



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** THE HENRY LONGFELLOW SCHOOL

**DBN:** 15K094

**PRINCIPAL:** JANETTE CABAN

**EMAIL:** JCABAN@SCHOOLS.NYC.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	
Tracy Galtieri	*UFT Chapter Leader or Designee	
Arelis Castelan	*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	
Nancy Casona-Castro	Member/ UFT	
Kathleen Vlismas	Member/ DC37	
Oliva Perez	Member/ Parent	
Elizabeth Martinez	Member/Parent	
Claudia Tapia	Member/Parent	
Qin Wen Zhang	Member/Parent	
Xing E Lin	Member/Parent	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## **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**

To increase the number of students performing at Proficiency level in English Language Arts, in particular students with IEPs and English Language Learners. By June 2013, 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**

#### **English Language Arts:**

In ELA, 35% of students achieved a 3 or 4 in 2012 as compared to 44% in 2011. Further analysis indicates that the school overall showed an increase in levels 1 and 2 by 7% from 2011. Grade three showed an increase of 9% in level 2, grade four decreased of 12% in levels 3 and 4 and grade five had an increase of 5% in level 2 and a decrease of 3% in levels 3 and 4. 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**

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 50% non-fiction and 50% fiction. Our partnerships with Aussies, 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 aligned our curriculum maps to the Common Core State Standards and have created performance based literacy tasks through the content areas of social studies and science.

### **Strategies to increase parental involvement**

- Parents will continue to receive training with the Common Core Standards.
- Parents will receive a progress report for their child in February.
- We will continue to provide assistance to parents in understanding City, State and Federal standards and assessments.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here: Per Diem – Tax Levy Fair Student Funding; Per Session - Tax Levy Fair Student Funding, Title III

Curriculum & Staff development funding for TC, Aussies, NUA, 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

**Service and program coordination**

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.

**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**

To increase the number of students performing at Proficiency level in Mathematics including students with IEPs and English Language Learners. By June 2013, 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**

**Mathematics**

In mathematics, 61% of students achieved a 3 or 4 in 2012 as compared to 64% in 2011. Further analysis of the NYS Mathematics test indicates that the school overall showed a decrease in levels 3 and 4 of 3% from 2011. Grade three showed an increase of 2% in levels 3 and 4, grade four became stagnant and grade five had a decrease of 8%. We are focusing on moving Levels 3 s to Level 4 and continue to move levels 1 and 2.

**Instructional strategies/activities**

Teachers will focus on providing greater opportunities for independent problem solving, fact challenging and building on fluency. Our partnerships with Exemplars will provide teachers with ideas for authentic contexts and questioning strategies that will increase the level of rigor in the classroom. We began to focus on the major shifts as per the Common Core State Standards.

**Strategies to increase parental involvement**

- 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

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy           Title I           Title IIA      X   Title III           Grants           Other

If other is selected describe here: Per Diem – Tax Levy Fair Student Funding; Per Session - Tax Levy Fair Student Funding, Title III Curriculum & Staff development funding for Exemplars, 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

**Service and program coordination**

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.

**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**

By June 2013, 100% of teachers will have participated in professional development opportunities focused on writing IEP goals that are aligned to common core learning standards and best teaching practices in special education classrooms. By June 2013, the number of teacher initiated referrals and suspensions will decrease by 5%.

**Comprehensive needs assessment**

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**

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 Aussies, Teachers College, Exemplars, and National Urban Alliance.

**Strategies to increase parental involvement**

- 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

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here: Per Diem – Tax Levy Fair Student Funding; Per Session - Tax Levy Fair Student Funding, Title III Curriculum & Staff development funding for TC, Aussies, Exemplars, 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

**Service and program coordination**

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.

### **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**

By June 2013, 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**

As the data indicates we still continue to have student perform at levels 1 and 2. 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**

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, Aussies, Exemplars, and National Urban Alliance.

#### **Strategies to increase parental involvement**

- 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

#### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy           Title I           Title IIA      X   Title III           Grants           Other

If other is selected describe here: Per Diem – Tax Levy Fair Student Funding; Per Session - Tax Levy Fair Student Funding, Title III Curriculum & Staff development funding for TC, Aussies, Exemplars, 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

#### **Service and program coordination**

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.



### **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**

By June 2013, 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.

In Science: Complete a task where it requires students to use reading, writing and discussion in evidence from text based on the content of science.

In Social Studies: Complete a task where it requires students to use reading, writing and discussion in evidence from text based on social studies content area.

#### **Comprehensive needs assessment**

Same as above

#### **Instructional strategies/activities**

- Common meeting time for both lower and upper academies bi-weekly
- Afterschool planning time for ESL teachers
- Participate in staff development with Aussies, Teachers college staff developer and with Exemplars 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.

#### **Strategies to increase parental involvement**

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.

**Budget and resources alignment**

• Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here: Per Diem – Tax Levy Fair Student Funding:Per Session - Tax Levy Fair Student Funding, Title III  
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**Service and program coordination**

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.

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Reading Recovery-One to One Daily Grade 1. Fountas & Pinell (leveled literacy intervention) Rally Skills, Scholastic Guided reading leveled kits. Guided Reading program small group-grades K-5 (Common Core: Sadlier Grammar Workshop, Vocabulary Workshop, Wordly Wise 3000; Systematic Academic Vocabulary Development, Ready New York CCLS Instruction 4, & 5)	Small group/Push –in  Grades K-1: 2 students Grades 2-3: 9 students Grades 4-5: 23 students	During the School Day
Mathematics	Math exemplars Investigations (TERC)	Small group/Push-in	During the School Day
Science	Guided Reading and writing through non-fiction texts (Fountas & Pinell) Scholastic leveled	Small group/Push-In Grades K-1: 30 students Grades 2-3: 32 students Grades 4-3: 32 students	During the School Day
Social Studies	Guided Reading and writing through non-fiction texts. (Fountas & Pinell)	Small group/Push-In	During the School Day

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At risk counseling to address behavior issues, crisis, management, suspensions, bereavement issues	Small group/1:1	During the School Day.
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### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

P.S. 94 have a hiring committee formed by the Principal, teachers, one parent. A criterion 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.

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

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**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 1<sup>st</sup> 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**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

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 1<sup>st</sup> 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.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

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

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

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

### C. Teacher Qualifications [?](#)

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

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

### D. School Demographics

Total number of students in school	<b>1331</b>	Total Number of ELLs	<b>761</b>	ELLs as share of total student population (%)	<b>57.18%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)	8	8	6	5	4	3								34
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	2	1	2	2	2	2								11
<b>Push-In</b>														0
<b>Total</b>	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
<b>TOTAL</b>	<b>0</b>													

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
<b>TOTAL</b>	<b>137</b>	<b>32</b>	<b>153</b>	<b>81</b>	<b>103</b>	<b>68</b>	<b>70</b>	<b>52</b>	<b>60</b>	<b>58</b>	<b>32</b>	<b>51</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>555</b>	<b>342</b>

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
<b>TOTAL</b>	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
<b>TOTAL</b>	<b>35</b>	<b>21</b>	<b>46</b>	<b>31</b>	<b>39</b>	<b>34</b>	<b>0</b>	<b>206</b>						

## 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 IEP goals. We currently have 1 Dual Language Spanish CTT class, 3 ESL CTT classes and 1 12:1:1 ESL class. These teachers are certified in Bilingual or ESL, Special Education and Common Branch. They work closely with the grade level teachers to ensure the same learning opportunities are offered. They scaffold instruction and provide small group instruction more frequently throughout the day. In addition, they use intergrated co-teaching practices that are adjusted to meet student need. We also provide bilingual SETTS, Speech, OT and PT services to our ELLs. Our guidance counselor and School based Support Team meets regularly to discuss the progress of students. Through the enrichment and intervention model our students with disabilities are mainstreamed at least 15 out of 35 periods a week. This flexible scheduling and grouping model is very sucessful and we attribute the 5% decertification rate of our special need students to general education settings to our diverse and inclusive programs.

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

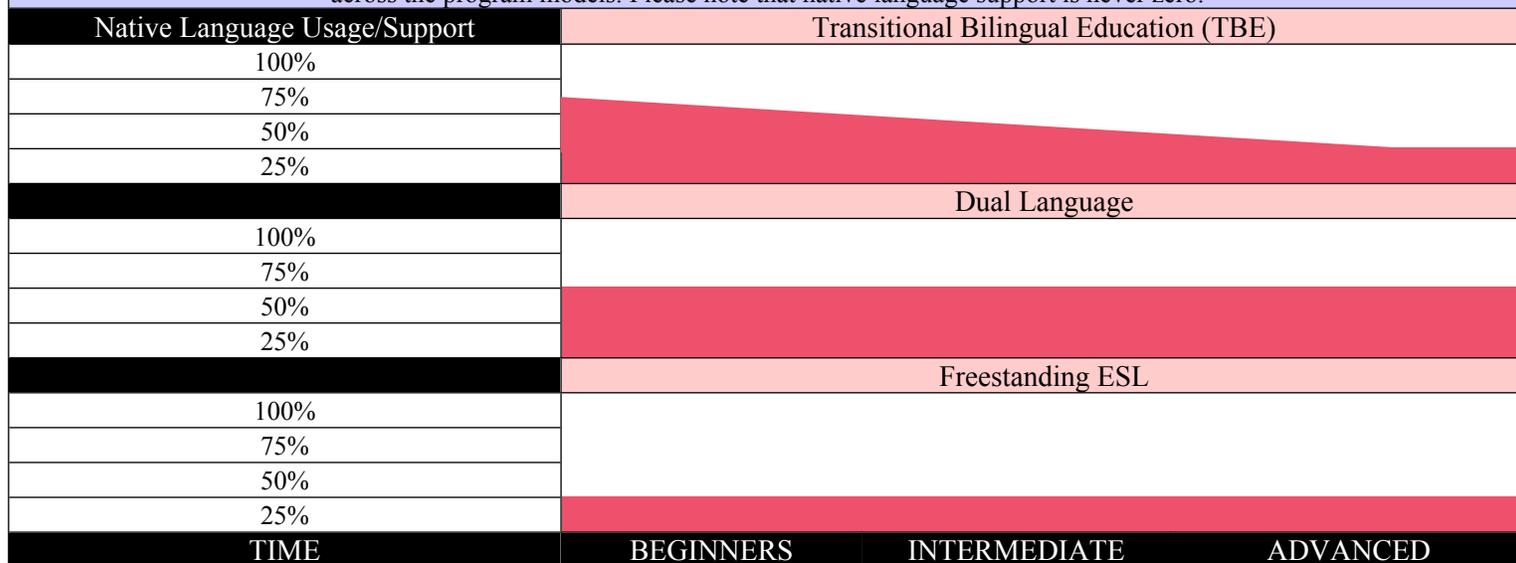
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

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

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

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

In addition to My Access! and Learning A to Z all upper grade and 10 lower grade classrooms are equipped with Smart Boards and/or Document Readers to enhance visual aspects of learning for ELLs. Our enrichment team created and designed a Project Lab, that contains learning centers including a technology center that have tasks with language strategies and modifications to promote learning in English and the native language.

Native language support is offered to our Dual Language and ESL students throughout the day through the curriculum, materials and interventions. Dual Language teachers support native language development by teaching literacy in the native language first. Native language support is provided through all components of the balanced literacy model. The Dual Language program hires teachers who are native speakers or fluent speakers to reinforce ELLs mastery of their first language. All students, starting in Kindergarten, take books home in the native language to read independently. Our ESL teachers support native language development by providing books in native language for students to take home and read with their families. Native language dictionaries, glossaries and text books are also in every classroom. We strongly believe in respecting and recognizing the importance of language and culture and are fully committed to preparing our students to become citizens of the world.

Students are taught according to their age and grade level. All ELL students receive required services and resources corresponding to their age, grade level and proficiency level.

Activities for Newly Enrolled ELLs include a summer school program for new ELLs as well as presently attending students. We also have organized tours for students and parents. We host a "Welcome to PS 94" in June and in September for all preregistered students. At these meetings classroom teachers present the curriculum and parents/students tour the school and have the opportunity to ask questions.

All students, including ELLs, are invited to participate in after school Chinese and Spanish classes.

### 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.

#### Literacy Instruction: Simultaneous

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

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

##### Teaching Configuration:

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

#### Literacy Instruction: Simultaneous

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

Both the Spanish and Chinese Dual programs have equitable language policy of 50/50 every day.

## 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 throughout 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
5	2	2	20	12	21	10	6	5	78
6									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 be addressed this year including more oral language development, letter sounds in particular ending sounds, distinguishing between upper and lower case letters and continue vocabulary development and grammar.

In grades 2-5 they were 355 ELLs tested of these:

Reading and Writing section:

69 scored B

99 scored I

125 scored A

62 scored P

Listening and Speaking section:

35 scored B

50 scored I

141 scored A

129 scored P

Overall results grades 2-5:

72 scored B

100 scored I

132 scored A

51 scored P

In grades 2-5 we will focus on reading and writing strategies as the NYSESLAT and ELA data indicates that is the greater need. The reading and writing demands in grades 2-5 are greater than K and 1 and we see a dip in grade 2 as the band changes. Teachers analyzed student work and identified gaps in writing in grades 2-5 that will be addressed this year including greater emphasis on grammar and the structure of written English.

While P.S. 94 ELLs have shown considerable yearly improvement in ELA, Math and Science as compared to the general population, a review of the test data for students in grades 3- 5 indicates that ELL students continue to score in the Level 1 & 2 range at greater numbers than monolingual students, and in particular, first time tested students. Our EP students and former ELLs in the Dual language program score at Level 3 and 4. ELLs in the Dual Language program perform better on all standardized tests than ELLs in ESL and as a result we have increased the number of dual language programs. We also noticed that students who used the native language accommodations (glossaries, translated exam or word to word dictionaries) in content area exams performed better than those who did not. This validates our belief that the use of the native language is a valuable instructional tool. The implications for instruction are that we must continue to use the native language as well as English with a focus on reading, writing, comprehension skills, and sustained reading.

Students in Dual Language are assessed on a regular, on-going basis to ensure that both ELLs and EP students are meeting all State and City standards. All language groups (English, Spanish and Chinese) are assessed in both languages to determine if they are achieving the Dual Language model goals of bilingualism and biliteracy, including the EP students. Dual Language teachers created a thematic curriculum for native language arts instruction that contains pre and post assessments that address all four modalities of literacy: Listening, Speaking, Reading and Writing for both ELLs and EP students. In addition, they created a report card that specifically addresses second language acquisition.

Assessments Grades K-2 Spanish Dual Classes

Fountas and Pinnell reading Tracker English and Spanish

TCRWP English

NYSESLAT

Student Portfolios in English and Spanish

Teacher created assessments English and Spanish

Rubrics English and Spanish

Teacher observations

Student-teacher conferences

Assessments Grades 3-5 Spanish Dual Classes

Fountas and Pinnell reading Tracker English and Spanish

Interim Assessments in ESL, ELA

TCRWP English

ELE

Standardized Tests (Math, ELA, NYSESLAT)

Student Portfolios in English and Spanish

Teacher created assessments English and Spanish

Rubrics English and Spanish  
Teacher observations  
Student-teacher conferences

**Assessments Grades K-2 Chinese Dual Classes**

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

TCRWP English

NYSESLAT

Student Portfolios in English and Chinese

Teacher created assessments English and Chinese

Rubrics English and Chinese

Teacher observations

Student-teacher conferences

**Assessments Grades 3-5 Chinese Dual Classes**

Fountas and Pinnell Reading Tracker in English

Interim Assessments in ESL and ELA

Chinese Reading Test

Standardized Tests (Math, ELA, NYSESLAT)

Student Portfolios in English and Chinese

Teacher created assessments English and Chinese

Rubrics English and Chinese

Teacher observations

Student-teacher conferences

We use several measures to evaluate progress and measure the success of our programs. In addition to progress on standardized tests we evaluate our success by speaking to parents teachers and students. Every year the demand for placement at 94 has grown and we are proud of the focused and comprehensive services provided to English Language Learners. Our program has grown because students are successful in the program. All teachers respect and recognize the importance of language and culture and are fully committed to preparing our students to become citizens of the world. Parents recognize and appreciate all we do to ensure that every child leaves 94 ready for college.

### 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)
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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**

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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

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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.

## 2012-13 Comprehensive Education Plan (CEP)

### 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 checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 325 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 20 # of certified ESL/Bilingual teachers: 20 # of content area teachers: 0
Describe the direct instruction supplemental program here and include the <ul style="list-style-type: none"> <li>• rationale</li> <li>• subgroups and grade levels of students to be served</li> <li>• schedule and duration</li> <li>• language of instruction</li> <li>• # and types of certified teachers</li> <li>• types of materials</li> </ul>

**Part B: Direct Instruction Supplemental Program Information**

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. 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. 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 Saturday Academy for ELLs in grades 3-5, 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. 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.

**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

### Part C: Professional Development

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 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

#### **Part D: Parental Engagement Activities**

involvement at PS 94 by over 60% through this parent education program. This grant would give us the opportunity to enhance this by providing writing activities specifically for parents. We would also use the services of artist Ana Soto to enhance the writing through illustrations. Parents will self publish books about their life, family or culture. The workshops will be led by the teachers and Ana Soto. Materials to be purchased include painting materials, drawing materials, and blank books. We anticipate that parents that participate in the program will become familiar with writing strategies with which to encourage and nurture their child's strengths and interests and improve their own writing literacy. Funds will be used to provide the opportunity for parents to join classes on educational trips throughout the year. In addition, we will host an ELL Showcase in May. Parents will be invited to view student work and speak to them about their projects.