

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: PS 94 THE HENRY LONGFELLOW SCHOOL

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

Principal: JANETTE CABAN

Principal Email: JCABAN@SCHOOLS.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 Comprehensive Educational Plan (CEP), 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 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.
5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

| Name | Position and Constituent Group Represented | Signature |
|--------------------|--|-----------|
| Janette Caban | *Principal or Designee | |
| Alfredo Pelaez | *UFT Chapter Leader or Designee | |
| Arelis Castelan | *PA/PTA President or Designated Co-President | |
| Rebecca DeTapia | DC 37 Representative, if applicable | |
| | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| Rebecca Giordano | CBO Representative, if applicable | |
| Dahiana Frias | Member/ UFT | |
| Debra Gonzalez | Member/ UFT | |
| Elizabeth Martinez | Member/ Parent | |
| Jeroninah Valerio | Member/ Parent | |
| Lelia Velazquez | Member/ Parent | |
| Claudia Tapia | 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 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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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 | |
|--|--|
| X | School Leadership Team Signature Page |
| | Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements) |
| | ▪ Annual Goal |
| X | ▪ 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) |
| X | Academic Intervention Services (AIS) |
| X | Title I Plan (Only for schools receiving Title I funding) |
| X | 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 2015 teachers will ensure that deepened levels of questioning and opportunities for rich student led discussions are routinely provided to all students in all classrooms and content areas. (Q.R.1.2; CF Rigorous Instruction & Trust)

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 population of 1557 of which 976 are ELLs. 72% of ELL students scored at level 1 and 4 % scored at levels 3 and 4 in the ELA. In addition, for two consecutive years PS 94 has not met AYP for students with disabilities, as indicated in the NYS ELA 2013-2014 assessment; 86% of Students with disabilities scored at level 1 and 14% 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. Further analysis indicates that the school overall showed a decreased in level 1 by 4% and in level 2 by 2% from 2013. Grade three showed an increase of 3% in level 1 and an increase of 2% in levels 3 and 4. However, 50% of our ELL students scored advanced in the NYSESLAT. In mathematics, 39% in 2014 of our students performed at levels 3 and 4 compared to 32% in 2013. The data also shows that there was a decrease in level 1 by 5% and level 2 by 2%. Grade four performed at levels 3 and 4 at 45% compared to the city at 40%. We continue to focus on increasing the progress and performance of all students in ELA, NYSESLAT and Mathematics. In order to meet our goal, all teachers will continue to receive professional development with deepening levels of questioning through small group instruction, and project based learning in order to assess rich student led discussions. We also have been focusing on increasing writing skills for the last three years and PS 94 agreed to use the Writing Pathways by Lucy Calkins writing an opinion, argument, and a persuasive essay grounded in evidence of text as stated in the Common Core Learning Standards. In ELA, 20% of students achieved a 3 or 4 in 2014 as compared to 18% in 2013. 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.

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

Activity 1: Teacher inquiry teams meet every other Monday with a focus on looking at student work in writing and project based learning in order to implement strategies that assist all students create quality writing and rich discussion of their projects, including oral presentation.

Activity 2: Identify scaffolds that will support language and literacy development in the Common Core aligned tasks to ensure that all students grapple with complex texts in rigorous and meaningful ways.

Activity 3: Students will use conversation prompts to review their portfolios with their parents and share where they are at and next steps in all subject areas.

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

Activity 1: Principal Caban, Assistant Principals, All Teachers: Specialty Teachers, AIS Teachers, and grade leader teachers, Students and Parents

Activity 2: Principal Caban, Assistant Principals, All Teachers: Specialty Teachers, AIS Teachers, and grade leader teachers, Students and Parents

Activity 3: Principal Caban, Assistant Principals, All Teachers: Specialty Teachers, AIS Teachers, and grade leader teachers, Students and Parents

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

Activity 1: Inquiry work will be monitored by grade leaders, Project Based Learning will be observed by administration.

Activity 2: Independent Reading Level Targets 2015

| | 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 |

Activity 3: Administrators will observe student led conferences

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

Activity 1: Sept 2014- June 2015

Activity 2: Student led conferences - During the October , March and June conferences

Activity 3: Sept 2014- June 2015

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

Activity 1: Student work samples, PBL in the Elementary Grades, CFN 612 and School Based Professional Development for Teachers, Buck Institute

Activity 2: Fountas and Pinnell Benchmark Assessments, Core Knowledge, Expeditionary Learning, Writing Pathways, Exemplars, CFN 612 and School Based Professional Development for Teachers,

Activity 3: CFN 612 and School Based Professional Development for Teachers on student led conferences,

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 continue to receive training with the Common Core Standards.
- Parents will receive a progress report for their child in January.
- Parents will receive assistance in understanding City, State and Federal standards and assessments
- Students will speak with parents during Parent Teacher Conference
- Parents will take part in project based learning during Parents as Learning Partners and Parent Engagement on Tuesdays

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.

None

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 2015 we will have deepened the collaborative focus of the school's culture so that all educators including parents and community based organizations can better focus on the needs of students. By building a more cohesive team of all stakeholders and clarity of vision, student growth can be addressed more rigorously. (Q.R.1.4; CF- Strong Family-Community Ties, Effective School Leadership & Trust)

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.

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

We pride ourselves on having high expectations for all students our School Quality Snapshot indicates the following:

92% of parents feel that the school offers a wide enough variety of courses

69% of teachers would recommend this school to parents

And we scored in the fair category in both how interesting & challenging curriculum and how effective teaching and learning is.

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

Teachers, parents, students, staff have an understanding of the schools' vision and instructional focus

Activity 1: Parents, teachers, students and administrators created a set belief of core values

Activity 2: Students created a school pledge in all three languages, English, Spanish and Chinese

Activity 3: Administrators and teachers created a school instructional focus and shared with the school community

Activity 4: School uniform was approved and is used by students

Activity 5: School wide Celebrations academic, cultural, social are done monthly and all members of the community are invited

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

Activity 1: Principal, Assistant Principals, Teachers, Parents, Students, Parent Coordinator, Family Worker, CFN 612

Activity 2: Principal, Assistant Principals, Teachers, Parents, Students, Parent Coordinator, Family Worker, CFN 612

Activity 3: Principal, Assistant Principals, Teachers, Parents, Students, Parent Coordinator, Family Worker, CFN 612

Activity 4: Principal, Assistant Principals, Teachers, Parents, Students, Parent Coordinator, Family Worker, CFN 612

Activity 5: Principal, Assistant Principals, Teachers, Parents, Students, Parent Coordinator, Family Worker, CFN 612

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

Activity 1

Activity 1: PD on core beliefs and how they tie into instructional core

Activity 2: Students will write about how they apply pledge in January and June. Student Council and Student Ambassadors will reinforce pledge daily in announcements.

Activity 3: Ongoing teacher observations, conversations with students and parents

Activity 4: Parent Coordinator will create reward system for compliance in wearing uniform

Activity 5: Participation, engagement and attendance at celebrations

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

Activity 1: September 2014-June 2015

Activity 2: September 2014-June 2015

Activity 3: September 2014-June 2015

Activity 4: September 2014-June 2015

Activity 5: September 2014-June 2015

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

Activity 1: Administrators, Teachers, Staff, PTA, School Leadership Team, Parents, Students, Community Based Organizations: Center for Family Life and Brooklyn Chinese American

Activity 2: Administrators, Teachers, Staff, PTA, School Leadership Team, Parents, Students, Community Based Organizations: Center for Family Life and Brooklyn Chinese American

Activity 3: Administrators, Teachers, Staff, PTA, School Leadership Team, Parents, Students, Community Based Organizations: Center for Family Life and Brooklyn Chinese American

Activity 4: Administrators, Teachers, Staff, PTA, School Leadership Team, Parents, Students, Community Based Organizations: Center for Family Life and Brooklyn Chinese American

Activity 5: Administrators, Teachers, Staff, PTA, School Leadership Team, Parents, Students, Community Based Organizations: Center for Family Life and Brooklyn Chinese American

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 attend school events such as International Food Festival
- Parents attend meetings and workshops provided by the school and PTA
- Parents attend Parents as Learning Partners on the first Fridays of the month
- Parents meet with their children's teachers on Tuesday afternoons to support their children at home
- Parents will work together with their children on projects

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.

None

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 2015 we will have aligned assessment practices to curricula, to generate data that further supports instructional and pedagogical changes on the grade and individual student level, in order to maximize learning for all students. (Q.R.2.2; CF-Effective School Leadership & Trust)

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.

Assessments are aligned to our curriculum, teachers and students use rubrics and checklists, teachers use exit tickets and do mid checkpoints for understanding. In addition, teachers confer with students and provide feedback to students. The instructional teacher team reviewed our quality review 2012 and conducted a school wide walkthrough and visited every classroom. Their findings were that teachers needed to have deeper understanding of formative assessment strategies to improve specific goal-related feedback to students with a clear understanding of next steps.

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

Teachers will follow the curriculum maps aligned to the units of study in all subject areas and CCLS.

Activity 1: These units have mid-unit and end of the units assessments.

Activity 2: In addition, rubrics and checklists are used to assess student's writing, as well as exemplars and project based learning presentations.

Activity 3: Students use reading logs to track what genre are they reading and how much reading they are doing

Activity 4: Teachers use conferring notes to gather student data.

Activity 5: Teachers assess students' reading levels four times during the year with the Fountas and Pinnell Benchmark.

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

Activity 1: Principal Caban, Assistant Principals, All Teachers: Specialty Teachers, AIS Teachers, and grade leader teachers, Students and Parents

Activity 2: Principal Caban, Assistant Principals, All Teachers: Specialty Teachers, AIS Teachers, and grade leader teachers, Students and Parents

Activity 3: Principal Caban, Assistant Principals, All Teachers: Specialty Teachers, AIS Teachers, and grade leader teachers, Students and Parents

Activity 4: Principal Caban, Assistant Principals, All Teachers: Specialty Teachers, AIS Teachers, and grade leader teachers, Students and Parents

Activity 5: Principal Caban, Assistant Principals, All Teachers: Specialty Teachers, AIS Teachers, and grade leader teachers, Students and Parents

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

Activity 1: Progress on units

Activity 2: Progress on rubrics and students self-assessments on checklists

Activity 3: Teachers will track student reading weekly

Activity 4: Progress on NYS ELA, NYSESLAT, NYS Math, and NYS Science, MOSL

Activity 5: Progress on reading levels

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

Activity 1: Ongoing throughout the school year September 2014-June 2015.

Activity 2: Ongoing throughout the school year September 2014-June 2015.

Activity 3: Ongoing throughout the school year September 2014-June 2015.

Activity 4: Ongoing throughout the school year September 2014-June 2015.

Activity 5: Ongoing throughout the school year September 2014-June 2015.

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

Activity 1: Principal Caban, Assistant Principals, All Teachers: Specialty Teachers, AIS Teachers, and grade leader teachers, Students and Parents
Activity 2: Principal Caban, Assistant Principals, All Teachers: Specialty Teachers, AIS Teachers, and grade leader teachers, Students and Parents
Activity 3: Principal Caban, Assistant Principals, All Teachers: Specialty Teachers, AIS Teachers, and grade leader teachers, Students and Parents
Activity 4: Principal Caban, Assistant Principals, All Teachers: Specialty Teachers, AIS Teachers, and grade leader teachers, Students and Parents
Activity 5: Principal Caban, Assistant Principals, All Teachers: Specialty Teachers, AIS Teachers, and grade leader teachers, Students and Parents

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).

- Teachers share student data with parents
- Students share their progress with parents during student led conferences
- Everybody Reads Day
- Posting rubrics and checklists on every floor so parents have access to them
- Monthly grade newsletters that outline units of study
- Tuesday Parent 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.

None

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.

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.

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

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

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

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

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

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.

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.

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

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

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

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

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

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 | X | 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 Great Leaps Small Group Gr. 2-5- Fountas & Pinell (leveled literacy intervention), Rally Skills, Scholastic Guided reading leveled books, Common Core: Sadlier Grammar Workshop | One to One Daily Grade 1. One on one and small group K-5 Small group/Push –in Grades K-1: 10 students Grades 2-3: 200 students Grades 4-5: 200 students | During School Day, Saturday Academy |
| Mathematics | Math exemplars | Small group/Push-in | During School Day, Saturday Academy |
| Science | Small group: writing through non-fiction texts | Small group/Push-In Grades K-1: 53 students Grades 2-3: 200 students Grades 4-3: 225 students | During the School Day, Saturday Academy |
| Social Studies | Small group: writing through non-fiction texts) | Small group/Push-In Grades K-1: 53 students Grades 2-3: 200 students Grades 4-3: 225 students | During the School Day, Saturday Academy |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Small group at risk counseling to address behavior issues, crisis, management, suspensions, bereavement issues | Small group/Push-In Grades K-2: 15 students Grades 3-5: 15 students | During the School Day |

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

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS 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, 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. 80 % have their master degree or higher. 50 % 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). |
| Teachers, paraprofessionals and staff receive professional development on Monday afternoons. |
| Teachers, paraprofessionals and staff attend monthly professional development at the CFN on ELLs, SWDs, mathematics, literacy and RTI. |
| Teacher, paraprofessionals and staff attend offerings from NYCDOE. |
| Exemplars staff developer provides in house staff development on problem solving in mathematics. |
| Principal & Assistant Principals attend monthly CFN leadership study group. |
| Principal & Assistant Principals attend CFN learning walks. |
| Principal & Assistant Principals attend professional development offerings by NYCDOE and NYSED. |
| Paraprofessionals receive in-house training from CFN. |

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.). |
| 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 CCLS, curriculum, bullying, violence prevention, asthma awareness, etc. |

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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|---|
| 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.

A vertical teacher team meets to discuss all options and receive professional development from the DOE. Decisions are 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as 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;
- be responsible learners and grow into independent global citizens;
- challenge ourselves to become creative leaders of our own learning.

DBN: 15K094

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and

Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name | Fund Source (i.e. Federal, State or Local) | Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.) | Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan. | |
|---|---|---|---|---------------------------------|
| | | | Column A Verify with an (X) | Column B Page # Reference(s) |
| Title I Part A (Basic) | Federal | \$1,431,985.50 | X | See action plan |
| Title I School Improvement 1003(a) | Federal | \$16,961 | X | See action plan |
| Title I Priority and Focus School Improvement Funds | Federal | | | |
| Title II, Part A | Federal | \$232,245.00 | X | See action plan |
| Title III, Part A | Federal | \$105,044.00 | X | See action plan |
| Title III, Immigrant | Federal | \$16,770.00 | X | See action plan |
| Tax Levy (FSF) | Local | \$7,597,853.00 | X | See action plan |

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool

with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.



Department of English Language Learners and Student Support

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<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

| Part A: School Information | |
|--|-------------|
| Name of School: PS 94 | DBN: 15K094 |
| This school is (check one): | |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|---|
| The direct instruction component of the program will consist of (check all that apply): |
| <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy |
| Total # of ELLs to be served: 1012 |
| Grades to be served by this program (check all that apply): |
| <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 |

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 50
of certified ESL/Bilingual teachers: 50
of content area teachers: _____

Describe the direct instruction supplemental program here and include the

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

Begin description here: PS 94 is a K-5 elementary school located in Sunset Park, Brooklyn. Sunset Park, Brooklyn is a diverse community that has a large immigrant population mainly from Central America and China. One of our goals at PS 94 is to afford students the opportunity for high academic achievement while becoming bilingual, biliterate, and multicultural. We believe that these linguistic and cultural skills will enable them to function more successfully in a global society. Educators, parents and students are an integral part of all PS 94's programs and are involved in decision-making at all levels.

A review of the New York State test data for students in grades 3- 5 indicates that ELL students perform at the Level 1 & 2 range in greater numbers than English Proficient students, and in particular, first time tested students. Due to the change in proficiency rating by the state education department we focused on the scale score to assess progress that our ELLs made in ELA and Math. Disaggregated school data reveals that although ELLs made AYP and the scale scores increased for our ELL students indicating that they are improving yearly and closing the achievement gap it is still not progressing at the rate we would like. Our NYSESLAT data indicates our ELLs have shown great progress in the NYSESLAT. The number of beginners has decreased significantly and Beginners are first time tested students. Further analysis indicates that although overall students are performing better in listening and speaking reading and writing has improved in particular the K-1 strand where a higher % of students were proficient in reading and writing. In grades 2-5 we will focus on reading and writing strategies as the NYSESLAT and ELA data indicates that is the greater need. Our results align with research on second language acquisition and we see our ELLs are progressing within three –five years as their academic language improves so does their performance on reading and writing. Our ELLs have shown sustained growth in all academic areas and our mission is to increase the academic achievement of our English Language Learners (ELLs). In order to increase our Level 3 and 4 students and the level of English language acquisition we will use our Title III funding to provide an extended day program for ELLs in grades K-5, professional development for our teachers and a parent education program. Currently, all students in the dual language program participate in an after school program Title III funds will be used to extend the length of the program. We will also offer an after school program to students in grades 3-5 focusing on vocabulary development and writing from text sources. The ELLs in 15k094 also participate in the after school enrichment program funded by the funds other than Title III. The Title III funds will be used to purchase supplementary instructional materials that will be used in the DL program and in the Title III

Part B: Direct Instruction Supplemental Program Information

program.

Extended Day Program: Literacy and Language

Targeted Population: ELLs Grades K-5

A review of our 2013-14 NYSESLAT data indicates that most of our ELLs performed at the beginning levels in speaking and listening and at the intermediate in writing and advanced level in reading. Our new immigrants performed at the Beginner Level in Reading and Writing. This is a reverse trend from the city and has resulted in us focusing on the Language strands of the CCLS. We will implement an extended day program for our ELLs in grades K-5 that the data indicates need the most assistance. The program will focus on developing the oral language skills, vocabulary and writing skills of our ELLs. The extended day program will use project based learning tasks created by teachers that are aligned to CCLS. It will focus upon using project based learning to complete a project aligned to the CCLS and a non-fiction unit of study and writing. Teachers will select mentor texts that will guide the project. Children will produce a project and a short non-fiction piece that takes them through the writing process. Each grade will select a theme and classes will work on 6 week projects around the theme to create projects and writing pieces about the topic. In addition teachers will focus on Reading Comprehension Skills (Graphophonics, Structure Syntax, Meaning, Schematics, etc.) through small guided reading groups. Fully certified teachers in bilingual or ESL will provide instruction to ELL students that have been identified as at-risk through NYSESLAT, ELA, reading levels and teacher observations. Student assessments will be ongoing and include unit assessments, conferring notes, teacher observations and a post-test. In addition to purchasing thematic units and multileveled classroom libraries, general supplies such as books, pencils, papers, folders etc. will be purchased to support the program.

After School ELL Academy

- 2 days a week (varies by teacher availability and grade)
- 61 fully certified ESL or Bilingual Teachers
- ELLs in grades K-5
- 2:00pm-4:00pm
- 20 weeks

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

Part B: Direct Instruction Supplemental Program Information

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

Part C: Professional Development

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

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

Begin description here: To ensure that teachers teaching ELLs in an extended day program are provided with targeted professional development, PS 94 will provide extensive professional development for these teachers on the theory and practice acquiring literacy and language through project based learning. Last year teachers studied Mary Cappellini’s book on literacy and language as well as Author’s in the Classroom by Almaflor Ada and Isabel Campoy and had success in implementing the strategies. The benefits and effectiveness of this model has been researched and documented by scholars such as Holdaway (1979), Ferreiro & Teberosky (1982), Yaden (1988) Bridge, Winograd, & Haley; Pikulski & Kellner, (1992). Our ELLs are assured to receive comprehensible input (Krashen) as they interact in the workshop model. Sessions will be facilitated by lead teachers Doris Corniel, Maria Montanez, Pei Tao Huang, Fook Hui, Emma Pelaez Velazquez, Chantai Jimenez, Samantha Hui, AP Cristina Hemley and Cynthia Felix Network Leader CFN 612.

Teachers will attend biweekly professional development workshops beginning in October and ending in May. 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 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:

Part C: Professional Development

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

50 Title III dual language teachers will participate in the study group. They will meet as separate groups twice a month on Mondays and/or Fridays for an hour from 4:30 - 5:30 pm.

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 host a variety of workshops. PS 94 works hard to have a school environment that is a welcoming and warm one for parents of all language and cultural groups. Parents know bilingualism is valued and there is a sense of belonging for students and their families. We also make special efforts to encourage parental involvement in children's learning experiences. We found that the most effective parental workshops were those where parents were actively engaged in the activities and the activities were connected to their lives. We would use funds from this grant to expand our "The Power of Two Languages: Celebrating Our Cultures" parent education program. This program meets once a month and parents are engaged in learning activities in their native language and/or English such as Read Alouds, Word Study, Math Games or Science experiments in their child's classroom. We have increased parent involvement at PS 94 by over 60% through this parent education program. This grant would give us the opportunity to enhance this by providing writing activities specifically for parents. We would also use the services of Pupperty in Practice, BRIC and SEA 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 facilitators from these groups. 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.

Part E: Budget

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

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

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

B. Language Allocation Policy Team Composition [i](#) 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 <u>not</u> 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 <u>not</u> 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 <input type="checkbox"/> | No <input type="checkbox"/> | If yes, indicate language(s): |
| Dual language program | Yes <input type="checkbox"/> | No <input type="checkbox"/> | 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 <small>(60%:40% → 50%:50% → 75%:25%)</small> | | | | | | | | | | | | | | 0 |
| Dual Language <small>(50%:50%)</small> | | | | | | | | | | | | | | 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. [i](#)

| | ELLs by Subgroups | | | | | | | | | Total |
|---------------|-------------------|------|-----|------------------|------|-----|------------------------------------|------|-----|-------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | | | | | | | | | | 0 |

| ELLs by Subgroups | | | | | | | | | | |
|--|------|-----|------------------|------|-----|------------------------------------|------|-----|-------|---|
| ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | Total | |
| All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | | |
| 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 |
| 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 | |
| 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 |

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 |
| Intermediate(I) | | | | | | | | | | | | | | 0 |
| Advanced (A) | | | | | | | | | | | | | | 0 |
| Total | 0 |

NYSESLAT Modality Analysis

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| LISTENING/ | B | | | | | | | | | | | | | |

NYSESLAT Modality Analysis

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| SPEAKING | 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

| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | 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 |

| NYS Science | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 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 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) | | | | | | | | |
| Chinese Reading Test | | | | | | | | |

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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:
- 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 [AMAOC tool](#))
Paste response to question here:
4. For each program, answer the following:
- 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?
- 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:
- 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?
- 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:

- 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:
- 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:
- 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:
- 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:
- 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:
- 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

1. 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:
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)?

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

Paste response to question here:
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Paste response to question here:
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:
6. 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:

7. 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:

8. 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 <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 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

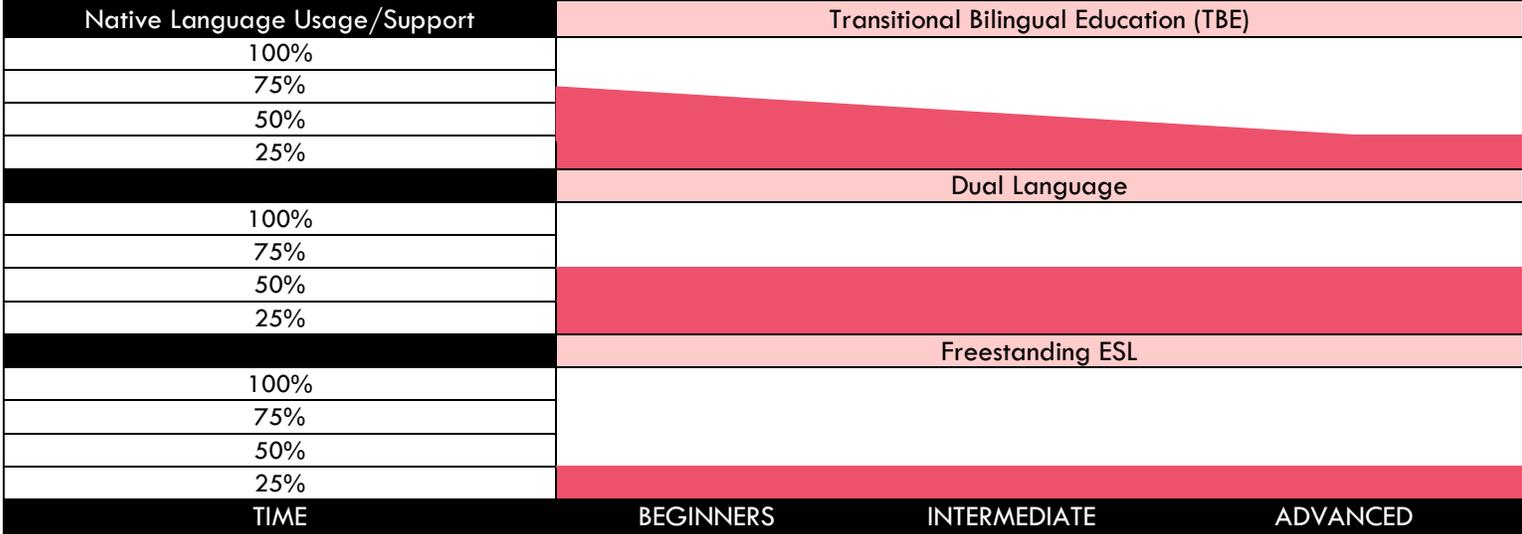
| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |

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

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

Native Language 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

9. 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:
10. 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:
11. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here:
12. What programs/services for ELLs will be discontinued and why?
Paste response to question here:
13. 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:
14. 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:
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Paste response to question here:
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Paste response to question here:
17. 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:
18. What language electives are offered to ELLs?
Paste response to question here:
19. 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

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

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 |

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, 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.