



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE HENRY LONGFELLOW SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 15K094

PRINCIPAL: JANETTE CABAN **EMAIL:** JCABAN@SCHOOLS.GOV

SUPERINTENDENT: ANITA SKOP

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Janette Caban	*Principal or Designee	
Regina Wilburn	*UFT Chapter Leader or Designee	
Damaris Torres	*PA/PTA President or Designated Co-President	
Elizabeth Pena	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	
Kathleen Vlismas	Member/ DC 37	
Mary Hsiung	Member/Teacher	
Giselle Perez	Member/Parent	
Oliva Perez	Member/Parent	
Vivian Caraballo	Member/Parent	
Xiu Ying Jiang	Member/Parent	
	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2012, the number of students (including students with IEPs and English Language Learners) performing at Proficiency level in ELA will increase by 5% as indicated by the NYS ELA exam, Fountas and Pinnell assessments, CCSS Literacy task and NYC Periodic assessments.

Comprehensive needs assessment

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

English Language Arts:

In ELA, 43% of students achieved a 3 or 4 in 2011 as compared to 37.3% in 2010. Further analysis indicates that the school overall showed an increase in level 4 of 6% from 2010. Grade three showed an increase of 1% in levels 3 and 4, grade four had an increase of 8% and grade five had an increase of 11%. 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.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Teachers will focus on providing greater opportunities for project-based learning experiences that challenge students. Students are exposed to informational texts as classroom libraries are shifted to 80% non-fiction and 20% fiction. 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 have begun to align our curriculum maps to the common core standards and have begun to create literacy tasks.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Parents will continue to receive training with the Common Core Standards.
- Parents will receive a progress report for their child in January.
- We will continue to provide assistance to parents in understanding City, State and Federal standards and assessments

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

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.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

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.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Per Diem – Tax Levy Fair Student Funding

Per Session - Tax Levy Fair Student Funding, Title III

Curriculum & Staff development funding for TC, NUA, Renzulli Learning, Habits of Mind – Title 1 Fair Student Funding, Title I SWP, Title III

Libraries and Instructional Books- Tax Levy Children First Network funding, Tax Levy Fair Student Funding, Title I SWP

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2012, the number of students performing (including students with IEPs and English Language Learners) at Proficiency level in Mathematics will increase by 5% as indicated by the NYS Mathematics exam, TERC end of unit, CCSS Math task and NYC Periodic assessments.

Comprehensive needs assessment

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

Mathematics

In mathematics, 64% of students achieved a 3 or 4 in 2011 as compared to 59.55% in 2010. Further analysis of the NYS Mathematics test indicates that the school overall showed an increase in levels 3 and 4 of 5.5% from 2010. Grade three showed an increase of 6% in levels 3 and 4, grade four had an increase of 3% and grade five had an increase of 6%. 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 3s to Level 4 and continue to move levels 1 and 2.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

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 Metamorphosis will provide teachers with ideas for authentic contexts and questioning strategies that will increase the level of rigor in the classroom.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Parents will continue to receive training with the Common Core Standards.
- Parents will receive a progress report for their child in January.
- We will continue to provide assistance to parents in understanding City, State and Federal standards and assessments

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

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.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

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.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Per Diem – Tax Levy Fair Student Funding

Per Session - Tax Levy Fair Student Funding, Title III

Curriculum & Staff development funding for Metamorphosis, NUA – Title 1 Fair Student Funding, Title III

Libraries and Instructional Books- Tax Levy Children First Network funding, Tax Levy Fair Student Funding, Title I SWP

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2012, 100% of teachers will have participated in professional development opportunities focused on social emotional learning and best practices for students in special education settings. By June 2012, the number of teacher initiated referrals and suspensions will decrease by 5%.

Comprehensive needs assessment

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

While P.S. 94 Special Education students have shown considerable yearly improvement in ELA, Math, Science, Social Studies and in the NYSESLAT as compared to the general population, a review of the test data for students in grades 3- 5 indicates that 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.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

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 Special Education students by providing academic intervention in ELA and Mathematics before, during and after school, Monday through Thursday. Our SETTS teacher will be using Wilson and Foundations for students with disabilities. Our ICT teachers and special education teachers will be receiving professional development within school coaches, DOE, CFN, and outside organizations such as Teachers College, Metamorphosis, National Urban Alliance, and Habits of Mind.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Parents will continue to receive training with the Common Core Standards.

- Parents will receive a progress report for their child in January.
- We will continue to provide assistance to parents in understanding City, State and Federal standards and assessments

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

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.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

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.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Per Diem – Tax Levy Fair Student Funding

Per Session - Tax Levy Fair Student Funding, Title III

Curriculum & Staff development funding for TC, Metamorphosis, NUA – Title 1 Fair Student Funding, Title III

Libraries and Instructional Books- Tax Levy Children First Network funding, Tax Levy Fair Student Funding, Title I SWP

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

By June 2012, 100% of teachers will work in collaborative inquiry teams to look closely at student work in order to make instructional adjustments and communicate lessons learned to other school staff.

Comprehensive needs assessment

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

As the data indicates we still continue to have student perform at levels 1 and 2. In ELA 56% of our students are at levels 1 and 2 and in mathematics 36%. Therefore there is a need to look at students thinking process, skills and strategies used, and what students know and can do through their work in order for students to achieve standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Create a protocol for looking at student work
- Engage in collaborative conversation on grade and across grades looking at specific examples of student work utilizing the determined protocol
- Determine next steps for instruction – whole group, small group and individual based on the analysis of student work through the use of the protocol
- Create lesson plans, both unit and individual plans, based on analysis of student work
 - Utilize a school-wide RTI plan for each student's academic intervention needs
- Share lesson plans, unit plans and curriculum maps on grade/across grade
 - Utilize Atlas Curriculum Maps as one means of sharing information

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Individual Student Academic Intervention Plans
- Parents will continue to receive training with the Common Core Standards.
- Parents will receive a progress report for their child in January.
- We will continue to provide assistance to parents in understanding City, State and Federal standards and assessments

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

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.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

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.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Per Diem – Tax Levy Fair Student Funding

Per Session - Tax Levy Fair Student Funding, Title III

Curriculum & Staff development funding for TC, Metamorphosis, NUA – Title 1 Fair Student Funding, Title III

Libraries and Instructional Books- Tax Levy Children First Network funding, Tax Levy Fair Student Funding, Title I SWP

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

By June 2012, 100% of students, including students with disabilities and English language learners will:

- In literacy: complete a task that asks them to read and analyze informational texts and write opinions and arguments in response.
- In math: engage in a cognitively demanding mathematics task that requires them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution.

Comprehensive needs assessment

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

Same as above

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- 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 Metamorphosis 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: *Balancing Reading & Language Learning: A Resource for Teaching English Language Learners K-5*
- Use of My Access! Writing program to enhance student writing

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

The 1% Title 1 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.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

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.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

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.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Per Diem – Tax Levy Fair Student Funding

Per Session - Tax Levy Fair Student Funding, Title III

Curriculum & Staff development funding for TC, Metamorphosis, NUA – Title 1 Fair Student Funding, Title III

Libraries and Instructional Books- Tax Levy Children First Network funding, Tax Levy Fair Student Funding, Title I SWP

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	100	100	N/A	N/A	8		2	0
1	98	98	N/A	N/A	3		4	0
2	100	100	N/A	N/A	2		7	0
3	100	100	N/A	N/A	4		2	0
4	90	90	90	90	22		2	0
5	70	70	70	70	5		4	0
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p><u>During school day</u> - Reading Recovery- one-to-one daily-Grade One During school day-Fountas and Pinell Intervention program- small group- Grades K-5 <u>Before school day</u>-Guided Reading program-small group-Grades K-5 <u>After school day</u>-Seamless Test Prep – small group-Grades 3-5 (New York State ELA: Continental) <u>Saturday Academy</u> – small group- Grades 3-5 (New York Content Reading Social Studies and Science: Continental)</p>
Mathematics	<p><u>Before school day</u>-Guided Math program-small group- Grades K-5 <u>After school day</u>-Seamless Test Prep – small group- Grades 3-5(New York State May to May Mathematics:Continental) <u>Saturday Academy</u> – small group- Grades 3-5</p>
Science	<p><u>Before school day</u>-Guided Reading through Non-fiction texts(science) -small group- Grades K-5 <u>Saturday Academy</u> – small group- Grades 3-5 (New York Content Reading Social Studies and Science: Continental)</p>
Social Studies	<p><u>Before school day</u>-Guided Reading through Non-fiction texts(social studies) -small group- Grades K-5 <u>Saturday Academy</u> – small group- Grades 3-5 (New York Content Reading Social Studies and Science: Continental)</p>
At-risk Services provided by the Guidance Counselor	<p><u>During school day</u>-At-risk counseling-one to-one and in small group- Grades K-5</p>
At-risk Services provided by the School Psychologist	<p><u>During school day</u>-At-risk counseling-one to-one and in small group- Grades K-5</p>

At-risk Services provided by the Social Worker	<u>During school day</u>-At-risk counseling-one to-one and in small group- Grades K-5
At-risk Health-related Services	

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

- Provide continued professional development in understanding the Common Core Learning Standards
- Literacy and mathematics coaches in our school will continue to work with teachers everyday to improve the quality of their teaching;
- Continued recruitment of highly-qualified and certified teachers to staff our classrooms;
- Targeted after school program devoted to reading, language and math skills;
- Expanded parental involvement programs to include information on CCLS and what parents can do at home to help

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

The professional development for P.S.94 will acknowledge the need to engage all students and will provide in-school support for teachers in:

- focusing on maximizing student achievement for students with disabilities and English language learners and is directly linked to the school's learning goals;
- engaging all students in a rigorous, standards-based core academic curriculum;
- differentiating instruction and provide supports that meet the varied learning needs of multiple student populations;
- using multiple measures to assess student outcomes, including performance-based assessments;
- developing coherence and consistency in teaching practices.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

The framework for the professional development plan will be based on collaboration between AUSSIE (Australian United States Services in Education) and the principal. A needs assessment will be undertaken and the Professional development Plan developed from this. Ongoing weekly professional development will be embedded in the teachers' daily practice. The professional development will be tailored to meet the identified needs of each teacher. The goals will be developed in consultation with the principal and as a result of analyzing the school data and the school review recommendations. The professional development planned for the school will be:

- focused on maximizing student achievement students with disabilities and English language learners and is directly linked to the school's learning goals;
- data based, using data both from formal accountability systems, and from internal monitoring programs to guide decisions about instruction and professional development;
- school based and embedded in the participants' daily work;
- research based in terms of both content and pedagogy around supporting students with disabilities and English language learners ;

- sustained, rigorous and ongoing;
- differentiated, taking into account teachers' previous experiences and learning styles, and build on their knowledge, recognizing that there is no "one-size-fits-all" prescription;
- aimed at encouraging reflection, inquiry, and dialogue in a collaborative learning community.

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.

Parents will receive the notification letter in English, Spanish and Chinese. Parents will be invited to attend a meeting to answer any questions they may have about the school improvement interventions and programs being implemented.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Jose Ruiz/Margarita Nell	District 15	Borough Brooklyn	School Number 094
School Name Henry Longfellow International			

B. Language Allocation Policy Team Composition [i](#)

Principal Janette Caban	Assistant Principal Carmen Asselta/Maria Interland
Coach Stacy Hernandez	Coach Kirsten Nordstrom
ESL Teacher Debbie Gonzalez	Guidance Counselor Christopher Vienni
Teacher/Subject Area Maria Montanez/Dual Spanish	Parent Roxanne Herrera
Teacher/Subject Area Fook Hui/Dual Language Chinese	Parent Coordinator Nancy Fung
Related Service Provider Cristina Hemley/Reading Recov	Other Cynthia J Felix
Network Leader Margarita Nell	Other Emma Peleaz Velazquez/Reading

C. Teacher Qualifications [i](#)

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	14	Number of certified bilingual teachers	47	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	9	Number of special education teachers with bilingual extensions	5	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	5	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	10		

D. School Demographics

Total number of students in school	1331	Total Number of ELLs	761	ELLs as share of total student population (%)	57.18%
------------------------------------	-------------	----------------------	------------	---	---------------

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. 

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 have a registration staff that is multilingual and has been trained by the staff at the Community Learning Support Organization and Office of English Language Learners on the process. The initial screening including the informal interview in English and the native language as well as the determination of the Home Language is done by certified ESL/Bilingual pedagogues Emma PeleazVelasquez or Cristina Hemely who speak Spanish and Fook Hui who speaks Chinese. In addition, in the peak registration times (Septemeber and April) we pair additional Bilingual or ESL certified teachers with in house translators and translators from the Translation unit to assist with registartion as we often have over 100 registrants a day during those time periods. 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 ESL and Bilingual 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. ELLs are given the NYSELAT every Spring to assess progress. As we have a large population of ELLs we review the RLER and cross reference it with class lists to ensure all eligible students are administered the LAT. We create the calendar for administering the LAT based on the NYS test calendar. A memo that clearly outlines the dates as well as the modality being tested (listening, speaking, reading and writing) is given to every teacher. In addition, a meeting is held the week before to review the memo and answer any questions teachers may have. We use several ATS reports including RLAT, RNMR and REXH to run NYSELAT reports as soon as they are available, the purpose is to identify continued entitlement, analyze trends and create instructional groupings. The Parent Orientation invitation letters are sent out via backpack in English and the preferred language of parent as indicated at registration. The invitations clearly 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 along with the Parent Coordinator ensures letters are sent and facilitate the Orientation along with Dual Chinese, Dual Spanish and ESL teachers. In addition, we host a parent meeting for all parents of current and recently proficient ELLs to explain continued entitlement, transitional service and NYSELAT results. The purpose of these 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 and English, view the video provided by the Office of English Language Learners and have the opportunity to ask questions about ELL services with assistance from translators. At the end of each orientation, we collect the Parent Survey and Program Selection Form and Continued Entitlement Letters. Copies of returned parent surveys, program selection forms and continued entitlement letters are made and are stored in the Assistant Principals Office, each classroom teacher receives a copy and the originals are placed in the student's cumulative record folder. We have had high return rates (over 98% of letters are submitted at first orientation session) but for those parents who do not attend the orientations calls in the preferred language are made using the School Messenger System, invitation is mailed home again via backpack and they 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. We conduct the LABR, Spanish Lab, School Created Language Assessments in Chinese, English and Spanish and host the parent orientation within ten days as well as throughout the year as we enroll students.

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 registered 250 kindergarten students and 98 students in grades 1-5 of these 95% requested Dual Chinese or Dual Spanish. We expanded our Dual Chinese classes from 3 classes to 4 classes in grade 2, from 2 classes to 3 in grade 3 and 1 class to 2 classes in grade 4. In our Spanish Dual Language program we expanded from 2 classes to 3 classes in grade 1. We will continue to align every program as per parent choice.

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*

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s): Spanish and Chinese

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)	8	8	6	5	4	3								34
Freestanding ESL														
Self-Contained	2	1	2	2	2	2								11
Push-In														0
Total	10	9	8	7	6	5	0	0	0	0	0	0	0	45

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	761	Newcomers (ELLs receiving service 0-3 years)	683	Special Education	79
SIFE	30	ELLs receiving service 4-6 years	75	Long-Term (completed 6 years)	3

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		
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	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	518	20	19	37	0	2	0	0	0	555
ESL	165	10	44	38	0	14	3	0	0	206
Total	683	30	63	75	0	16	3	0	0	761

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

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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														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	
	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP
Spanish	52	21	54	57	36	14	23	18	24	37	19	37							208	184
Chinese	85	11	99	24	67	54	47	34	36	21	13	14							347	158
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	137	32	153	81	103	68	70	52	60	58	32	51	0	0	0	0	0	0	555	342

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 320

Number of third language speakers: 130

Ethnic breakdown of EPs (Number):

African-American: 5

Asian: 497

Hispanic/Latino: 375

Native American: 3

White (Non-Hispanic/Latino): 12

Other: 5

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	17	11	30	16	22	8								104
Chinese	17	10	15	11	14	24								91
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	1	0	1	0	0	0								2
Arabic	0	0	0	4	3	2								9
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	0	0	0	0	0	0								0
TOTAL	35	21	46	31	39	34	0	206						

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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 are strongly committed to providing our ELLs 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 have heterogeneously grouped classes in 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

A. Programming and Scheduling Information

in both languages. 13 of our cluster and Response to Intervention teachers have bilingual or ESL certification. The staff who do not have participated in extensive professional development on second language acquisition and are very knowledgeable in strategies for second language acquisition. The clusters and Response to Intervention team plan with the dual language and ESL teachers to determine the language objectives. As a result all content area instruction has both content and language objectives aligned to standards and student needs.

In the Chinese/English Dual Language Program content area is taught as follows:

Math- TERC Mathematics Program- English using the preview/review model
Social Studies- Harcourt Social Studies- Chinese and English
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 self contained ESL classes in each grade K-5. In addition, we have four special education ESL classes. Three (3) are CTT models and one (1) is a 12:1:1. Students in these classes are mandated to receive ESL services as per their IEP and/or NYSESLAT score the classroom teachers assigned to these classes hold 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. Native language support is offered through instructional materials and resources. 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

A. Programming and Scheduling Information

- 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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	and PT services to our ELLs. Our guidance counselor and School based Support Team meets regularly to discuss the progress of students.		
75%	Through the enrichment and intervention model our students with disabilities are mainstreamed at least 15 out of 35 periods a week. This		
50%	flexible scheduling and grouping model is very successful and we attribute the 5% decertification rate of our special need students to		
25%	general education settings to our diverse and inclu		
TIME	Dual Language		
100%			
75%			
50%			
25%			
TIME	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

Courses Taught in Languages Other than English ⓘ

B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What are the most common reasons for ELLs not attending school?

B. Programming and Scheduling Information--Continued

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

Our targeted intervention program for ELLs include AIS intervention includes English Language Arts, Math, Science and Social Studies. We also have a Enrichment coordinator who is a certified ESL teacher who provides intervention for struggling and advanced learners through project based instruction. We have 5 Reading recovery teachers 3 of which are Spanish Bilingual certified who provide reading intervention in Spanish and English to our early grade students. In addition, ELLs are invited to extended day in the morning for small group instruction. We also have a test preparation program for all students including ELLs that meets after school four days a week to teach test prep skills and strategies for ELA, Math, Science and NYSELAT. ELLs in the Dual Language program and ESL program in grades K-5 participate in a four day a week after school program. They receive small group instruction in the area of need. Lessons are planned in 6 week cycles to let them cycle through different content areas if they have multiple needs. Dual language and ESL teachers meet once a month to re-organize groups based on student needs. Additionally, ELLs also receive additional help one-on-one or in small groups with their teacher or a bilingual paraprofessional provide through the Bilingual Pupil Services program.

Our plan for continuing transitional support for ELLs reaching proficiency on the NYSESLAT includes giving proficient ELLs extra time during testing for 2 years, as well as inviting them to the after school program. We also invite all current and proficient ELLs to our extended day programs. All former ELLs in the Dual Language Program remain in Dual as EP students and receive extra assistance. All former ELLs in the ESL program remain in ESL for at least one year and receive additional support. ESL and Dual language teachers meet as a grade with monolingual teachers and share strategies with classroom teachers to develop reading and writing with former ELLs. If a child begins to struggle in a subject area or needs additional support, our Response to Intervention staff which includes 2 certified ESL teachers confer and decide on the best intervention plan for that student on a case by case basis.

As the demand for Dual Language program continues to grow, each year we add an additional classes to the program. This year we added several classes in Chinese and Spanish. We are using RAZKIDS and have expanded use of My Access! We also created new curriculum maps that embed the CCLS in literacy and mathematics in grades PreK-5. In addition, we are in the process of creating task bundles in literacy and mathematics for grades PreK-5 that will have UDL supports clearly outlined.

We have not discontinued any services and programs.

All students at PS 94 including ELLs have equal access to every program and are invited to participate in every program. 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.

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

B. Programming and Scheduling Information--Continued

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

Our targeted intervention program for ELLs include AIS intervention includes English Language Arts, Math, Science and Social Studies. We also have a Enrichment coordinator who is a certified ESL teacher who provides intervention for struggling and advanced learners through project based instruction. We have 5 Reading recovery teachers 3 of which are Spanish Bilingual certified who provide reading intervention in Spanish and English to our early grade students. In addition, ELLs are invited to extended day in the morning for small group instruction. We also have a test preparation program for all students including ELLs that meets after school four days a week to teach test prep skills and strategies for ELA, Math, Science and NYSELAT. ELLs in the Dual Language program and ESL program in grades K-5 participate in a four day a week after school program. They receive small group instruction in the area of need. Lessons are planned in 6 week cycles to let them cycle through different content areas if they have multiple needs. Dual language and ESL teachers meet once a month to re-organize groups based on student needs. Additionally, ELLs also receive additional help one-on-one or in small groups with their teacher or a bilingual paraprofessional provide through the Bilingual Pupil Services program.

Our plan for continuing transitional support for ELLs reaching proficiency on the NYSESLAT includes giving proficient ELLs extra time during testing for 2 years, as well as inviting them to the after school program. We also invite all current and proficient ELLs to our extended day programs. All former ELLs in the Dual Language Program remain in Dual as EP students and receive extra assistance. All former ELLs in the ESL program remain in ESL for at least one year and receive additional support. ESL and Dual language teachers meet as a grade with monolingual teachers and share strategies with classroom teachers to develop reading and writing with former ELLs. If a child begins to struggle in a subject area or needs additional support, our Response to Intervention staff which includes 2 certified ESL teachers confer and decide on the best intervention plan for that student on a case by case basis.

As the demand for Dual Language program continues to grow, each year we add an additional classes to the program. This year we added several classes in Chinese and Spanish. We are using RAZKIDS and have expanded use of My Access! We also created new curriculum maps that embed the CCLS in literacy and mathematics in grades PreK-5. In addition, we are in the process of creating task bundles in literacy and mathematics for grades PreK-5 that will have UDL supports clearly outlined.

We have not discontinued any services and programs.

All students at PS 94 including ELLs have equal access to every program and are invited to participate in every program. 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.

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

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

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 Models:

Stand Alone Sequential Literacy Grades Pre-K and K

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: Sequential

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.

Team Teaching Sequential Literacy Grades 1

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.

Literacy Instruction: Sequential

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 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. These students will also continue to receive formal literacy instruction in the first language.

Team Teaching Simultaneous Grade 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.

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

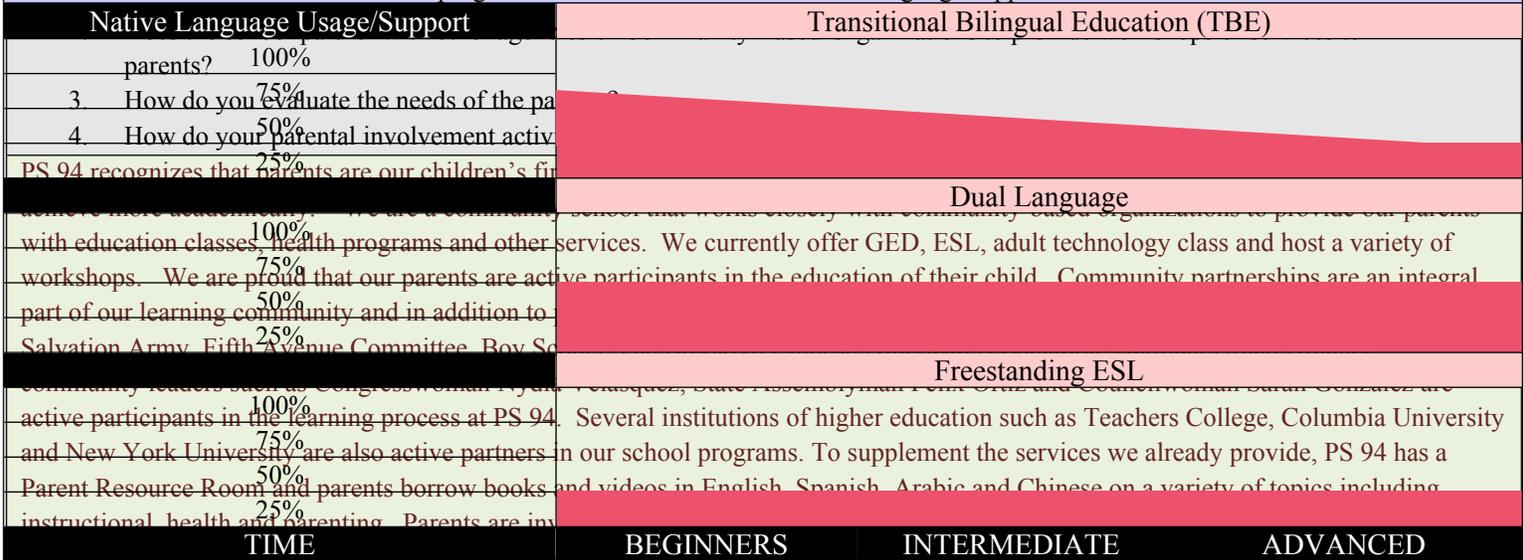
D. Professional Development and Support for School Staff

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, paraprofessionals and related service providers including speech, guidance, psychologist, OT, PT, SETTS and others teaching ELLs are familiar with second language strategies we provide targeted professional development on both the theory and practice of second language acquisition frequently. Due to our large ELL population we are all collectively responsible for the achievement and we ensure that everyone is familiar with best practices for ELLs. 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. We take our grade 4 and 5 students on college tours and have career days so they can begin to plan what they want to study. Students in grade 4 and 5 are required to write an essay on a career choice and plan out the steps they need to take to reach their career goal. In addition, the student council serves as ambassadors for our school and represent us at community forums and at recruitment fairs. Jose P. professional development is offered by CFN 612 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.

Native Language Usage and Supports

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



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

Education and we work with our CTE 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. We provide translators for every meeting and notices are sent home in English, Chinese and Spanish. In addition, we use School Messenger to remind parents of upcoming events.

B. Programming and Scheduling Information--Continued

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

Our targeted intervention program for ELLs include AIS intervention includes English Language Arts, Math, Science and Social Studies. We also have a Enrichment coordinator who is a certified ESL teacher who provides intervention for struggling and advanced learners through project based instruction. We have 5 Reading recovery teachers 3 of which are Spanish Bilingual certified who provide reading intervention in Spanish and English to our early grade students. In addition, ELLs are invited to extended day in the morning for small group instruction. We also have a test preparation program for all students including ELLs that meets after school four days a week to teach test prep skills and strategies for ELA, Math, Science and NYSELAT. ELLs in the Dual Language program and ESL program in grades K-5 participate in a four day a week after school program. They receive small group instruction in the area of need. Lessons are planned in 6 week cycles to let them cycle through different content areas if they have multiple needs. Dual language and ESL teachers meet once a month to re-organize groups based on student needs. Additionally, ELLs also receive additional help one-on-one or in small groups with their teacher or a bilingual paraprofessional provide through the Bilingual Pupil Services program.

Our plan for continuing transitional support for ELLs reaching proficiency on the NYSESLAT includes giving proficient ELLs extra time during testing for 2 years, as well as inviting them to the after school program. We also invite all current and proficient ELLs to our extended day programs. All former ELLs in the Dual Language Program remain in Dual as EP students and receive extra assistance. All former ELLs in the ESL program remain in ESL for at least one year and receive additional support. ESL and Dual language teachers meet as a grade with monolingual teachers and share strategies with classroom teachers to develop reading and writing with former ELLs. If a child begins to struggle in a subject area or needs additional support, our Response to Intervention staff which includes 2 certified ESL teachers confer and decide on the best intervention plan for that student on a case by case basis.

As the demand for Dual Language program continues to grow, each year we add an additional classes to the program. This year we added several classes in Chinese and Spanish. We are using RAZKIDS and have expanded use of My Access! We also created new curriculum maps that embed the CCLS in literacy and mathematics in grades PreK-5. In addition, we are in the process of creating task bundles in literacy and mathematics for grades PreK-5 that will have UDL supports clearly outlined.

We have not discontinued any services and programs.

All students at PS 94 including ELLs have equal access to every program and are invited to participate in every program. 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.

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:

B. Programming and Scheduling Information--Continued

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

Our targeted intervention program for ELLs include AIS intervention includes English Language Arts, Math, Science and Social Studies. We also have a Enrichment coordinator who is a certified ESL teacher who provides intervention for struggling and advanced learners through project based instruction. We have 5 Reading recovery teachers 3 of which are Spanish Bilingual certified who provide reading intervention in Spanish and English to our early grade students. In addition, ELLs are invited to extended day in the morning for small group instruction. We also have a test preparation program for all students including ELLs that meets after school four days a week to teach test prep skills and strategies for ELA, Math, Science and NYSELAT. ELLs in the Dual Language program and ESL program in grades K-5 participate in a four day a week after school program. They receive small group instruction in the area of need. Lessons are planned in 6 week cycles to let them cycle through different content areas if they have multiple needs. Dual language and ESL teachers meet once a month to re-organize groups based on student needs. Additionally, ELLs also receive additional help one-on-one or in small groups with their teacher or a bilingual paraprofessional provide through the Bilingual Pupil Services program.

Our plan for continuing transitional support for ELLs reaching proficiency on the NYSESLAT includes giving proficient ELLs extra time during testing for 2 years, as well as inviting them to the after school program. We also invite all current and proficient ELLs to our extended day programs. All former ELLs in the Dual Language Program remain in Dual as EP students and receive extra assistance. All former ELLs in the ESL program remain in ESL for at least one year and receive additional support. ESL and Dual language teachers meet as a grade with monolingual teachers and share strategies with classroom teachers to develop reading and writing with former ELLs. If a child begins to struggle in a subject area or needs additional support, our Response to Intervention staff which includes 2 certified ESL teachers confer and decide on the best intervention plan for that student on a case by case basis.

As the demand for Dual Language program continues to grow, each year we add an additional classes to the program. This year we added several classes in Chinese and Spanish. We are using RAZKIDS and have expanded use of My Access! We also created new curriculum maps that embed the CCLS in literacy and mathematics in grades PreK-5. In addition, we are in the process of creating task bundles in literacy and mathematics for grades PreK-5 that will have UDL supports clearly outlined.

We have not discontinued any services and programs.

All students at PS 94 including ELLs have equal access to every program and are invited to participate in every program. 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.

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

B. Programming and Scheduling Information--Continued

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

Our targeted intervention program for ELLs include AIS intervention includes English Language Arts, Math, Science and Social Studies. We also have a Enrichment coordinator who is a certified ESL teacher who provides intervention for struggling and advanced learners through project based instruction. We have 5 Reading recovery teachers 3 of which are Spanish Bilingual certified who provide reading intervention in Spanish and English to our early grade students. In addition, ELLs are invited to extended day in the morning for small group instruction. We also have a test preparation program for all students including ELLs that meets after school four days a week to teach test prep skills and strategies for ELA, Math, Science and NYSELAT. ELLs in the Dual Language program and ESL program in grades K-5 participate in a four day a week after school program. They receive small group instruction in the area of need. Lessons are planned in 6 week cycles to let them cycle through different content areas if they have multiple needs. Dual language and ESL teachers meet once a month to re-organize groups based on student needs. Additionally, ELLs also receive additional help one-on-one or in small groups with their teacher or a bilingual paraprofessional provide through the Bilingual Pupil Services program.

Our plan for continuing transitional support for ELLs reaching proficiency on the NYSESLAT includes giving proficient ELLs extra time during testing for 2 years, as well as inviting them to the after school program. We also invite all current and proficient ELLs to our extended day programs. All former ELLs in the Dual Language Program remain in Dual as EP students and receive extra assistance. All former ELLs in the ESL program remain in ESL for at least one year and receive additional support. ESL and Dual language teachers meet as a grade with monolingual teachers and share strategies with classroom teachers to develop reading and writing with former ELLs. If a child begins to struggle in a subject area or needs additional support, our Response to Intervention staff which includes 2 certified ESL teachers confer and decide on the best intervention plan for that student on a case by case basis.

As the demand for Dual Language program continues to grow, each year we add an additional classes to the program. This year we added several classes in Chinese and Spanish. We are using RAZKIDS and have expanded use of My Access! We also created new curriculum maps that embed the CCLS in literacy and mathematics in grades PreK-5. In addition, we are in the process of creating task bundles in literacy and mathematics for grades PreK-5 that will have UDL supports clearly outlined.

We have not discontinued any services and programs.

All students at PS 94 including ELLs have equal access to every program and are invited to participate in every program. 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.

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

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.

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 Models:

Stand Alone Sequential Literacy Grades Pre-K and K

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: Sequential

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.

Team Teaching Sequential Literacy Grades 1

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.

Literacy Instruction: Sequential

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 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. These students will also continue to receive formal literacy instruction in the first language.

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, paraprofessionals and related service providers including speech, guidance, psychologist, OT, PT, SETTS and others teaching ELLs are familiar with second language strategies we provide targeted professional development on both the theory and practice of second language acquisition frequently. Due to our large ELL population we are all collectively responsible for the achievement and we ensure that everyone is familiar with best practices for ELLs. 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. We take our grade 4 and 5 students on college tours and have career days so they can begin to plan what they want to study. Students in grade 4 and 5 are required to write an essay on a career choice and plan out the steps they need to take to reach their career goal. In addition, the student council serves as ambassadors for our school and represent us at community forums and at recruitment fairs. Jose P. professional development is offered by CFN 612 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, Boy Scouts, 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 monthly instructional 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. We provide translators for every meeting and notices are sent home in English, Chinese and Spanish. In addition, we use School Messenger to remind parents of upcoming events.

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)	130	56	32	19	25	19								281
Intermediate(I)	0	81	24	38	29	16								188
Advanced (A)	40	33	50	33	45	30								231
Total	170	170	106	90	99	65	0	0	0	0	0	0	0	700

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	5	14	8	13	5	9							
	I	55	23	14	18	9	9							
	A	45	69	46	45	22	28							
	P	31	72	32	29	36	32							
READING/ WRITING	B	14	29	20	22	12	15							
	I	46	33	36	29	19	15							
	A	27	36	33	43	24	25							
	P	49	80	11	11	17	23							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	40	34	13	1	88
4	20	31	13	0	64
5	30	20	6	0	56
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	5	3	12	14	18	9	3	0	64
4	6	4	20	7	15	7	5	6	70

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	2	2	20	12	21	10	6	5	78
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	3	8	10	12	14	9	9	66
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	2	16	42	10	6	23	25	10
Chinese Reading Test	3	16	24	20	12	6	30	14

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.

We assess early literacy skills in several ways at PS 94. We administer the Fountas and Pinnell Reading Tracker in English and Spanish in September to identify reading levels. In addition, every child is required to quick publish a writing piece to assess writing levels. Teachers have created assessments in Chinese and Spanish in reading and writing to assess literacy skills for our Chinese population. These assessments are aligned to the common core standards. In grades K-2 we use the results of these early literacy assessments to identify ELLs who are at risk these students participate in Reading Recovery, Chinese Language, Spanish Language Intervention or ESL Intervention. We track book levels monthly and use all data streams to assist students at risk.

ELLs at PS 94 have shown great progress in the NYSESLAT. The number of beginners has decreased by 8% compared to last year and the majority of Beginners are first time tested students. 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. Further analysis by grade level teacher teams conducted in September indicates that although overall students are performing better in listening and speaking as expected; reading and writing has improved significantly in all grades. 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.

In grades K and 1 they were 314 ELLs tested of these:

Reading and Writing section:

43 scored B

79 scored I

63 scored A

129 scored P

Listening and Speaking section:

19 scored B

78 scored I

114 scored A

103 scored P

Overall results for K and 1:

49- scored B

107 scored I

87 scored A

71 scored P

In grades K and 1 reading and writing scores have been the highest we have had in three years and we attribute it to focused vocabulary development and grammar units we created last year. Teachers also analyzed student work and identified gaps in grades K and 1 that will

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.

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Janette Caban	Principal		11/18/11
Maria Interlandi	Assistant Principal		11/18/11
Nancy Fung	Parent Coordinator		11/18/11
Debbie Gonzalez	ESL Teacher		11/18/11
Roxanne Diaz	Parent		11/18/11
Fook Hui	Teacher/Subject Area		11/18/11
Maria Montanez	Teacher/Subject Area		11/18/11
Stacy Hernandez	Coach		11/18/11
Kirsten Nordstrom	Coach		11/18/11
Christopher Veinni	Guidance Counselor		11/18/11
Margarita Nell	Network Leader		11/18/11
Cristina Hemley	Other <u>Reading Recovery</u>		11/18/11
Emma Peleaz Velazquez	Other <u>Reading Recovery</u>		11/18/11
Carmen Asselta	Other <u>Assistant Principal</u>		11/18/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 15k094 **School Name:** The Henry Lonfellow

Cluster: 6 **Network:** 612

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 school report card, 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 for all parents. Findings were shared with the school community through the SLT, PTA meeting, Keeping Current bulletin and school's newsletter.

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 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 3 languages, English, Chinese and Spanish. Translations are provided by school staff, outside agencies such as Brooklyn Chinese American Association and are parent volunteers.

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.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Henry Longfellow International	DBN: 15K094
Cluster Leader: Jose Ruiz	Network Leader: Margarita Nell
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 761
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 60
of certified ESL/Bilingual teachers: 60
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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.

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 although ELLs did not make AYP by 1 point 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 Learning A to Z, Time for Kids 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

Part B: Direct Instruction Supplemental Program Information

Targeted Population: ELLs Grades K-5

A review of our 2011 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 Learning A to Z, Time for Kids and MY ACCESS. It will focus upon using Balanced Literacy (Holdaway (1979), Ferreiro & Teberosky (1982), Yaden (1988) Bridge, Winograd, & Haley; Pikulski & Kellner, (1992) to complete a writing project aligned to the CCLS and 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, Fountas and Pinnel levels 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.

After School ELL Academy

- 3 days a week (varies by teacher availability and grade)
- 61 fully certified ESL or Bilingual Teachers
- ELLs in grades K-5
- 3:00pm-4:00pm
- 20 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

Part B: Direct Instruction Supplemental Program Information

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.

Part C: Professional Development

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

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

Begin description here: 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 aligning the CCLS language strand to the reading and writing units of study. They will also develop rubrics for each unit and use performance-based assessment scoring guides to collect

Part C: Professional Development

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:

- o Academic Rigor
- o Content Area Instruction
- o Effective Teaching Practices and Strategies for ELLs
- o 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). [??](#)

Part D: Parental Engagement Activities

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

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

Begin description here: 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

Part D: Parental Engagement Activities

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.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		