Department of Education

Dennis M. Walcott, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: PS 94 THE HENRY LONGFELLOW SCHOOL

DBN (*i.e. 01M001*): 15K094

Principal: JANETTE CABAN

Principal Email: JCABAN@SCHOOL.NYC.GOV

Superintendent: ANITA SKOP

Network Leader: CYNTHIA FELIX

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

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 *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Dahiana Frias	Member/ Teacher- UFT	
Kate Levin	Member/ Teacher-UFT	
Deborah Gonzalez	Member/ Teacher-UFT	
Elizabeth Martinez	Member/ Parent	
Queenie Ling Zhang	Member/ Parent	
Jeronima Valerio	Member/ Parent	
Fenzi Yu	Member/ Parent	
Claudia Tapia	Member/ Parent	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.

- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.

- Align their goals with the current citywide instructional expectations**.**

- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Conduct a needs assessment of your school

- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.

- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

- Enumerate the strategies and activities that will be implemented to achieve each goal.

- Identify all fund sources that will be used for the completion of each activity.

- List the projected timeline for completion of each activity, including the start and end date of each activity.

- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, the number of students in grades 3-5 (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, Running Records , Guided Reading, Rally exams and MOSL NYC Performance Tasks.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
PS 94 has a large ELL population , of which 33.2% of ELL students scored at level 1 and 37.7 % scored at level 2, compared to only 5.7 % scored at level 3 and 4. In addition, for two consecutive years PS 94 has not met AYP for students with disabilities, as indicated in the NYS ELA 2012-2013 assessment; 95.3 % of Students with disabilities scored at level 1 and 4.7 scored at level 2 in the NYS ELA test. Therefore, our goal is to increase the number of students performing at Proficiency level in English Language Arts, in particular, students with IEPs and English Language Learners. In order to meet our goal, all teachers will continue to receive professional development with Generation Ready (AUSSIE) on running record assessments and guided reading using a balanced of 50% fiction and 50% non-fiction books in order to assess reading levels. We also have been focusing on increasing writing skills for the last two years and PS 94 agreed to use the MOSL NYC Performance tasks that assess the writing skills of forming an opinion, argument, and a persuasive essay grounded in evidence of text as stated in the Common Core Learning Standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
Use Fountas and Pinell Benchmark assessments and Running Records to form small group instruction around reading skills and strategies: Activity 1: Teachers will assess all students in grades K-5 four times a year September-October available for November Report Cards, December-January available for Progress Report in February, February-March available for March Report Cards and May-June available for Promotion and June Report Cards. Students in grades 3-5 will take the Rally exams in January. Teachers will use the results for instruction. **All students will be taking the MOSL NYC Performance tasks** Activity 1: Teacher inquiry teams meet weekly on Wednesdays with a focus on looking at student work in writing in order to implement strategies that assist all students create quality writing. Activity 2: Add or reduce scaffolding to Common Core aligned tasks to ensure that all students grapple with complex texts in rigorous and meaningful ways. **Teachers will be trained with the new ELA curriculum, Expeditionary Learning in reading, writing and word work; including close reading** Activity 1: Create and implement an action plan to accelerate all students' mastery of the Common Core Learning Standards by using learning targets and understanding how these targets engage and support all students.
B. Key personnel and other resources used to implement each strategy/activity
Assistant Principals, All Teachers: Specialty Teachers, AIS Teachers, and grade leader teachers.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Independent Reading Level Targets By June 2014

	September	November	March	June
Kindergarten	**Emergent story books and Shared Reading**	**1=Concepts of Print, Emergent 2=A 3=B 4=C or above**	**1= A or below 2=B 3=C 4=D or above**	**1= B or below 2= C 3= D 4= E or above**
Grade 1	**1=B or below 2=C 3=D/E 4=F or above**	**1=D or below 2=E 3=F 4=G or above**	**1=F or below 2=G 3=H 4=I or above**	**1= H or below 2= I 3= J 4= K or above**
Grade 2	**1=H or below 2=I 3=J/K 4=L or above**	**1=I or below 2=J 3=K 4=L or above**	**1=J or below 2=K 3=L 4=M or above**	**1= K or below 2= L 3= M 4= N or above**
Grade 3	**1=K or below 2=L 3=M 4=N or above**	**1=L or below 2=M 3=N 4=O or above**	**1=M or below 2=N 3=O 4=P or above**	**1= N or below 2=O 3=P 4=Q or above**
Grade 4	**1=N or below 2=O 3=P 4=Q or above**	**1=O or below 2=P 3=Q 4=R or above**	**1=P or below 2=Q 3=R 4=S or above**	**1=Q or below 2=R 3=S 4=T or above**
Grade 5	**1=Q or below 2=R 3=S 4=T or above**	**1=R or below 2=S 3=T 4=U or above**	**1=S or below 2=T 3=U 4=V or above**	**1=T or below 2=U 3=V 4=W or above**

D. Timeline for implementation and completion including start and end dates

Fountas and Pinell Assessments are quarterly; Rally exam in January; MOSL NYC Performance twice a year as per NYC DOE and the NYS ELA Exam once as per NYS Reading levels are collected quarterly. September 2013-June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Fountas and Pinell Benchmark Assessments Systems; Expeditionary Learning

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Parents will receive Report cards three times a year and a Progress Report in February
- Parents will continue to receive training with the Common Core Standards.
- We will continue to provide workshops to parents in understanding City, State and Federal standards and assessments.
- Parents will become reading partners at home and be required to sign at-home reading logs on a daily basis
- Parents will become learning partners and will visit the classroom the first Friday of the month

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA	X	Title IIA		Title III		Set Aside		Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, all students in grades K-2 (including students with IEPs and English Language Learners) will make significant gains in vocabulary development and word work skills. All students in grades K-2 will attain Mastery Level (80%) on all unit benchmarks in the Fundations Phonics Program. All K-2 students will have a performance level increase by 5% as indicated by the Fountas and Pinnell assessments, Running Records, Guided Reading, and MOSL NYC Performance Tasks.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
As indicated in goal number 1, since we have a large population of ELL and our largest ELL student population occurs in our early grades, in addition, our largest student population with students with speech related services occur in the early grades as well, our attention must be given to strengthening both the decoding and vocabulary skills of our children in grades K-2. Attention to achieving this goal will have a direct impact on comprehension development and overall literacy success in the grades 3-5.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
Teachers in grades K-2 will be trained in Wilson Fundations Activity 1: Teachers will provide daily instruction for thirty minutes Activity 2: Administer Fundations Unit Tests Activity 3: Unit Test Tracker will be utilized to monitor student performance and growth. **Use Fountas and Pinell Benchmark assessments and Running Records to form small group instruction around reading skills and strategies**: Activity 1: Teachers will assess all students in grades K-5 four times a year September-October available for November Report Cards, December-January available for Progress Report in February, February-March available for March Report Cards and May-June available for Promotion and June Report Cards. Students in grades 3-5 will take the Rally exams in January. Teachers will use the results for instruction. **All students will be taking the MOSL NYC Performance tasks** Activity 1: Teacher inquiry teams meet weekly on Wednesdays with a focus on looking at student work in writing in order to implement strategies that assist all students create quality writing. Activity 2: Add or reduce scaffolding to Common Core aligned tasks to ensure that all students grapple with complex texts in rigorous and meaningful ways.
2. Key personnel and other resources used to implement each strategy/activity
Assistant Principals, All Teachers: Specialty Teachers, AIS Teachers, and grade leader teachers.
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Independent Reading Level Targets By June 2014

	September	November	March	June
Kindergarten	**Emergent story books and Shared Reading**	**1=Concepts of Print, Emergent 2=A 3=B 4=C or above**	**1= A or below 2=B 3=C 4=D or above**	**1= B or below 2= C 3= D 4= E or above**
Grade 1	**1=B or below 2=C 3=D/E 4=F or above**	**1=D or below 2=E 3=F 4=G or above**	**1=F or below 2=G 3=H 4=I or above**	**1= H or below 2= I 3= J 4= K or above**
Grade 2	**1=H or below 2=I 3=J/K 4=L or above**	**1=I or below 2=J 3=K 4=L or above**	**1=J or below 2=K 3=L 4=M or above**	**1= K or below 2= L 3= M 4= N or above**
Grade 3	**1=K or below 2=L 3=M 4=N or above**	**1=L or below 2=M 3=N 4=O or above**	**1=M or below 2=N 3=O 4=P or above**	**1= N or below 2=O 3=P 4=Q or above**
Grade 4	**1=N or below 2=O 3=P 4=Q or above**	**1=O or below 2=P 3=Q 4=R or above**	**1=P or below 2=Q 3=R 4=S or above**	**1=Q or below 2=R 3=S 4=T or above**
Grade 5	**1=Q or below 2=R 3=S 4=T or above**	**1=R or below 2=S 3=T 4=U or above**	**1=S or below 2=T 3=U 4=V or above**	**1=T or below 2=U 3=V 4=W or above**

4. Timeline for implementation and completion including start and end dates

September 2013-June 2014

Fountas and Pinell Assessments are quarterly; MOSL NYC Performance twice a year as per NYC DOE

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Fountas and Pinnell Benchmark Assessments Systems, Wilson Fundations, Teachers College Reading and Writing Units (Thematic Approach), MOSL NYC Performance Tasks

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Parents will receive Report cards three times a year and a Progress Report in February
- Parents will continue to receive training with the Common Core Standards.
- We will continue to provide workshops to parents in understanding City, State and Federal standards and assessments
- Parents will receive workshops about how can they support their children with the Fundations phonics program
- Parents will become reading partners at home and be required to sign at-home reading logs on a daily basis
- Parents will become learning partners and will visit the classroom the first Friday of the month

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	Tax Levy		Title IA	X	Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, 100% of teachers will have an understanding of the competencies and the rubric from Charlotte Danielson's Framework for Teaching. We will continue to support teacher teams with the development of best teaching practices to increase the rigor and effectiveness of their instruction.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
During our initial informal observations and surveys of teacher practice, it was identified that teachers need more professional development in components 1e, 3a, 3b, 3c, 3d from the rubric from Charlotte Danielson's Framework for Teaching. Teachers are aware of and apply the expectations of the school's framework for teacher practice and the Depth of Knowledge (DOK) Matrix, however the level of questioning across classrooms was inconsistent. In addition, teachers needed to have deeper understanding of formative assessment strategies and specific goal-related feedback for students.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
All teachers will participate in professional development to foster understanding of effective planning and instruction by adhering to the Common Core Learning Standards to raise student achievement. Activity 1. All teachers will calibrate lessons as observed in training videos across competencies 1e, 3a, 3b, 3c, 3d. Activity 2. All teachers will complete three self-reflections regarding their practice within the specified domains of the Danielson rubric. Activity 3. All teacher teams (Inquiry, Grade Level, and Department) will look closely at student work (MOSL) in order to make instructional adjustment to increase student achievement a minimum of two times using a prescribed protocol for looking at student work. **All Special Education and partnered general education teachers will participate in professional development opportunities focused on social, emotional** learning and best practices for students with disabilities. Activity 1. All teachers will write a minimum of three highly effective lessons in accordance with the Danielson rubric. Activity 2. All teachers will review three case studies and write long term and short term goals aligned to the CCLS. Activity 3. All teachers will write a Behavior Intervention Plan and Functional Behavioral Assessment for all three case studies.
B. Key personnel and other resources used to implement each strategy/activity
Assistant Principals and Teachers. All teacher teams (Inquiry, Grade Level and Department). Assistant Principals will hold weekly meetings with all teachers and monthly feedback sessions for developing lessons.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
Improved teacher performance and development on each subsequent informal/formal observation based on the ADVANCE evaluation rubric. Improved lesson plans

Improved long term and short term goals
Self-Reflections

D. Timeline for implementation and completion including start and end dates

October 2013 - June 2014, MOSL Teacher Teams.
Beginning in September 2013 and ending in June 2014, All teachers and Assistant Principals.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Weekly Common Grade meetings
2. Inquiry Teams – Every Wednesday
3. Monthly IEP study groups

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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.

- Parents will continue to receive training with the Common Core Standards.
- Parents will receive a progress report for their child in January.
- Parents will continue to receive monthly assistance in understanding City, State and Federal standards and assessments through Parent As Learning Partners, Parent workshops and PTA meetings.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA	X	Title IIA		Title III		Set Aside		Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Annual Goal #4

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

To provide a well-developed 3 tier system of RTI services and AIS support to address the needs of those identified students who fell below the specified scale score on the 2013 standardized ELA and Mathematics Exam and for students in grades 1 and 2.

Comprehensive Needs Assessment

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

One of our top priorities as a school is to meet the needs of all students as we strive to meet high standards of performance. One of the values of standards-based education is that it forces us to look closely at those students who are at-risk of not meeting grade level achievement standards. This is an area we focused on last year and will continue to focus on this year. This support program is in direct response to a mandated state/city-wide instructional expectation for the 2013-2014 school year.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

Classroom teachers provide RTI Tier 1 intervention
Activity 1: At least 90 minutes of literacy instruction (Tier 1) provided on a daily basis.
Activity 2: At least 90 minutes of Mathematics instruction (Tier 1) provided on a daily basis.
Activity 3: Classroom teachers will provide daily direct, explicit, differentiated instruction in all the appropriate areas of the reading process, phonemic awareness, phonics, comprehension, fluency and vocabulary
Activity 4: Classroom teachers will provide daily small group Mathematics instruction using Exemplars

RTI/AIS Teachers provide RTI Tier 2 intervention
Activity 1: Our AIS teachers/grade facilitators will provide targeted small group instruction.
Activity 2: Our AIS/RTI team will meet weekly to analyze student data and provide additional support for instruction.
Activity 3: Students in Tier III will receive an additional 30-45 minutes of reading/math instruction (5 times per week).

All teachers provide additional 37.5 minutes (extended day) small group instruction
Activity1: Students in Tier II will also receive an additional 37.5 minutes of reading/ math instruction (2 times per week).

2. Key personnel and other resources used to implement each strategy/activity

All classroom teachers, Assistant Principals, RTI, AIS, Specialty and SETTS teachers

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Fountas & Pinnell Reading Levels – 4 times per year
NYS ELA, NYSESLAT & NYS Mathematics test results
Teacher articulation sheet, Assessments, Student notebook, Student work, Running Record, Writing, Close Reading pieces

4. Timeline for implementation and completion including start and end dates

September – January 2013-2014 and February-June 2014

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Fountas and Pinnell Leveled Literacy Intervention program, Reading Recovery, Reading Skill by Skill by Rally
Mathematics Skill by Skill by Rally and mathematics exemplars program through one on one and/or small group instruction.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- All assessment results sent to parents/guardians
- Various parental workshops focusing on AIS Programs and Literacy classroom instruction
- Fundations Workshops for parents of students in Grades K-2

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA	X	Title IIA		Title III		Set Aside		Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

6.

2. Key personnel and other resources used to implement each strategy/activity

1.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

4. Timeline for implementation and completion including start and end dates

1.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**

List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, etc.)***	**Method for delivery of service *(e.g. small group, one-to-one, tutoring, etc.)***	**When the service is provided *(e.g. during the school day, before or after school, etc.)***
ELA	Reading Recovery Fountas & Pinell Intervention System (leveled literacy intervention) Rally Skills, Scholastic Guided reading leveled kits. Guided Reading Wilson Fundations Ready New York CCLS	One to One Small group/Push–In Small group Push-In Small Group Whole class Small group	Daily during the school day Daily During the school day Daily during the school day Extended Day after school Daily during the school day Saturday Academy
Mathematics	Guided Math Exemplars	Small group/Push-in Whole Class	Daily during the school day Extended Day after school Saturday Academy
Science	Guided Reading	Small group/Push-In	Daily during the school day Extended Day after school Saturday Academy
Social Studies	Guided Reading	Small group/Push-In	Daily during the school day Extended Day after school Saturday Academy
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 Conflict Resolution	One-to-one Small group Whole Class	Weekly and as needed

Title I Information Page (TIP)
For Schools Receiving Title I Funding

A. All elements of the *All Title I Schools* section must be completed*.

A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.

B. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.					
X	**School Wide Program (SWP)**		**Targeted Assistance (TA) Schools**		**Non-Title I**

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
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, Expeditionary Learning, Generation Ready, Reading Recovery -New York University, Adelphi 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.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
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,

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
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.

SWP Schools Only

Transition Plans to Assist Preschool Children ***(Elementary Schools Only)***

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
We do not have Pre-Kindergarten classes.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
We created a vertical teacher team to discuss all options and receive professional development from the DOE. A decision was made and shared with the entire school community.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high–quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Directions and Guidance for Developing and Updating the Parent Involvement Policy (PIP) *(Required 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.

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

IV. 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;

V. 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.

Office of English Language Learners
Grades K-12 Language Allocation Policy
Submission Form
2013-14 to 2014-15 School Years

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

F. School Information ⓘ

District 00	Borough select one	School Number 000
School Name type here		

G. Language Allocation Policy Team Composition ⓘ

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal type here	Assistant Principal type here
Coach type here	Coach type here
ESL Teacher type here	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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 currently teaching in the ESL program.		Number of certified bilingual teachers not currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers not currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)		Total number of ELLs		ELLs as share of total student population (%)	%

Part II: 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☐	No☐	If yes, indicate language(s):
Dual language program	Yes☐	No☐	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs		**Newcomers (ELLs receiving service 0-3 years)**		**ELL Students with Disabilities**	
SIFE		**ELLs receiving service 4-6 years**		**Long-Term (completed 6+ years)**	

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0
Number of ELLs who have an alternate placement paraprofessional:										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: Native American: ___ White (Non-Hispanic/Latino): ___ Other:	

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part III: Assessment Analysis

Assessment Breakdown

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

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)														0

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									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				
Foreign Language				
Government				
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)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

1. 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
   Paste response to questions here:
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
   Paste response to question here:
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)
   Paste response to question here:
4. For each program, answer the following:
   a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
   b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
   c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

   Paste response to questions here:
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see *RtI Guide for Teachers of ELLs*.)
   Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?
   Paste response to question here:
7. For dual language programs, answer the following:
   a. How are the English-proficient students (EPs) assessed in the second (target) language?
   b. What is the level of language proficiency in the second (target) language for EPs?
   c. How are EPs performing on State and City Assessments?

   Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
   Paste response to question here:

Part IV: 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 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. (Refer to *ELL Policy Brief* and EPIC.)
   Paste response to question here:
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.
   Paste response to question here:
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
   Paste response to question here:

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.
   Paste response to question here:
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
   Paste response to question here:
6. 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.) 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.
   Paste response to question here:

Part V: ELL Programming

A. Programming and Scheduling Information

6. How is instruction delivered? (see *The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*)
   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])?

   Paste response to questions here:
7. 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)?

   Paste response to questions here:
8. 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 foster language development and meet the demands of the Common Core

Learning Standards.

Paste response to question here:

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

   Paste response to question here:

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

    Paste response to question here:

11. How do you differentiate instruction for ELL subgroups?
    a. Describe your instructional plan for SIFE.
    b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
    c. Describe your plan for ELLs receiving service 4 to 6 years.
    d. Describe your plan for long-term ELLs (completed 6+ years).
    e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

    Paste response to questions here:

12. 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?

    Paste response to question here:

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

    Paste response to question here:

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

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

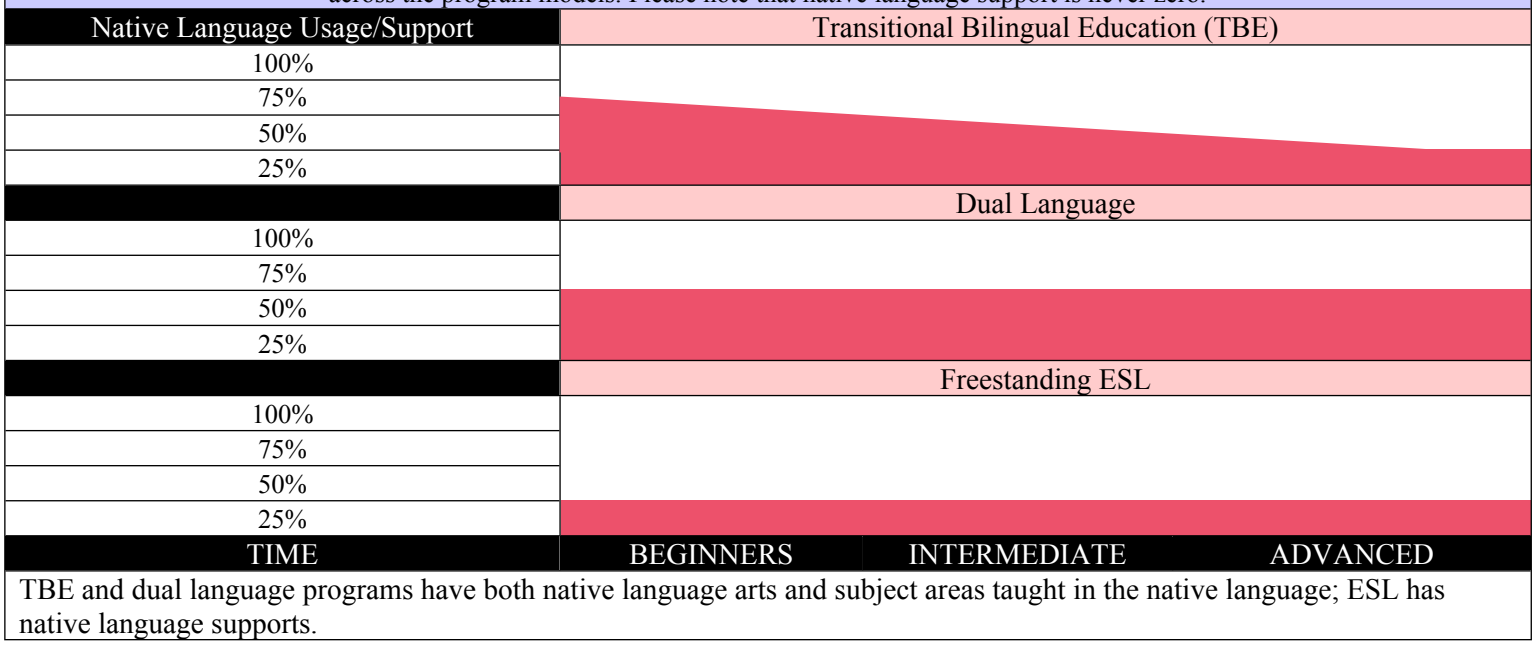
	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

Native Language 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

14. 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.
    Paste response to question here:
15. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
    Paste response to question here:
16. What new programs or improvements will be considered for the upcoming school year?
    Paste response to question here:
17. What programs/services for ELLs will be discontinued and why?
    Paste response to question here:
18. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    Paste response to question here:
19. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
    Paste response to question here:
20. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
    Paste response to question here:
21. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
    Paste response to question here:
22. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
    Paste response to question here:
23. What language electives are offered to ELLs?
    Paste response to question here:
24. For schools with dual language programs:
    a. How much time (%) is the target language used for EPs and ELLs in each grade?
    b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
    c. How is language separated for instruction (time, subject, teacher, theme)?
    d. What Dual Language model is used (side-by-side, self-contained, other)?
    e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

    Paste response to questions here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

   Paste response to questions here:

D. Parental Involvement

6. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
7. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
8. How do you evaluate the needs of the parents?
9. How do your parental involvement activities address the needs of the parents?

Paste response to questions here:

E. 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.

Paste response to question here:

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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 15K094 **School Name:** The Henry Longfellow

Cluster: 6 **Network:** 612

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

Part A: Needs Assessment Findings

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

The data used to assess written translation and oral interpretation needs are the school report card, School Leadership Team survey, PTA meetings and Parent-Teacher Conference.

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

The findings indicate that there is a need for written translation and oral interpretation in the following languages: Spanish, Chinese for all parents.Findings were shared with the school community through the SLT, PTA meeting, Keeping Current bulletin and school's newsletter.

Part B: Strategies and Activities

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

All notices including but not limited to the Parents Bill of Rights, Saftey 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 LongfellowInternational	DBN: 15K094
Cluster Leader: Jose Ruiz	Network Leader: Margarita Nell
This school is (check one): ☒conceptually consolidated (skip part E below) ☐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): ☐Before school ☒After school ☒Saturday academy ☐Other: _____
Total # of ELLs to be served: 325 Grades to be served by this program (check all that apply): ☐K ☐1 ☒2 ☒3 ☒4 ☒5 ☐6 ☐7 ☐8 ☐9 ☐10 ☐11 ☐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 • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials

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 NYSESLAST 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:

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

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

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.