0	23	42	4	9	0	0	0	450	
ESL	132	0	14	37	2	20	0	0	0	169	
Total	540	0	37	79	6	29	0	0	0	619	

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

C. Home Language Breakdown and ELL Programs

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

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
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	44	51	42	27	24	16	20	32	19	34	16	23	0	0	0	0	0	0	165	183
Chinese	91	9	107	13	48	31	39	21	12	12	13	16	0	0	0	0	0	0	310	102
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	135	60	149	40	72	47	59	53	31	46	29	39	0	0	0	0	0	0	475	285

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 275

Number of third language speakers: 50

Ethnic breakdown of EPs (Number):

African-American: 4

Asian: 98

Hispanic/Latino: 177

Native American: 2

White (Non-Hispanic/Latino): 1

Other: 4

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	11	16	5	24	8	15	0	0	0	0	0	0	0	79
Chinese	0	11	15	16	30	31	0	0	0	0	0	0	0	103
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Arabic	0	1	3	3	3	1	0	0	0	0	0	0	0	11
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0		0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	1	0	0	0	0	0	0	0	1
TOTAL	11	29	23	43	41	48	0	195						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

One of our goals at PS 94 is to afford students the opportunity for high academic achievement while becoming bilingual, biliterate, and multicultural. We believe that these linguistic and cultural skills will enable them to function more successfully in a global society. We currently have 619 ELLs and are strongly committed to providing them with the skills they need to be academically successful. Our guiding mission is to increase the academic achievement of our English Language Learners. To meet our mission we offer Dual Language in Spanish and Chinese in grades Pre K-5 as well as self contained ESL in grades K-5. Every decision we make about the direction of our instruction is informed by the assessment of what our diverse student population does well and what it needs to do to get better. Our goals and objectives are designed to build upon the previous year's teaching and learning so as we look at the school every year we can focus on short term planning and long term planning for growth and improvement. We continuously look at our practice against best practices for gaps that give direction to our teaching and learning.

In order to meet the linguistic needs of our ELLs, parental choice and part 154 mandates, PS 94s Language Allocation Policy will be as follows:

- Dual Language 50% English 50% Spanish or Chinese
- ESL Program Self Contained 100% English

Programming and Scheduling Information:

All programs provide or go above the Part 154 mandates of providing 360 minutes a week of ESL for Beginners and Intermediate students and 180 minutes a week of ESL and 180 minutes a week of ELA for Advanced students, and 180 minutes a week of Native Language Arts. In August as soon as the NYSELAT scores are available we review the proficiency level of each child to ensure that they are receiving the mandated minutes. Since all ELLs are in Dual Language Programs or self-contained ESL the programming is set by student needs and teachers are able to adjust based on proficiency levels of students. In addition, all instruction regardless of the content has a language objective.

Content Area Instruction in Dual Language Program:

ELLs and EPS are integrated for all or most content area instruction. To ensure that all students meet or exceed the standards, there is both short and long term planning for all instruction. All content area instruction, whether in one language or the other, becomes an opportunity for language development. Teachers plan for content-obligatory language objectives in addition to content-compatible language objectives in both languages. Ten of our fourteen cluster teachers have bilingual or ESL certification. The four who do not participated in extensive professional development on second language acquisition and are very knowledgeable in strategies for second language acquisition. The clusters plan with the dual language teachers to determine the language of instruction. As a result all content area in the Spanish/English is taught in both languages with the exception of math which is taught in English using the preview/review model. In the Chinese/English content area is taught as follows:

Math- English using the preview/review model

Social Studies- Chinese

Science-English using the preview/review model

English as a Second Language Self Contained Grades K-5:

For those students who are not in the Dual Language classes, English as a Second Language (ESL) is offered. We have ten (10) self contained ESL classes in grades K-5. In addition, we have one special education 12:1:1 class. 11 of the 12 students are mandated to receive ESL services as per their IEP and the classroom teacher assigned to this class holds certifications in special education, ESL and Common Branch. All teachers in the self-contained ESL classes are Common Branch and ESL certified. Instruction in the ESL programs will be provided 100% of the time in English. The language acquisition level of the student more than the grade will influence the types of tasks and scaffolds needed to support not only language acquisition but also appropriate content-based instruction. Instruction is based on content and units of study. Therefore, language acquisition is incorporated into content-based studies and not done in isolation. Using the Balanced Literacy model of instruction provides for the instruction and use of skills which can be transferred to L2 as a student progresses. As students move through the language acquisition stages, the use of more content-based vocabulary as well as more contextualized tasks and concepts, are incorporated in additional subjects.

We have a diverse population of ELLs and we provide scaffolded and differentiated instruction based on student needs and levels. Teachers engage our ELL students in authentic and real learning contexts that spark their interest through project based learning and language based experiences. Each social studies or science unit has a trip that enhances the learning and provides opportunities for our ELLs to learn in context. Teachers also provide small group instruction through guided reading and writing lessons.

Additional support for ELLs that are newly arrived include:

- Curriculum Compacting (providing instruction based on literacy level instead of grade) for a six week cycle
- Native Language Intervention
- Extended Day Program for students in Dual Language Program
- Seamless Day (After school grades 3-5)
- School Wide Enrichment grades PreK-5
- Reading Recovery in English or Spanish (Grade1)

Since we have a significant number of ELLs who take the ELA exam after one year we also provide targeted ELA test preparation after school and through a Saturday Academy.

Additional Supports for SIFE's include:

- Academic Intervention Services during the day
- Native Language Intervention and support
- Extended Day Program (Before & After School grades 3-5)
- Seamless Day (After school grades 3-5)
- Lunchtime Program grades 3-5

Additional Supports for ELLs that have been receiving services 4-6 include:

- Academic Intervention Services during the day and 37.5 minutes
- Extended Day Program
- Seamless Day (After school grades 3-5)
- At risk services including guidance
- Strategy lessons
- Extended guided reading or writing support

Additional Supports for long term ELLs include:

- Academic Intervention Services during the day and 37.5 minutes
- Extended Day Program
- Seamless Day (After school grades 3-5)
- Targeted inquiry work
- Strategy lessons
- Extended guided reading or writing support

Our ELLs with special needs are provided instruction to ensure alignment to grade level standards and expectations as well as to meet the IEP goals. We currently have 2 Dual Language Spanish CTT classes and 1 third grade CTT ESL class. These teachers are certified in Bilingual or ESL, Special Education and Common Branch. They work closely with the grade level teachers to ensure the same learning opportunities are offered. They scaffold instruction and provide small group instruction more frequently throughout the day. In addition, they use intergrated co-teaching practices that are adjusted to meet student need. We also provide bilingual SETTS, Speech, OT and PT services to our ELLs. Our guidance counselor and School based Support Team meets regularly to discuss the progress of students and we are proud that we decertified 5% of our special need students in the 2009-2010 school year.

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

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

Native Language Arts and Native Language Support

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

NLA Usage/Support		TBE		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Targeted Intervention for ELLs:

ELA in English:

Before School Day:

ELLs in grades K-5: Monday-Wednesday 8:00-8:37 1/2 am- 7-10 students- Spotlight on Reading

During School Day:

ELLs in grades 4-5: 2x a week:45 minutes tutoring- one- to- three students- Treasure Chest for ELLs

ELLs in grades 2-3: Monday-Friday: 30 minutes a day-one to five students-Treasure Chest for ELLs

ELLs in grade 1- Monday-Friday: 30 minutes one-to-one- Great Leaps or Reading Recovery

After School:

ELLs in grades 3-5: 2x week 1hr ½ Whole group test prep tutoring- Kaplan

Mathematics in English with Native Language Supports:

Before School Day:

ELLs in grades K-5: Monday-Wednesday 8:00-8:371/2 a.m. -7-10 students- Strategies to Achieve Mathematical Success and

During School Day:

ELLs in grades 3-5: 2x a week- 45 minutes tutoring- one- to- three - Math Triumphs

After School:

ELLs in grades 3-5: 2x week 1hr ½ Whole group test prep tutoring - NYS Coach (Triumph Learning)

Science in English with Native Language Supports:

Before School Day:

ELLs in grade 4: Monday-Wednesday 8:00-8:371/2 a.m. – Vocabulary Development

During School Day:

ELLs in grade 4: 2x a week- 45 minutes small group - Foss Kit

Social Studies in English with Native Language Supports:

Before School Day:

ELLs in grades 3-5: Monday-Wednesday 8:00-8:371/2 a.m. – Vocabulary Development / Non-Fiction Skills -National Geographic

During School Day:

ELLs in grades K-5: 2x a week- 30 minutes small group (Grade 5) – National Geographic

Native Language Arts (Spanish or Chinese):

Before School Day:

ELLs in grades K-5: Monday-Wednesday 8:00-8:371/2 a.m.- Reading or Writing support based on native language assessments

After School:

ELLs in Dual Language Program grades K-5 Monday-Thursday- 3:00 - 4:00 pm - Reading and writing support based on native language assessments

Students in ESL who have reached proficiency remain in ESL for at least one year. Those in Dual stay as EP students. All former ELLs receive Intervention services and participate in the Title III program. They also receive all testing accommodations.

We are currently piloting Learning Village and hope to expand it to the other grades. We used My Access! over the summer and expanded it to all classes in grades 3-5. In addition, we provided visual arts in Spanish and Chinese in grades PreK-1 and plan to expand it to ELLs in grades PreK-5.

Through the School-wide Enrichment Model ELL students participate in Enrichment Clusters, the Independent Investigation Model, and the Renzulli Learning program. In addition, they participate in the American Ballroom Dancing, Lego Robotics program, band, chorus, dance and visual arts. We have a partnership with Arts Connection, Puppetry in Practice, SEA and Broadway Jr. Academic intervention services takes

place before, during and after school day for students in grades K-5 in reading, mathematics, native language, science and social studies.

Instructional Strategies:

PS 94 uses a thematic approach as well as the workshop model approach to teach literacy and language. In addition, we emphasize integrating language development through arts, mathematics, social studies, art, music, and science. The school uses this approach to build the foundations of reading in early learners and provide teachers with tools for creating effective language and literacy environments in their classrooms. All teachers use several effective practices that help promote learning in students' first and second language. In addition, teachers allocate time for the development of listening skills and oral comprehension through stories, songs, meetings, and discussions, promote natural oral interaction between peers in large and small groups through projects, collaborations, and hands-on activities

Effective practices used include:

- cooperative learning
- thematic units
- inquiry-based learning
- constructivist approaches
- project-based learning
- scaffolding strategies
- TPR
- sheltered English
- use of thinking maps and graphic organizers
- differentiated instruction
- use of visuals, manipulatives, and concrete experiences to stimulate oral language development
- demonstrate and model correct language structures

Instructional Resources:

In addition to the Teachers College Reading and Writing Calendar we support our ELLs with specific materials that support second language acquisition. Our ESL and Dual Language classes in grades 3-5 use My Access! a computer based writing program. All Dual language and ESL classes in grades K-5 use Break through to Literacy a computer based reading program, TERC Investigations and Math in the City. Our Dual Language classes uses 100 Book Challenge in Spanish, Research Labs Spanish and Chinese, Tesoros, Estrellita, and native language resources. Curriculum materials such as maps, charts, posters, and videos are available in English as well as in the other languages. Manipulatives for mathematics and science instruction are also used. Treasure Chest for ELLs is used as an intervention program. In addition, Reading First is used for for intervention for identified grade 1 ELL students in English and Spanish.

All classrooms have:

- Leveled classroom libraries that include books and other printed materials
- Word Wall with pictures
- Multilingual and multicultural libraries
- Listening Centers
- Strategy and language charts related to current unit of study in Reading, Writing and Math
- Charts modeling correct language usage
- Flow of the Day with pictures

Native language support is offered to our Dual Language and ESL students throughout the day through the curriculum, materials and interventions.

We host a summer school program for new ELLs as well as presently attending students. We also provide a NYSESLAT after school program as well as a seamless day for ELA, Math, Science and Social Studies for all students.

We have two clusters that provide world language instruction one in Spanish and one in French. We strongly believe in respecting and recognizing the importance of language and culture and are fully committed to preparing our students to become citizens of the world. ELLs as well as EP students are part of the program and we are proud to have multilingual students.

C. Schools with Dual Language Programs

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

Our Dual Language program is aligned to research based, developmentally appropriate best practices and the curriculum is organized around major concepts that students are expected to learn. As students move up in grade the curriculum is increasingly more complex. Our Dual Language program is designed to meet student needs and below is a grade by grade program description.

Dual Language Spanish/English: Team Teaching Sequential Literacy Grade 1 and Stand Alone Sequential Literacy Grades Pre-K and K, Team Teaching Simultaneous Literacy Grades 2 -5

Teaching Configuration:

Within the team teaching configuration there are two classes that receive instruction from two teachers. One of the two teachers in the team is assigned to provide instruction in English and the other teacher to provide instruction in the other language. In a team-teaching approach, the two teachers must plan all instruction together in order to meet the academic and linguistic objectives of all the students. There are two separate classrooms for instruction. One English, the other Spanish. The two groups of students are linguistically integrated; there are native speakers of English and native speakers of Spanish who are ELL as well as EP students within each group. The students are separated by language proficiency: English Dominant and Spanish Dominant. The groups move from one language classroom to the other.

Within the stand alone configuration, there is one teacher who provides instruction in both languages at separate times. The classroom contains instructional materials in both languages and is organized so that the language of instruction is clearly designated (i.e. color codes for language, signs indicating language of day). The teacher plans what concepts and activities s/he will conduct in each of the languages.

Literacy Instruction: Sequential Grades Pre-K - 1

Literacy is first taught in the student's first language followed by literacy instruction in the second language. During the literacy block, the components of the balanced reading program are introduced in the student's first language. The students are separated by language proficiency. Students in these grades will be exposed to the second language through content area instruction and environmental print such as experience charts, posters, and signs.

Teachers will assess the students in grade 1 in January to determine if they are ready to transfer the literacy skills acquired in the first language to the second language. Those who have a solid literacy foundation in their first language may be introduced to formal literacy instruction in the second language by April. These students will also continue to receive formal literacy instruction in the first language.

Students receive 50% instruction in Spanish and 50% of instruction in English daily.

Literacy Instruction: Simultaneous Grade 2-5

Literacy skills are developed in both languages. During the literacy block, the components of the balanced reading program are introduced in both the student's first and second language according to the alternating language pattern. Units of Study in Reading and Writing will be in an alternating month pattern (English and Spanish). Both ELLs and EP students receive literacy instruction in English and Spanish daily. During this time, teachers will schedule the various components of a balanced literacy program by language. These components include readers workshop, read aloud, shared reading, word study, guided reading, independent reading, partner reading, and writing workshop. Teachers will plan together to decide the language of instruction for each unit.

Students receive 50% instruction in Spanish and 50% of instruction in English daily.

Dual Language Chinese/English: Stand Alone Simultaneous Literacy Grades K-5:

Teaching Configuration:

Within the stand alone configuration, there is one teacher who provides instruction in both languages at separate times. The classroom contains instructional materials in both languages and is organized so that the language of instruction is clearly designated (i.e. color codes for language, signs indicating language of day). The teacher plans what concepts and activities s/he will conduct in each of the languages.

Literacy Instruction: Simultaneous

During the literacy block, the components of the balanced reading program are introduced in both the student's first and second language

according to the alternating language pattern. Units of Study in Reading and Writing will be in an alternating month pattern English and Chinese. Both ELLs and EP students receive literacy instruction in English and Chinese daily. During this time, teachers will schedule the various components of a balanced literacy program by language. These components include readers workshop, read aloud, shared reading, word study, guided reading, independent reading, partner reading, and writing workshop.

D. Professional Development and Support for School Staff

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

To ensure that all teachers teaching ELLs are familiar with second language strategies we provide targeted professional development on both the theory and practice of second language acquisition. Professional development is provided through weekly grade meetings, staff conferences, one to one modeling and use of Lab site classrooms. We have coaches and teacher leaders that provide professional development to all staff. Our Dual Language Coordinator/Coach provides specific professional development to dual language teachers. Teachers participate in National Urban Alliance, Math in the City, Teacher's College, Renzulli, IIM, RIGOR, MY Access! and other professional development opportunities through out the year. All teachers are part of an inquiry team that meets weekly to look at student work and share instructional strategies. We also offer an after school study group on identifying scaffolds, language structures and functions for the reading and writing units of study. Teachers assist ELLs as they transition in various ways. In May, teachers prepare articulation notes and students visit the grade they are moving up to, they have the opportunity to talk to teachers and students in the grade and are told of the expectations. Grade 5 teachers visit middle schools with their students and our Guidance Counselor assists in transitioning to middle school through workshops and one to one counseling for both parents and students. Jose P. professional development is offered by CFN 306 as well as by our ESL or Bilingual teachers to all staff (including our parent coordinator) in need of the hours. At this time all teachers have completed this requirement. In addition, our pupil accounting secretary attended PD offered by the Office of English Language Learners.

E. Parental Involvement

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

PS 94 recognizes that parents are our children's first teachers. Research shows that students who have involved parents perform better and achieve more academically. We are a community school that works closely with community-based organizations to provide our parents with education classes, health programs and other services. We currently offer GED, ESL, adult technology class and host a variety of workshops. We are proud that our parents are active participants in the education of their child. Community partnerships are an integral part of our learning community and in addition to partnering with many Community Based Organizations such as Lutheran Medical Center, Salvation Army, Fifth Avenue Committee, Light and Love, The Brooklyn Chinese-American Association, National Urban Alliance, community leaders such as Congresswoman Nydia Velasquez, State Assemblyman Felix Ortiz and Councilwoman Sarah Gonzalez are active participants in the learning process at PS 94. Several institutions of higher education such as Teachers College, Columbia University and New York University are also active partners in our school programs. To supplement the services we already provide, PS 94 has a Parent Resource Room and parents borrow books and videos in English, Spanish, Arabic and Chinese on a variety of topics including instructional, health and parenting. Parents are invited to join classes on educational trips throughout the year. Parents participate in the first Friday in which they visit their child's room and work on a special project, read or play math games. We send annual surveys to parents and base our workshops on the responses. Parents attend workshops offered by the NYC department of Education and we work with our CFN to offer workshops. In addition, we host monthly multicultural events and have an annual ELL Showcase in May. Parents are invited to view student work and speak to them about their projects.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	50	27	33	14	22	12	0	0	0	0	0	0	0	158
Intermediate(I)	80	23	32	18	20	13	0	0	0	0	0	0	0	186
Advanced (A)	19	47	32	37	31	19	0	0	0	0	0	0	0	185
Total	149	97	97	69	73	44	0	0	0	0	0	0	0	529

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	11	14	12	9	11	4	0	0	0	0	0	0	0
	I	76	23	15	10	10	11	0	0	0	0	0	0	0
	A	48	45	34	30	18	19	0	0	0	0	0	0	0
	P	26	49	43	23	49	19	0	0	0	0	0	0	0
READING/ WRITING	B	48	26	32	14	21	10	0	0	0	0	0	0	0
	I	67	19	31	18	21	13	0	0	0	0	0	0	0
	A	18	23	32	30	30	19	0	0	0	0	0	0	0
	P	23	63	9	10	16	11	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	21	27	9	0	57
4	20	40	5	1	66
5	12	20	3	2	37
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	9	3	21	6	14	5	13	3	74
4	5	0	28	15	18	11	3	10	90
5	2	1	16	6	21	8	0	7	61
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	4	15	4	31	8	24	2	90
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	8	1	5	2	18	6	2	2	44
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	2	16	42	10	6	23	22	5
Chinese Reading Test	10	10	20	6	23	11	5	2

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

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

ELLs at PS 94 have shown great progress in the NYSESLAT. The number of beginners has decreased significantly and they are first time tested students. Further analysis indicates that although overall students are performing better in listening and speaking reading and writing has improved in particular the K-1 strand where a higher % of students were proficient in reading and writing. As a result we will focus on oral language in these grades. In grades 2-5 we will focus on reading and writing strategies as the NYSESLAT and ELA data indicates that is the greater need. Our results align with research on second language acquisition and we see our ELLs are progressing within three –five years as their academic language improves so does their performance on reading and writing.

While P.S. 94 ELLs have meet and exceeded all AYPs and/or AMOs and have shown considerable yearly improvement in ELA, Math, Science and Social Studies as compared to the general population, a review of the test data for students in grades 3- 5 indicates that ELL students continue to score in the Level 1 & 2 range at greater numbers than monolingual students, and in particular, first time tested students. Yet EP students in the Dual language program continue to score in Level 3 and 4.

The implications for instruction are that we must focus on reading, writing, comprehension skills, and sustained reading. As a result, PS 94 has made a concentrated effort to improve achievement among ELL students. Our mission is to increase the academic achievement of our English Language Learners (ELLs). We have a significant number of students who enroll in October – April many in grades 3-5. These children are expected to take grade level content area exams and many are not literate in their native language making instruction challenging. Teachers engage these students in authentic and real learning contexts that spark their interest through project based learning and language based learning. We offer support to these students before, during, and after school as the data indicates that these are the students that perform at Levels 1 & 2.

In grades K-2 we use the results of TCWRP, Rigby Spanish and DRA (English and Spanish) to identify ELLs who are at risk these students participate in Reading Recovery and/or Spanish Intervention. We track book levels monthly and use all data streams to assist students at risk.

We noticed that ELLs in the Dual Language program perform better on all standardized tests than ELLs in ESL and as a result we have increased the number of dual language programs. ESL teachers have also formed an inquiry team this year with a specific focus on improving the acadmeic achievement of ESL students.

intervention program measures, rubrics, oral presentations, portfolio assessments and teacher observations.

Students in Dual Language are assessed on a regular, on-going basis to ensure that both ELLs and EP students are meeting all State and City standards. All language groups (English, Spanish and Chinese) are assessed in both languages to determine if they are achieving the Dual Language model goals of bilingualism and biliteracy, including the EP students.

Dual Language teachers created a thematic curriculum for native language arts instruction that contains pre and post assessments that address all four modalities of literacy: Listening, Speaking, Reading and Writing for both ELLs and EP students. In addition, they created a report card that specifically addresses second language acquisition.

Assessments Grades K-2 Spanish Dual Classes

Rigby Benchmarks in Spanish
DRA English and Spanish
TCRWP English
NYSESLAT
Student Portfolios in English and Spanish
Teacher created assessments English and Spanish
Rubrics English and Spanish
Teacher observations
Student-teacher conferences

Assessments Grades 3-5 Spanish Dual Classes

DRA in English and Spanish
Interim Assessments in ESL, ELA
TCRWP English
ELE
Standardized Tests (Math, ELA, NYSESLAT)
Student Portfolios in English and Spanish
Teacher created assessments English and Spanish
Rubrics English and Spanish
Teacher observations
Student-teacher conferences

Assessments Grades K-2 Chinese Dual Classes

Since there are no standardized exams in Chinese grades K-2 student achievement in Chinese will be primarily assessed through teacher created assessments, portfolio reviews and classroom observations.

DRA English
TTCRWP English
NYSESLAT
Student Portfolios in English and Chinese
Teacher created assessments English and Chinese
Rubrics English and Chinese
Teacher observations
Student-teacher conferences

Assessments Grades 3-5 Chinese Dual Classes

DRA in English
Interim Assessments in ESL and ELA
Chinese Reading Test
Standardized Tests (Math, ELA, NYSESLAT)
Student Portfolios in English and Chinese

Teacher created assessments English and Chinese
 Rubrics English and Chinese
 Teacher observations
 Student-teacher conferences

Additional Information

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

We have accomplished many things in the last six years, our greatest accomplishment would be the focused comprehensive services provided to English Language Learners (our largest sub group). We used formative and summative data to plan a comprehensive program that focuses on literacy, language and culture. Our Dual Language Academy Connecting Cultures through Languages provides instruction in Spanish-English and Chinese-English in grades K-5. We offer Spanish and French as World Languages to students in grades K-3 and we have self contained ESL classes in grades K through 5. All teachers respect and recognize the importance of language and culture and are fully committed to preparing our students to become citizens of the world.

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		

	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		