



**2015-16**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

<b>DBN: (i.e. 01M001):</b>	<b>15K094</b>
<b>School Name:</b>	<b>P.S. 094 THE HENRY LONGFELLOW</b>
<b>Principal:</b>	<b>JANETTE CABAN</b>

## School Comprehensive Educational Plan (SCEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (SCEP)**

**Section 4: SCEP Overview**

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: The Henry Longfellow School Number (DBN): 15K094  
Grades Served: K-5  
School Address: 5010 6<sup>th</sup> Avenue  
Phone Number: 718-435-6034 Fax: \_\_\_\_\_  
School Contact Person: Janette Caban Email Address: Jcaban@schools.nyc.gov  
Principal: Janette Caban  
UFT Chapter Leader: Alfredo Pelaez  
Parents' Association President: Areli Castelan  
SLT Chairperson: Elizabeth Martinez  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Elizabeth Martinez  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 15 Superintendent: Anita Skop  
Superintendent's Office Address: 131 Livingston Street Brooklyn, N.Y. 11201  
Superintendent's Email Address: ASkop@schools.nyc.gov  
Phone Number: 718-935-4317 Fax: 718-935-4356

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn North Director: Benadette Fitzgerald  
Director's Office Address: 131 Livingston Street Brooklyn, N.Y. 11201  
Director's Email Address: BFitzge2@schools.nyc.gov  
Phone Number: 718-225-5119 Fax: 718-935-4314

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

**Directions:**

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Janette Caban	*Principal or Designee	
Alfredo Pelaez	*UFT Chapter Leader or Designee	
Areli Castelan	*PA/PTA President or Designated Co-President	
Rebecca DeTapia	DC 37 Representative (staff), if applicable	
Elizabeth Martinez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Rebecca Giordano	CBO Representative	
Dahiana Badillo	Teacher	
Debra Gonzalez	Teacher	
Jeroninah Valerio	Parent	
Claudia Tapia	Parent	
Leila Velazquez	Parent	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

### Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan (SCEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

#### **The Framework for Great Schools and SCEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

#### **The Six Elements of the Framework for Great Schools**

**Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

**Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## **Accountability Tools and the Framework for Great Schools**

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYSED's Six DTSDE Tenets**

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

## **Title I Requirements and Strengthening Title I Parent Involvement**

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### **Next Steps for SCEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

P. S. 94, *The Henry Longfellow International School for Language and Culture* is a K-5 elementary school located in Sunset Park, Brooklyn. We have a culturally and linguistically diverse student population of over 1500 students of which 60% are English Language Learners and 40% are former English Language Learners allowing us to offer Dual Language programs in Spanish and Chinese in grades K-5. We provide a safe and supportive environment where the students, parents, teachers and support staff form a community of learners. We are committed to achieving the highest standards of excellence through an academically rigorous curriculum for all students and through professional development for teachers. We provide students the opportunity to become active, caring, lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them. P.S.94 prepares our students for college and career intellectual challenges focusing on the development of the whole child as an inquirer, both within and beyond the classroom.

P.S.94 nurtures independent learning skills, encouraging every student to take responsibility for their learning and committed to developing inquisitive, critical thinkers who will embark on a lifelong journey of learning. We believe in the value of developing citizens who are proud of their cultural heritage and become bicultural as well as bi-literate. As the global economy continues to open the markets of all nations, it is extremely important that we provide our future generations with the tools that they need in order to strive in this new economy. It is our intention to assure that all of our students are offered the opportunity to become bicultural as well as bi-literate.

We are committed to achieving the highest standards of excellence through an academically rigorous curriculum for all students incorporating local and global issues into the curriculum, asking students to look at six related, transdisciplinary themes and to consider the links between them. The themes include 'Who We Are', 'Where We Are in Place and Time', 'How We Express Ourselves', 'How the World Works' 'How We Organize Ourselves' and 'Sharing the Planet'.

To meet our mission, we are committed to...

- Provide **ALL** students, within a safe, clean, and secure environment equal access to the curriculum which is an integration of academic and enrichment disciplines
- Provide engaging, rigorous and coherent literacy curricula aligned to the Common Core Learning Standards
- Provide engaging, rigorous and coherent mathematics curriculum to develop critical thinking through problem solving procedures

We have established a comprehensive plan for high quality, international education that is set on five core values - Individual Responsibility, Respect for Diversity, Academic Achievement, Community Involvement, and Relevance to Our World. Our students' pledge aim to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help create a better and more peaceful world. ' P.S.94 is our school. We are here to learn and grow into independent global citizens . We will be respectful of our teachers and fellow students. We will be responsible learners by coming prepared for class every day. We will work hard and challenge ourselves to become creative leaders of our own learning.'

We believe that our students learn best when they strive to be inquirers, knowledgeable, thinkers, open-minded, communicators, reflective, caring, principled, balanced and risk-takers.

P.S.94 aims to create a curriculum that is engaging, relevant, challenging and significant for all learners aligned to the Common Core Learning Standards. The curriculum is transdisciplinary, meaning that it focuses on issues that go across subject areas. The curriculum is provided for students to apply their skills and knowledge to real world issues, to work collaboratively with peers, to be challenged and supported to complete tasks and to problem solve, to articulate their learning targets, self-monitor, self-correct and self-evaluate, to have an understanding of the assessments and rubrics used to measure their learning and to present their work, by doing, in a variety of formats, orally and in written form.

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

Through the School-wide Enrichment Model students participate in Enrichment Clusters . In addition, they participate in the American Ballroom Theater Dancing, Lego Robotics, engineering, band, chorus, dance, visual arts, journalism, basketball, soccer, track and field and web design.

At PS 94 we continue to increase parent engagement through various programs including Parent as Learning Partners, Family Math Night, Family Science Night, GED program, ESL classes, and workshops offered by staff, and various community and city agencies.

Our student population is comprised of 60% English Language Learners, 40% former English Language Learners and 8% are students with disabilities. Our students' needs require a repertoire of learning strategies, including scaffolds in English and/ or native language (home language) where appropriate, to acquire English vocabulary throughout the content areas.

The elements of the Framework for Great Schools in which our school PS 94 made the most progress over the past year were Collaborative Teachers, Supportive Environment, Rigorous Instruction, Strong Family-Community Ties and Trust. Our key area of focus for this school year continues to be to develop teacher pedagogy from a coherent set of beliefs about how students learn best. To continue to ensure that teaching strategies, including scaffolds in English and/ or native language where appropriate, strategically provide multiple entry points and high-quality supports and extensions into the curricula and to ensure that deepened levels of questioning and the opportunity of rich student led discussion are routinely provided to all students in all classrooms and content areas.

## 15K094 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	1511	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	93.5%	% Attendance Rate		96.0%
% Free Lunch	94.1%	% Reduced Lunch		2.7%
% Limited English Proficient	59.9%	% Students with Disabilities		8.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.1%	% Black or African American		0.5%
% Hispanic or Latino	40.6%	% Asian or Native Hawaiian/Pacific Islander		56.4%
% White	2.4%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.17	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		3.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.3%	Average Teacher Absences (2013-14)		6.8
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	21.1%	Mathematics Performance at levels 3 & 4		38.6%
Science Performance at levels 3 & 4 (4th Grade)	78.2%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		X
Focus District	X	Focus School Identified by a Focus District		
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>Although our school rating, as per the 2014-2015 Quality Review, in the area of Instructional Core 1.1., 1.2 and 2.2 was proficient, there is still a need to focus on 1.2 which it is to develop teacher pedagogy from a coherent set of beliefs about how students learn best.</p> <p>This past school year 2014-2015 we provided professional development opportunities to incorporate the Danielson framework for teaching and the CCLS instructional shifts to improve teacher practice. Teachers received continuous support around the Danielson Framework: Domain 3: Instruction 3b-Using Questioning and Discussion Techniques, 3c-Engaging Students in Learning and 3d-Using Assessment in Instruction.</p> <p>However, we had a fairly amount of new teachers, approximately, twenty five teachers, that needed to learn the curriculum and address our instructional focus on project based learning as well. Therefore, learning the curriculum, focusing on questioning and discussions, and supporting students around project based learning became our teachers’ main goals.</p> <p>This school year 2015-2016 teachers will need to understand how English language learners and students with disabilities learn best. Teachers will need to revisit strategies and scaffolds that would provide multiple entry points for</p>		

all students, including English language learners and students with disabilities. Teachers will need to ensure that deepened level of questions and opportunities of rich student led discussions are routinely provided.

Students' needs will then be met, allowing them to produce meaningful work products, engage in challenging tasks and demonstrate high order thinking skills through discussions and written products.

### **Part 2 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 all teachers instructing English language learners will implement targeted instructional strategies, including scaffolds that will result in a 5% increase of ELLs scoring commanding as measured by the NYSESLAT assessment and student work.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teachers will participate in professional development based with a focus on language development for English Language Learners.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals</p>
<p>Teachers will participate in professional development to identify strategies and scaffolds support on the New Language progressions and Home Language Progressions for English Language Learners.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals</p>
<p>Teachers will plan units and lessons aligned to Common Core Learning Standards</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals</p>

that will support English Language Learners with language functions.			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Monday-Professional Development, Sixth Prep Inquiry Teacher Teams and Afterschool curriculum planning											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>	X	<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>	X	<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
By February 2016, 100% of teachers will have received professional development and 90% will have plan units and lessons that include strategies and scaffolds for ELLs as measured by agendas, lesson plans and Danielson Framework.										
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>The 2014-2015 Learning survey results indicated that in the area of social emotional learning 87% responses were towards academic achievement and 94% in the area of social - emotional measure. As per the quality review 2013-2014 and 2014-2015 high expectations are clearly communicated to students and parents.</p>		

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016 all school stakeholders will continue to work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership. Stakeholders will continue to contribute in providing social and emotional developmental health supports tied to the school’s vision as measured by student’s goals and student lead conferences.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Teachers will provide all students a safe, clean and secure environment with equal access to the curriculum while setting individual goals in all content areas for students and with the students.</p>	<p>Teachers and Students</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals and Teachers</p>
<p>Parent engagement will continue through various programs, including Parents as Learning Partners, where students and teachers will communicate goals and</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, Teachers and Parent Coordinator</p>

expectations with the parents.			
Teachers will conduct parent workshops about how students learn best and how they can support their children and what are their children learning.	Parents	September 2015-June 2016	Principal, Assistant Principals and Parent Coordinator

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Title 1 Parent Engagement , Tuesday-Parent Engagement Time											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By February 2016, 100% of teachers will have shared student goals and expectations with parents and 75% of teachers have conducted parent workshops as measured by agendas, Parent conferences and sign-in sheets during the Tuesday Parent Engagement period.											
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	H
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	H
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	H
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	H
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
This school year 2014-2015, our instructional focus was to ensure that project base learning occurred in every classroom. We were very successful; however, as indicated in the quality review a vast majority of teachers had difficulty aligning the project based learning to specific skills, strategies and scaffolds within content areas to support our students learning and academic achievement.		

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2016 all teachers will provide a coherent and appropriately aligned Common Core Learning Standards based instruction that leads to multiple points of access for all students as measured by rubrics aligned to the standards of levels 3 and 4.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teachers will plan units and daily lessons to address all students’ goals and needs, including ELLs and SWD. Lessons will include skills taught, strategies and scaffolds used to meet academic achievement.</p>	<p>Teachers and students</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals and Teachers</p>
<p>Parent workshops will continue to be offered by various staff, community and city agencies.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals Teachers and Parent Coordinator.</p>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, 90% of teachers will have planned units and daily lessons to address students’ goals and needs. Lessons will include strategies and scaffolds for all students including students with disabilities and ELLs as measured by the Danielson Framework and student projects.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>As per the Danielson Framework, this school year 2014-2015, we focused on Domain 3. Professional development and additional support was provided to ineffective and developing teachers. We will continue to focus on Domain 3 for the school year 2015-2016, and we will have coaches working closely with ineffective and developing teachers. Non-negotiables will be address.</p>		

**Part 2 – Annual Goal**

<p>Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016 all school leaders will conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>School leaders will conduct observations in cycles beginning with ineffective and developing teachers first. Explicit feedback with actionable plan and time frame will be provided to all teachers.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Principal and Assistant Principals</p>
<p>School leaders will continue conduct observations in cycles with effective and highly effective teachers. Explicit feedback with an action plan and time frame will be provided to all teachers.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Principal and Assistant Principals</p>
<p>Coaches will support ineffective and developing</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Literacy and Mathematics Coaches</p>

teachers starting in September with lesson planning and demo lessons and continue to work in cycles with other teachers.			
School leaders and coaches will provide professional development in the areas of need to all teachers.	Teachers	September 2015-June 2016	Principal and Assistant Principals

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Literacy and Mathematical coaches, Exemplars Consultant											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, school leaders have completed cycle two of teacher evaluations as measured by the Danielson Framework and ineffective and developing teachers have made progress on Domain 3.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul> <p>This school year 2014-2015, teachers and school leaders provided workshops for parents during the school day and on Tuesday afternoons. The Parent Coordinator arranged for outside agencies to provide workshops for the parents, however, there was no concrete alignment between teachers, school leaders and Parent Coordinator to address the needs of parents within a particular grade or as a whole school community.</p>		

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p> <p>By June 2016, we will continue to increase opportunities for family and community involvement in activities and events by 50%. This goal will be measured by the results of the school’s learning survey, work shop agendas, sign-in sheets, and feedback surveys on the events.</p>
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**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>The parents will complete a survey that will inform PS94 what workshops they would like the school to offer.</p>	<p>Parents</p>	<p>September 2015</p>	<p>Principal, Assistant Principals and Parent Coordinator</p>
<p>We will ensure that our parents have all of the support and resources they need to work most effectively with and for their children. Some of the topics may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations;</p>	<p>Workshops will be offered to all by grades</p>	<p>September-2015-June 2016</p>	<p>Parent Coordinator with Assistant Principals and Principal</p>

literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home.			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Title 1 Parent Involvement											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, parents have participated in workshops and received training in academic and parenting skills as measured by work shop agendas and sign-in sheets.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 6: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	NYS ELA Test Grades 3-5  NYSESLAT Grades K-5  Fountas & Pinnell Benchmark Assessments,  Writing On Demands & Continuum,  Performance Portfolios	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/Pull Out  Grades K-1: 10 students  Grades 2-3: 50 students  Grades 4-5: 50 students	During School Day
<b>Mathematics</b>	NYS Mathematics Test  Exemplars Problem Solving Assessments  Beginning of the Year Assessment, Mid-Year assessment,  End of Year Assessment,  Performance Portfolios	Math exemplars	Small group: Push – in/Pull Out  Grades K-1: 10 students  Grades 2-3: 50 students  Grades 4-5: 50 students	During the School Day
<b>Science</b>	NYS Science Test Grade 4,  Informational Writing,	Small group: writing through non-fiction texts	Small group/Push-In  Grades 2-3: 50 students  Grades 4-5: 50 students	During the School Day

	Performance Portfolios			
<b>Social Studies</b>	Informational Writing,  Performance Portfolios	Small group: writing through non-fiction texts	Small group/Push-In  Grades 2-3: 50 students  Grades 4-5: 50 students	During the School Day
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Low Performing students with social and emotional need	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

**Section 7: Title I Program Information**

**Directions:**

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**Part 2: All Title I Schools**

**2a. 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.

**2b. High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals 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 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 conduct learning walks with grade leaders and coaches.
Principal & Assistant Principals attend professional development offerings by NYCDOE and NYSED.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

### 3b. 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).

### Part 4: SWP Schools Only

#### 4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/information, early intervention services, etc.).

We do not have Pre-Kindergarten classes. However, we do have a family worker that collaborates closely with the Kindergarten teachers to ensure that our students start with a strong academic career and to support parents with the importance of early childhood education.

#### 4b. 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 and coaches meet on a monthly basis to discuss all multiple assessment measures and receive professional development regarding the use of assessment results to improve instruction. Decisions to improve instruction are made and shared with the entire school community.

#### 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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	1,427,171.00	X	Pages 14-21
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	234,007.00	X	Page 22

Title III, Part A	Federal	108,756.00	X	Pages 11-12
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	8,034,452.00	X	Pages 11-12, 14-18

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of 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.

<sup>2</sup>The **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):** To 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:** To 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 an 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.

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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**Parent Involvement Policy (PIP)**

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 the school. **The Henry Longfellow 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 the school and the families. The 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 the school community. **The Henry Longfellow 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 the school community;

The 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. The

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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;
- 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 (SPC)**

**The Henry Longfellow 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 on assessments.

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**II. Parent/Guardian Responsibilities:**

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

**III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

**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: <u>PS 94</u>	DBN: <u>15K094</u>
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: <u>1012</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>50</u>
# of certified ESL/Bilingual teachers: <u>50</u>
# of content area teachers: _____

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: 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 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

## Part B: Direct Instruction Supplemental Program Information

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.

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;

### Part C: Professional Development

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, PeiTao Huang, Fook Hui, Emma PelaezVelazquez, 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:

- 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

**Part D: Parental Engagement Activities**

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"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>15</b>	Borough <b>Brooklyn</b>	School Number <b>94</b>
School Name <b>Henry Longfellow International</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Janette Caban</b>	Assistant Principal <b>Cristina Gonzalez</b>
Coach <b>Doris Corniel</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Diane Mendez</b>	School Counselor
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator
Related-Service Provider <b>D.Frias-Badillo</b>	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>14</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>7</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>43</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>3</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>5</b>	Number of special education teachers with bilingual extensions	<b>4</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>1515</b>	Total number of ELLs	<b>820</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	7	9	7	9	7	4	0	0	0	0	0	0	0	0
<b>Total</b>	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					
<b>All ELLs</b>	818	<b>Newcomers</b> (ELLs receiving service 0-3 years)	524	<b>ELL Students with Disabilities</b>	79
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	294	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>							0	0	0	0
<b>DL</b>	452		14	202		22				0
<b>ENL</b>	72		22	92		21				0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 5

## 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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs\*)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE <u>Spanish</u>	36	12	54	12	19	19	44	38	42	44	34	50							0	0
SELECT ONE <u>Chinese</u>	125	0	172	12	168	14	105	53	91	34	21	8							0	0
SELECT ONE <u>Other</u>		1	1	1		1	1	5											0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages):	Number of students who speak three or more languages: <u>10</u>
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	17	3	12	8	1	0								0
Chinese	25	3	5	2	31	32								0
Russian														0
Bengali														0
Urdu														0
Arabic	4	1	2											0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	14	16	14	22	12	25								0
<b>Emerging</b> (Low Intermediate)	16	15	9	25	12	9								0
<b>Transitioning</b> (High Intermediate)	21	19	6	22	10	11								0
<b>Expanding</b> (Advanced)	115	66	67	51	32	40								0
<b>Commanding</b> (Proficient)	57	81	57	34	20	16								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		53	84	88	66	28								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	77	49	10	1	0
4	57	21	2	0	0
5	74	20	0	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	56		35		33		27		0
4	33		20		25		9		0
5	50		28		17		6		0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	9		21		39		18		0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

We assess early literacy skills in several ways at PS 94. We administer the Fountas and Pinnell Reading Benchmark Assessment in English and Spanish, four times a year, beginning in September to identify reading levels. The Fountas and Pinnell Reading Benchmark assessment allows students to be strategically grouped according to reading skill needs and provides teachers with an individualized student profile. The insights provided by this assessment highlight and identify ELLs who are at risk and are in need of Reading Recovery. Reading Recovery is a one to one individualized intervention service geared to support ELLs.

Student writing pieces are assessed using the Writing Pathways Rubrics. The Writing Pathways rubrics are organized into three types of writing genres. Each genre rubric contains a learning progression that allows teachers to locate a student's current level of writing and determine next steps. In addition, every child is required to publish a writing piece to assess writing levels. The insights provided by this assessment highlight ELLs current writing progression in the new language and the specific support they need to move forward to achieve mastery in skills.

End of unit projects (using the Project Based Learning approach) are also assessed in the areas of presentation and collaboration. Teachers have created progress logs to track oral language development aligned to the Speaking and Listening standards. The insights provided by this assessment highlight the oral language needs of ELLs.

In addition, teachers have created assessments in Chinese and Spanish in reading and writing to assess literacy skills for our Chinese and Spanish Speaking population. These assessments are aligned to the common core standards. We assess each student's writing vocabulary as a way of tracking vocabulary development. In grades K-2 we use the results of these early literacy assessments to identify ELLs who are at risk and these students participate in Reading Recovery, Chinese Language, Spanish Language Intervention or English as a New Language Intervention.

Grade leaders, grade teams, supervisors and instructional support teams use all data streams to support, intervene and track all ELLs

students at risk and how they progress. This data informs our instructional plan by completing periodic assessments that track our students progress as well as the support we provided per content, writing genre and reading. As we meet for inquiry we use the student work to analyze trends, strengths and struggle to then inform our teacher practice and student learning.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
ELLs at PS 94 have shown great progress in the NYSESLAT. The number of Beginners/Entering has decreased compared to last year and the majority of Entering are first time tested students. In looking closely at the NYSITELL results, the majority of the students score higher in listening than speaking. We have a significant number of students who enroll in October – April many in grades 3-5. These children are expected to take grade level content area exams and many are not literate in their home language making instruction challenging. Teachers engage these students in authentic and real learning contexts that spark student interest through project based learning and language based learning. We offer support to these students during, and after school as the data indicates that these are the students that perform at Levels 1 & 2. Further analysis by grade level teacher teams conducted in September indicates that although overall students are performing better in listening and speaking as expected; reading and writing has improved significantly in all grades. Our results align with research on second language acquisition; our ELLs progress within three to five years and as their academic language improves so does their performance in reading and writing.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

We utilize AMAO estimator tool to analyze our student data and provide appropriate instructional support for our English Language Learners. The AMAO data helps us identify students who have made progress (AMAO #1) and who have obtained proficiency (AMAO#2) as per NYSED target objectives. It also provides us with individualized information in regards to students at risk and the reasons for such classification. The information found through an examination of the students' performance on the four modalities, as well as the AMAO objectives, allow us to create individualized instructional plans for our ELLs, focusing on the areas in which progress can be made. Our goal is to ensure that we create opportunities for all of our English Language Learners so that they can achieve the commanding level of proficiency as well as meeting the mandated objectives identified by the AMAO data. According to the data we were able to identify that 63 of our ELLs are at risk level 3 or greater and that 25 students are at with at-risk level 5 or greater. Also, our data indicated that 102 of our ELLs have had 2 years or more of ENL services but scored at first quartile on the NYSESLAT. We will use this data to develop plans of actions to provide proper instructional support for our at risk students and ensure that our ELLs show academic progress.

AMAO 1 was not available by 10/29/15

According to the AMAO 2 30.01% attained proficiency on the Spring 2015 NYSESLAT meeting the projected target.

4. For each program, answer the following:
  - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

While P.S. 94 ELLs have shown considerable yearly improvement in ELA, Math and Science as compared to the general population, a review of the test data for students in grades 3- 5 indicates that ELL students continue to score in the Level 1 & 2 range at greater numbers than monolingual students, and in particular, first time tested students. Our EP students and former ELLs in the Dual language program score at Level 3 and 4. The school leadership and teachers use the periodic assessment to drive instruction. The students' schedules are modified to meet their particular academic needs. Moreover, the data results are used to provide students with additional support services i.e. AIS. The results of ELL Periodic Assessments reiterate the school's belief that the use of the home language is a valuable instructional tool. The implications for instruction are that we must continue to use the native language as well as English with a focus on reading, writing, comprehension skills, and sustained reading. ELLs in the Dual Language program perform better on all standardized tests than ELLs in ESL and as a result we have increased the number of dual language programs. We also noticed that students who used the native language accommodations (glossaries, translated exam or word to word dictionaries) in content area exams performed better than those who did not.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]  
Students who are "at risk" or bottom third are identified using the results on leveled reading assessments (F&P), the results of writing on demand, weekly progress monitoring of all students for a brief period and state-wide tests. We also use the AMAO tool to identify students at risk. These students receive supplemental instruction, or interventions, delivered individually or in small groups during the student's regular school day in the general education classroom. During that time, student progress is closely monitored. Students not making adequate progress in the regular classroom in Tier 1 are provided with more specifically-designed services. Our school provides reading recovery services for those students in the first grade and AIS for students in grades 2-5. Additional support is provided for grades 2-5 during our Saturday Academy. These interventions are more intensive in nature and generally provided in small group settings. These services are provided in addition to instruction in the general curriculum. Students receive individualized, intensive interventions that target the student's skill deficits. Students who do not respond to these targeted interventions are often

referred for an initial special education evaluation. Data collected during Tiers 1, 2 and 3 are considered in making the eligibility decision.

6. How do you make sure that a student's new language development is considered in instructional decisions?  
Our dual language program is 50/50. It is designed to provide students with equal opportunity to work in both their first and second language. Instruction is tailored to make sure each child home language is considered in instructional decisions while meeting ENL mandates and alignment to the common core. Teachers use the new language arts progressions, the home language arts progressions, the NYSESLAT scores and their own assessments to understand their students' language development progress in order to plan differentiated lessons and appropriate scaffolds to support English language learning for all students.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

Students in Dual Language are assessed, using the Fountas and Pinnell Reading Benchmark Assessment, on a regular, on-going basis to ensure that both ELLs and EP students are meeting all common core standards. All language groups (English, Spanish and Chinese) are assessed in both languages to determine if they are achieving the Dual Language model goals of bilingualism and biliteracy, including the EP students. Dual Language teachers created Project Based Learning tasks aligned to our curricula for home language arts instruction that contains pre and post assessments which address all four modalities of literacy: Listening, Speaking, Reading and Writing for both ELLs and EP students. Additionally, teachers have created Speaking and Listening Progress Logs to be used in both new and home language using the Speaking and Listening Common Core Standards. The level of language proficiency in the target language for EP's depends on the results of the beginning of year assessments in the target language. ELLs in the Dual language program score at Level 3 and 4. ELLs in the Dual Language program perform better on all standardized tests than ELLs in ESL and as a result we have increased the number of dual language programs.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
We use several methods to evaluate progress and measure the success of our programs. The standardized test such as the NYSESLAT help us monitor and evaluate the success of our programs. We analyze the data to ensure students are progressing in their language proficiency. In addition, feedback from our parents teachers and students. Every year the demand for placement at 94 has grown and we are proud of the focused and comprehensive services provided to English Language Learners. Our program has grown because students are successful in the program. All teachers respect and recognize the importance of language and culture and are fully committed to preparing our students to become citizens of the world. Parents recognize and appreciate all we do to ensure that every child leaves 94 ready for college. Additionally our success can be seen by the feed back and recruitment we receive from neighboring junior high school.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide*, ELL Identification section.  
PS 94 follows State and City regulations when identifying ELLs. All parents are required to complete a registration packet that contains a Home Language Identification Survey. We have a registration staff that is multilingual and has been trained by the staff at the Community Learning Support Organization and Office of English Language Learners. The initial screening, the informal interview in English and the home language, as well as the determination of the Home Language is done by certified ESL/Bilingual pedagogues Chantai Jimenez, Cristina Gonzalez and Diane Mendez who speak Spanish and Pei Tao Huang who speaks Chinese. In addition, during peak registration times (Septemeber and April), we pair additional Bilingual or ESL certified teachers with in house translators and translators from the translation unit to assist with registartion as we often have over 100 registrants daily during those time periods. This year we conducted registration in June and about to 120 incoming kindergarteners were interviewed by our staff. For students with disabilities, the Language Proficiency Team determines whether the student is an ELL after gathering information from the HLIS, the interview and the students Individualized Educational Plan. Once it has been determined that the home language is other than English the NYSITELL is administered within the ten day timeline (20 day timeline for students with disabilities) by certified ESL and Bilingual teachers. The NYSITELL is then scored to determine if a child is an ELL. If NYSITELL results show that a child is an ELL and Spanish is used in the home, we also administer the Spanish LAB to determine language dominance. ELLs are given the NYSELAT every Spring to assess progress. As we have a large population of ELLs we review the RLER and cross reference it with class lists to ensure all eligible students are administered the LAT. We create the calendar for administering the LAT based on the NYS test

calendar. A memo that clearly outlines the dates as well as the modality being tested (listening, speaking, reading and writing) is given to every teacher. In addition, a meeting is held the week before to review the memo and answer any questions teachers may have. We use several ATS reports including RLAT, RNMR and REXH to run NYSELAT reports as soon as they are available; the purpose is to identify continued entitlement, analyze trends and create instructional groupings.

Students who reenter NYC public schools after having been enrolled in a school outside of NYC and/or NYS for less than 2 years are not eligible to go through the ELL identification process; these students should continue in the ELL status (and proficiency level is applicable) in effect at the time of discharge from the NYC and/or NYS public schools. Students who reenter NYC public schools after having been enrolled in a school outside of NYC and/or NYS for 2 or more years must complete the ELL identification as a new admit.

According to our data PS 94 has 0 SIFE students.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Parent Orientation invitation letters are sent out via backpack in English and the preferred language of parent as indicated at registration. The invitations clearly state, if the letters are not returned the default program for ELLs is Transitional Bilingual Education as per CR Part 154. The Assistant Principal along with the Parent Coordinator ensures letters (in the preferred language) are sent and facilitate the Orientation along with Dual Chinese, Dual Spanish and ESL teachers. In addition, we host a parent meeting for all parents of current and recently proficient ELLs to explain continued entitlement, transitional service and NYSELAT results. The purpose of these meeting is to inform parents of the different ELL programs that are available. Parents receive oral information and written materials about ELL programs in the home language and English. they also view the video provided by the Office of English Language Learners and have the opportunity to ask questions about ELL services with assistance from translators. At the end of each orientation, we collect the Parent Survey and Program Selection Form and Continued Entitlement Letters. Copies of returned parent surveys, program selection forms and continued entitlement letters are made and are stored in the Assistant Principals Office, and each classroom teacher receives a copy and originals are placed in the student's cumulative record folder. The time to accept or reject the LPT recommendation is 20 days. We have had high return rates over 98% of letters are submitted at first orientation session. However for those parents who do not attend the orientations are called in the preferred language using the School Messenger System. An invitation is mailed home again via backpack and they are invited to come in for a one to one meeting. In addition, every month at the Parents of Partners meetings we offer an Orientation Session and specifically target those parents who did not return the forms. We conduct the NYSITELL, Spanish Lab, School Created Language Assessments in Chinese, English and Spanish and host the parent orientation within ten days as well as throughout the year as we enroll students.

As per state mandates, we have 30 school days from initial enrollment to make an initial SIFE determination. As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. We begin to determine SIFE status at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. We then continue all of the same steps as outlined to identify an ELL. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, we will proceed with the SIFE Identification outlined below for students who are

- Newly identified ELLs, and
- In grade 3, and
- At the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results

#### SIFE Identification Process

1. We will administer the oral interview questionnaire
2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, we will administer the Literacy Evaluation for Newcomer SIFE (LENS)

SIFE status will be removed once the ELL scores at intermediate/transitioning level or higher on the NYSELAT.

We currently do not have any SIFE students at PS 94.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide](#), ELL Identification section).

Our school ensures that entitlement letters are distributed and parent survey and programs selections forms are returned and secured. Orientation invitation letters are sent out via backpack in English and the preferred language of parent as indicated at registration. The invitations clearly state that if the letters are not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154. Our parent coordinator follows up with phone calls and provides assistance filling out forms if needed. The identification for newly enrolled students with disabilities is conducted by our Language Proficiency team. The ELL process is as follows:

Steps within the ELL Identification Process

The following 4 steps for the placement into the ELL program chosen by the parent must be completed within 10 school days (20 school days for students entering with IEPs).

Step 1: Parents come to school and fill out the Home Language Identification Survey. If the student's home language is English, the ELL Identification Process terminates at this step.

If the student's home language is not English, the ELL Identification Process continues to Step 2.

Step 2: Determination of NYSITELL Eligibility. NYSITELL eligibility for students entering school with IEPs (from within the United States) must be based on the determination of the Language Proficiency Team (LPT). The LPT determines whether the student should take the NYSITELL. The LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English.

Step 3: Administration of the NYSITELL

Step 4: Administering the Spanish LAB

Our LPT is comprised of:

A school administrator: Ms. Cristina Gonzalez

A certified teacher or related service provider with a bilingual extension and/or a teacher of English to speakers of other languages: Ms. Diane Mendez

Special Education teacher: Ms. Dahiana Badillo

The student's parent or guardian

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Assistant Principal Ms. Gonzalez distributes entitlement and non-entitlement parent notification letters. Placement is based upon parental choice and a review of parent choice letters. Parent choice letters are given to parents in their preferred language. Choices clearly reveal the trend to be that a greater number of parents request Dual Language in particular Chinese Dual Language. We have also noticed an increase of parents with EP students requesting Dual and have accommodated those parents as well. Our program model is 100% aligned with parental choice and we continue to add classes as parents request them. This school year we registered 225 kindergarten students and 27 students in grades 1-5 of these 97% requested Dual Chinese or Dual Spanish. Currently we have 43 dual languages classes in grades K-5 and 9 self contained ESL classes. We will continue to align every program as per parent choice.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section).

Parents are informed that they have a right to appeal during the Orientation Session when they first register their children. In addition to the entitlement letter, parents are informed on the appeal process. Correspondence to parents are distributed in the parents preferred language. Assistant Principal, Ms. Gonzalez, handles the appeal process protocol and procedures. All notifications and relevant documents are kept in the student's cumulative folder.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

When parents come to register, as they are filling out the Home Language Survey, parents are invited to a workshop with Assistant Principal Cristina Gonzalez and Parent Coordinators. During the orientation session, parents watch a video that explains all three program choices and the process of determining language proficiency. In addition to the video, parents watch a PS 94 video that shows what our students do in our programs. There is a question and answer session where parents get an opportunity to get more information and clarification regarding the program choices for their children and the programs offered at our school. Within ten days of enrollment, newcomer students are tested. Within five days of ELL determination, PS94 will inform parents of the results of the NYSITELL and the ELL status of their child. Parents will be notified via a letter in their preferred language that will be placed in their child's backpack. Parents will be invited to come back to school for an additional viewing of the video on program choice so that we can best determine placement. Placement is based upon parental choice and a review of parent choice letters clearly reveals the trend to be that a greater number of parents request Dual Language. We have also noticed an increase of parents with EP students requesting Dual language settings and we have accommodated those parents as well. If parents cannot come for extra viewing of the video, a form will be sent with student. Assistant Principal Cristina Gonzalez and Parent Coordinators Elaine Ayala and Nelly Hernandez will follow up and continue their outreach to parents. Parents will be informed, in their preferred language, that failure to make a program selection the bilingual program is the default program. Our program model is 100% aligned with parental choice and we continue to add classes as parents request them. This school year we registered 225 kindergarten students and 27 students in grades 1-5 of these 97% requested Dual Chinese or Dual Spanish. Currently we have 43 dual languages classes in grades K-5 and 9 self contained ESL classes. We will continue to align every program as per parent choice.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parent surveys are filled out at school during registration. Program choice forms, are distributed and filled out in the parents preferred language. This is done after the orientation session and initial testing occurs, or in a one-to-one appointment at our school with Assistant Principal Gonzalez or ESL teacher Diane Mendez. If parents send forms with students, teachers will give the proper form to Ms. Gonzalez who will then upload information into ATS and keep the proper forms in the cumulative folder of the child. Assistant Principal Cristina Gonzalez will monitor parent choice monthly using the ATS system.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
Most parents fill out the forms while they are at our school during the orientation sessions. We document and record all filled out forms. We then identify the parents that have not turned in the Parent Survey and Program Selection and invite them to come to our school to fill out the form. More importantly, all forms are distributed in the parents preferred language. If parents send forms with students, teachers will give the proper form to Ms. Gonzalez who will then upload information into ATS and keep the proper forms in the cumulative folder of the child. Assistant Principal Cristina Gonzalez will monitor parent choice monthly using the ATS system.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Students receive the entitlement letter within 5 days of having received the NYSITELL. Letters are sent in the preferred language to parents via students' backpacks. Assistant Principal Cristina Gonzalez ensures the placement parent notification letters are distributed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
All ELL Documentation is kept safely in the student's cumulative record folder. Copies of the HLIS, non-entitlement letters and entitlement letters are securely kept in the ELL Office. Assistant Principal Cristina Gonzalez ensures all ELL documentation is maintained.
11. 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.  
To ensure that all sections of the NYSESLAT are administered, we create the calendar for administering the LAT based on the NYS test calendar. A memo clearly outlines the dates as well as the modality being tested (listening, speaking, reading and writing) is given to every teacher. In addition, a meeting is held the week before to review the memo and answer any questions teachers may have. We use several ATS reports including RLAT, RNMR and REXH to run NYSELAT reports as soon as they are available, the purpose is to identify continued entitlement, analyze trends and create instructional groupings. Pedagogues responsible for administering the test are: Blanca Baez, Debra DeMarco, Maria Mercurio and Chantai Jimenez and Diane Mendez.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
During the first week of school we look at the REXH report and we identify students that scored Proficient in the NYSESLAT spring of 2014; students that score Advance and a level 3 or 4 in the ELA and students that scored commanding in the NYSESLAT Spring 2015. Those students receive letters of transitional support and parents are notified that they will be receiving 90 minutes a week of English as a New language (standalone or integrated) during the current school year. Letters will be sent to parents via student backpacks in the preferred language. Assistant Principal Cristina Gonzalez is responsible for ensuring that entitlement and transitional support parent notification letters are distributed.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
After reviewing the Parent Survey and Program Selection forms we have noticed that most our parents prefer our dual language program over bilingual transitioning and free standing ESL classroom. We have also noticed an increase of parents with EP students requesting Dual and some of our chinese speaking parents are requesting Spanish Dual for their children; we have accommodated those parents as well. Our program model is 100% aligned with parental choice and we continue to add classes as parents request them.

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).

- a. Freestanding ENL program.

Paste response to questions here:

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

One of our goals at PS 94 is to afford students the opportunity for high academic achievement while becoming bilingual, biliterate, and multicultural. We believe that these linguistic and cultural skills will enable them to function more successfully in a global society. We are strongly committed to providing our ELLs with the skills they need to be academically successful. Our guiding mission is to increase the academic achievement of our English Language Learners. To meet our mission we have heterogeneously grouped classes in Dual Language Spanish and Chinese in grades Pre K-5 as well as self contained ESL in grades K-5. Every decision we make about the direction of our instruction is informed by the assessment of what our diverse student population does well and what it needs to improve. Our goals and objectives are designed to build upon the previous year's teaching and learning so we can focus on short term planning and long term planning for growth and improvement every year. We continuously compare our practice against best practices for gaps that give direction to our teaching and learning. Our weekly schedule and our flow of the day reflect the mandated requirements from the CR Part 154 in terms of ENL (standalone and integrated) and HLA.

Minutes	Flow of the Day
60 minutes:	Reading in ENL
30 minutes:	Writing and Grammar in ENL
45 minutes	STEM/Music/Visual Arts/Physical Education/Dance/ Technology
50 minutes	Lunch
60 minutes:	Mathematics in ENL
30 minutes:	Mathematics in ENL HLA (depending on the proficiency levels of the students)
45 minutes:	Home Language Arts through Social Studies or Science

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

In order to meet the linguistic needs of our ELLs, parental choice and part 154 mandates, PS 94s Language Allocation Policy will be as follows: Dual Language 50% English 50% Spanish or Chinese, ESL Program Self Contained 100% English. All programs provide or go above the Part 154 mandates of providing 360 minutes a week of ENL for Entering and Emerging students; 180 to our Transitional and Expanding students and 90 minutes a week to our Commanding students for two additional years as per the new CR Part 154. All ELL students will receive 180 minutes a week of Home Language Arts. As soon as the NYSELAT scores are available, we review the proficiency level of each child to ensure that they are receiving the mandated minutes. Since all ELLs are in Dual Language Programs or self-contained ESL, the programming is set by student needs and teachers are able to adjust instruction based on proficiency levels of students. In addition, all instruction regardless of the content has a language objective.

3. Describe how core content is delivered in each program model. 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.

In the ESL self contained classrooms content areas are taught using ESL methodology and strategies. In dual language classes, literacy skills are developed in both languages. During the literacy block, the components of balanced reading program are introduced in both the student's new language with appropriate scaffolds so entering students also have access to the curricula. Both ELLs and EP students receive literacy instruction in English and Spanish daily. During this time, teachers will schedule the various components of a balanced literacy program by language. These components include readers workshop, read aloud, shared reading, word study, guided reading, independent reading, partner reading, and writing workshop. Teachers will plan together to decide the language of instruction for social studies and science. Mathematics is taught in both languages and the minute of instruction in the new language or in the home language depends on the proficiency levels of the students in that particular class.

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

In our school, each grade has more than 2 dual language classes in the same language. Each grade team meets and together they analyze the NYSESLAT/NYSITELL results. Teachers collaborate and group students by proficiency levels. For example, a teacher in third grade may teach HLA to all Entering and Emerging students in the grade, another teacher may teach all the Transitioning and Expanding and a third teacher may teach all the Commanding and Former ELLs of the grade. The same model is followed in the other language. In a team-teaching approach, teachers must plan all instruction together in order to meet the academic and linguistic objectives of all the students.

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

Our ELL instructional program is designed to meet the needs of our subgroups based on proficiency levels, running record reading levels, standardized test scores, interim and teacher made assessments, conferencing, interests, behavioral needs, and academic ability. This data is triangulated to determine the best possible grouping for students as well as set instructional learning targets within the classrooms and grades. All administered assessments are periodically assessed on a monthly basis with the exception for running records which are administered four times a year and standardized tests.

To evaluate academic progress in all four modalities of language in Spanish and Chinese we create portfolios per student that will track progress in the following way:

Speaking and Listening- We developed tasks through project-based learning giving students opportunities to discuss and present their experiences to our school community. Data will be assessed and documented using our Speaking and Listening Progress log three times a year in the home language.

Writing- Students will use their projects to write about their learning experiences. We will measure monthly progress by using rubrics from Writing Pathways by Lucy Calkins.

Reading-

Spanish Dual: We will continue to use Fountas and Pinnell benchmark assessment system, four times a year, to assess reading.

Chinese Dual: We will continue to use our high frequency words and reading assessments developed by our teachers in every grade.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Instructional support for ELLs that are newly arrived include:

- Curriculum Compacting (providing instruction based on literacy level instead of grade) for a six week cycle
- Home Language Intervention
- New Language Intervention
- School Wide Enrichment grades K-5
- Reading Recovery in English or Spanish (Grade1)

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

- Students will use Rosetta Stone support in the New Language

Instructional Supports for SIFE's include:

- Academic Intervention Services during the day
- Home Language Intervention and support
- New Language Intervention
- Lunchtime Program grades 3-5

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

- At risk services including guidance
- Strategy lessons
- Extended guided reading or writing support

Saturday Academy

- Students will use Rosetta Stone support in the New Language

Instructional Supports for long term ELLs include:

- Academic Intervention services targeting language development
- Saturday Academy
- Targeted inquiry work
- Strategy lessons
- Extended guided reading or writing support
- Students will use Rosetta Stone support in the New Language

Serves for former ELLs up to two years after years after exiting ELL status

They will continue to receive 90 minutes of English as a New Language instruction for two additional school years

- Students will use Rosetta Stone support in the New Language

All ELLs and former ELLs for up to two years after testing out are eligible for ELL testing accommodations, in addition to any accommodations on their IEPs or 504 Plans, if applicable.

We will provide testing accommodations to ELLs, as needed, on all NYS ELA and content-area assessments (i.e., mathematics, science and social studies). We will ensure that all necessary arrangements will be made to make these accommodations available for ELLs who need them.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

The ELLs/SWDs that are identified as in need of related services receive them as prescribed by their Individualized Educational Plan (IEP). Those students that do not have an IEP, are reviewed by the Response To Intervention team (RTI), and an educational action plan is developed based on age, grade, and proficiency levels. The action plans are reviewed every 6 weeks to determine its success and to create any necessary revisions. ELLs and EPS are integrated for all or most content area instruction. To ensure that all students meet or exceed the standards, there is both short and long term planning for all instruction. All content area instruction, whether in one language or the other, becomes an opportunity for language development. Teachers plan for content-obligatory language objectives in addition to content-compatible language objectives in both languages. 9 of our cluster and Response to Intervention teachers have bilingual or ESL certification. The staff have participated in extensive professional development sessions on second language acquisition and are very knowledgeable in strategies for second language acquisition. The clusters and Response to Intervention team plan with the dual language and ESL teachers to determine the language objectives. As a result all content area instruction has both content and language objectives aligned to standards and student needs. Content area is taught as follows:

Math- Envision and exemplars K-5

Social Studies- Pearson K-5

Science- Pearson K-5

Reading and Writing- Core Knowledge Language Arts K-2  
Expenditinary Learning 3-5

A review of ELL identification determination would commence upon written request by a parent, a teacher with the consent of the parent at PS 94. Upon receiving a written request within an ELL's first 45 days of enrollment, school districts are required to implement a review process by qualified personnel to determine if a student may have been misidentified. Before a change in ELL determination is final, principal and superintendent approval are required. [154-2.3(b)] The team that will address the appeal process will be: Ms. Diane Mendez, Ms. Badillo-Frias, and Assistant Principal Ms. Gonzalez.

The staff to manage both the initial and re-identification process is: Ms. Diane Mendez, Ms. Badillo-Frias, and Assistant

8. 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?

Our ELLs with special needs are provided instruction to ensure alignment to grade level standards and expectations as well as to meet the IEP goals. We currently have 4 Dual Language Spanish ICT classes, One Chinese ICT class, 3 ESL ICT classes. These teachers are certified in Bilingual or ESL, Special Education and Common Branch. They work closely with the grade level teachers to ensure the same learning opportunities are offered. They scaffold instruction and provide small group instruction more frequently throughout the day. In addition, they use intergrated co-teaching practices that are adjusted to meet student needs. We also provide bilingual SETTTS, Speech, OT and PT services to our ELLs. Our guidance counselor and School based Support Team meets regularly to discuss the progress of students. Additionally all of our ELLs have access to Rosetta Stone a specialized language software. Alls classrooms have desktops, a listening center and at least 5 ipads where students use Razkids for literacy support, Rosseta Stone for language support and curriculum aligned books on cd's to promote language exposure as well as content specific vocabulary for our ELLs. For our native language portion we have translated domains from Core Knowledge Language Arts and modules from Expeditionary learning. Teachers also use and share resources from engage ny and achieve the core as needed. In terms of skills in Spanish we use the Estrellita program depending of the levels of proficiency in the home language. Students are also provided with content aligned books in their home language. Finally, students also use the listening center with books in the native language.

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

The ELLs/SWDs that are identified as in need of related services receive them as prescribed by their Individualized Educational Plan (IEP). In order for students to attain English proficiency within the least restrictive environment, that are grouped according to their needs and abilities. Both the SETSS and the classroom teachers collaborate with the classroom teachers to ascertain the needs of the students to attain success.

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		

The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.



\*Note: “other approved services” does not apply to New York City at this time.

CI Chart

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.

Home Language Usage/Support	Transitional Bilingual Education (TBE)				
100%					
75%					
50%					
25%					
Dual Language					
100%					
75%					
50%					
25%					
Freestanding ENL					
100%					
75%					
50%					
25%					
TIME	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING

## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.

Our targeted intervention program for ELLs include AIS intervention composed of English Language Arts, Math, Science and Social Studies. We also have an Enrichment coordinator who is a certified ESL teacher who provides intervention for struggling and advanced learners through project based instruction. We have 1 Reading recovery Spanish Bilingual teacher who provides reading intervention in Spanish and English to our early grade students. We also have a test preparation program for all students including ELLs that meets on Saturday for our Saturday Academy. ELLs in the Dual Language program and ESL program in grades K-5 participate in a two day a week after school program. They receive small group instruction in the area of need. Dual language and ESL teachers meet once a month to re-organize groups based on student needs. Additionally, ELLs also receive additional help one-on-one or in small groups with their teacher or a bilingual paraprofessional provide through the Bilingual Pupil Services program. We select and implement proven research based interventions that are matched to students' underlying needs. We collect formative baseline, mid-year, and end-of-year data to ensure that we are on track with meeting our long-term goals. Our interim assessments are administered, analyzed, and discussed every six weeks during our weekly collaborative learning meetings. We also provide extra help with language and grammar usage during our afterschool program. Home language support is offered to our Dual Language and ESL students throughout the day through the curriculum, materials and interventions. Dual Language teachers support home language development by teaching literacy in the home language first depending on their language proficiency level of the students. Home language support is provided through all components of literacy. The Dual Language program hires teachers who are native speakers or fluent speakers to reinforce ELLs mastery of their first language. All students, starting in Kindergarten, take books home in the home language to read independently. Our ESL teachers support home language development by providing books in home language for students to take home and read with their families. Home language dictionaries, glossaries and text books are also in every classroom. We strongly believe in respecting and recognizing the importance of language and culture and are fully committed to preparing our students to become citizens of the world.

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

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The programs' effectiveness is measured based on ongoing assessments which include running records and monthly assessments. There are three benchmarks given throughout the year, in the beginning of the year to establish a baseline, in the middle of the year to monitor progress and at the end of the year to measure the growth throughout the year. At the beginning of each year we are able to analyze the NYSELAT, NYSELA, NYSMATH results and see the achievements of the ELL population. Social studies or science are taught in the home language according to our curriculum map Teachers receive NYSESLAT scores at the beginning of the school year and are also given time with their supervisors to review the data and plan instruction to provide the proper scaffolds. Teachers reflect on their data and plan accordingly. Teachers use the tests scores, assessments and language arts progressions to support students according to their proficiency level.

12. What new programs or improvements will be considered for the upcoming school year?

Math- Envision and exemplars K-5  
Social Studies- Pearson K-5  
Science- Pearson K-5  
Reading and Writing- Core Knowledge Language Arts K-2  
Expendiary Learning 3-5  
Write Source

13. What programs/services for ELLs will be discontinued and why?

There were no programs discontinued.

14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Due to our large ELL's population the programs are available to our students. All students at PS 94 including ELLs have equal access to every program and are invited to participate in every program. Through the School-wide Enrichment Model ELL students participate in Enrichment Clusters, the Independent Investigation Model, and the Renzulli Learning program. In addition, they participate in the American Ballroom Dancing, Lego Robotics program, band, chorus, dance and visual arts. We have a partnership with Arts Connection, Puppetry in Practice, SEA and Broadway Jr. Academic intervention services takes place before, during and after school day for students in grades K-5 in reading, mathematics, native language, science and social studies. ELLs are invited to participate in all activities at PS 94 and are provided access to the curricula by providing the proper scaffolds to support their learning. ELLs are also invited to participate in all of the after school programs that PS 94 offers to its student population such as band, chorus, dance, guitar, soccer and basketball.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

In addition to Expenditure learning and Core Knowledge Language Arts we support our ELLs with specific materials to support second language acquisition. All Dual language and ESL classes in grades K-5 use Raz Kids, Envisions, Exemplars and Interactive Science. Our Dual Language classes use 100 Book Challenge in Spanish, Research Labs Spanish and Chinese, Tesoros, Estrellita, and home language resources. Curriculum materials such as maps, charts, posters, and videos are available in English as well as in other languages. Manipulatives for mathematics and science instruction are also used. Fountas and Pinnell intervention systems are used as an intervention program. In addition, Great Leaps is used for intervention for identified grade 1 ELL students in English.

All classrooms have:

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

In addition, all classrooms are equipped with Smart Boards and Document cameras to enhance visual aspects of learning for ELLs. Our enrichment team created and designed two STEM labs, that contain learning centers including a technology center that have tasks with language strategies and modifications to promote learning in English and the native language.

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

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

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

The ELLs that are identified as in need of related services receive them as prescribed by their Individualized Educational Plan (IEP). Those students that do not have an IEP are reviewed by the Response to Intervention Team (RTI), where an educational action plan is developed based on age, grade, and proficiency levels. The action plans are reviewed every 6 weeks to determine its success and to create any necessary revisions. Home language support is provided throughout the day during content area such science or social studies and in addition to small group instruction in mathematics. Teacher provide support through the analysis of their language proficiency levels and through the home language arts progression to provide the proper scaffolds.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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

At each age/grade level classroom teachers, through their curriculum, plan and develop appropriate scaffolds, tasks and assessments to ensure students receive the appropriate resources. In regards to SWDs all services are adapted and aligned to their Individualized Education Plan while being appropriate to their cognitive needs.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Newly enrolled ELL students are assisted before the beginning of the school year through Back to School orientation, Open House, and the PTA offers ongoing events throughout the school year. We offer translations and translators to parents.

19. What language electives are offered to ELLs?

N/A

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

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

Dual Language Spanish/English Models:

-Stand Alone Sequential Literacy Grade K

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

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

**Team Teaching Simultaneous Grade 1-5-Teaching Configuration:** Within the team teaching configuration there are two classes that receive instruction from two teachers. One of the two teachers in the team is assigned to provide instruction in English and the other teacher to provide instruction in the other language. In a team-teaching approach, the two teachers must plan all instruction together in order to meet the academic and linguistic objectives of all the students. There are two separate classrooms for instruction. One English, the other Spanish. The two groups of students are linguistically integrated; there are native speakers of English and native speakers of Spanish who are ELL as well as EP students within each group. The students are separated by language proficiency: English Dominant and Spanish Dominant. The groups move from one language classroom to the other.

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

**Dual Language Chinese/English: Stand Alone Simultaneous Literacy Grades K-5-Teaching Configuration:** Within the stand alone configuration, there is one teacher who provides instruction in both languages at separate times. The classroom contains instructional materials in both languages and is organized so that the language of instruction is clearly designated (i.e. color codes for language, signs indicating language of day). The teacher plans what concepts and activities s/he will conduct in each of the languages.

**Literacy Instruction:** Simultaneous during the literacy block, the components of the balanced reading program are introduced in both the student's first and second language according to the alternating language pattern. Units of Study in Reading and Writing will be in an alternating month pattern English and Chinese. Both ELLs and EP students receive literacy instruction in English and Chinese daily. During this time, teachers will schedule the various components of a balanced literacy program by language. These components include readers workshop, read aloud, shared reading, word study, guided reading, independent reading, partner reading, and writing workshop. Both the Spanish and Chinese Dual programs have equitable language policy of 50/50 every day.

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

To ensure that all teachers, paraprofessionals and related service providers including speech, guidance, psychologist, OT, PT, SETTS and others teaching ELLs are familiar with second language strategies we provide targeted professional development on both the theory and practice of second language acquisition frequently. Due to our large ELL population we are all collectively responsible for student achievement and we ensure that everyone is familiar with best practices for ELLs. Professional development is provided through weekly grade meetings, staff conferences, one to one modeling and use of Lab site classrooms. We have coaches and teacher leaders that provide professional development to all staff. Our Dual Language Coaches and Assistant Principals provide specific professional development to dual language teachers. Teachers participate in Brooklyn North series of workshops targeting instruction for ELLs and then turnkey to the rest of the staff. All teachers are part of an inquiry team that meets weekly to look at student work and share instructional strategies. We also offer an after school study group on identifying scaffolds, language structures and functions for the reading and writing units of study. Teachers assist ELLs as they transition in various ways. In May, teachers prepare articulation notes and students visit the grade they are moving up to, they have the opportunity to talk to teachers and students in the grade and are told of the expectations. Grade 5 teachers visit middle schools with their students and our Guidance Counselor assists in transitioning to middle school through workshops and one to one counseling for both parents and students. We take our grade 4 and 5 students on college tours and have career days so they can begin to plan what they want to study. Students in grade 4 and 5 are required to write an essay on a career choice and plan out the steps they need to take to reach their career goal. In addition, the student council serves as ambassadors for our school and represent us at community forums and at recruitment fairs. In addition, our pupil accounting secretary attended PD offered by the Office of English Language Learners. Our Parent Coordinators also create and provide parent workshops for parent of ELLs related to strategies to support work at home, CCLS support and amongst many providing technological resources to support ELL language development.

According to our Professional Development Calendar, we are providing professional development in all content areas geared to understanding and provided appropriate support for ELLs in mathematics, reading, writing, science and social studies all through the teaching practices of Sheltered Instruction Observation Protocol.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Teachers receive professional development sessions to support English Language learners in the areas of language development, differentiation, scaffolds, instructional support, planning, the SIOP model and others to ensure all students have access to the curricula and lessons are aligned to 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?

Guidance Counselor is provided professional development in supporting middle school application workshops to parents. Guidance Counselor ensures students and parents receive informational sessions and are encouraged to visit middle schools. The parents receive informational on supports students receive in elementary school and continuing supports students receive in middle school. Additionally, our fifth grade is structured as a middle school setting to teach our students how to follow a schedule and free flow to different classes as if they were enrolled in a middle school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Our Professional Development committee works with the staff and administration to align professional development sessions with the ELL language development needs of our school. Beginning, teachers are surveyed and that information is used in conjunction with findings from student data and teacher observations to plan the support for our teachers. To ensure that we meet the requirements of CR Part 154.2, we will document all professional development sessions and instructional support provided through agendas and attendance. Specific activities include training workshops in and out of school building, lunch and learns, grade meetings and staff meetings are all geared to provide ELL language support. In addition to that we inquiry cycles to determine best ways to support ELLs. Designated recorders take informed notes with next steps. All notes are forwarded to all teachers. Records will be kept in the Assistant's Principal office.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

In addition to the scheduled parent-teacher conferences, teachers meet with parents individually during their parent engagement block every Tuesday. Also, assistant Principal Gonzalez uses the AMAO tool to identify students at risks and uses that information to meet with parents and teachers to discuss ways to support those students' language development. Teachers and Assistant principals offer workshops to parents to get a deeper understanding of our goals, our students language development, the different proficiency levels and ways to support language development for our ELLs at home.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Parent workshops' agendas, attendance and handouts are kept by the parent coordinators in the parent coordinators' office. Teachers keep a log of their communication with parents.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Our parents, especially those of our ELL population, are a vital component to our students' success; therefore, we have designed activities to meet their needs. We gather information based on informal and formal conversations between staff and parents, through our parent coordinators, parent surveys, and from School Leadership Team (SLT) meetings. We offer Monthly Parent Workshops are conducted to enhance parenting and academic skills knowledge, as well as health issues. We also offer workshops for parents of students newly admitted, and we provide opportunities for representatives of the community to meet with parents at our school.

This year we have planned at least 3 one hour workshops for parents to come to the school and learn techniques to help their children. These workshops will be held to assist parents in supporting their ELLs at home. Various techniques will be demonstrated to parents to show them how to help their children learn English when they themselves do not speak English. As a certified ESL teacher who is fluent in Spanish and English, the workshops will allow the native Spanish speakers to interact and participate in a meaningful way.

The workshop notices will be translated to accommodate the native language at home (French, Spanish, Arabic). The translation services will be provided by parent volunteers and several translating resources.

Topics for Workshops:

1. Common Core and How It Relates to English Language Learners

Reading With Your Child and the Benefits

Literacy Game Night

2. How can my child and I learn English together

3. Reading in the new language or in the home language, what kind of questions do we ask our children after reading a book to improve language skills and comprehension

Also parents come to our school the first Friday of every month and visit their children's classroom for a period as part of our Parents as Learning Partners. Teachers, parents and students work together as parents learn strategies to support their ELLs academic development.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? PS 94 recognizes that parents are our children's first teachers. Research shows that students who have involved parents perform better and achieve more academically. We are a community school that works closely with community-based organizations to provide our parents with education classes, health programs and other services. We currently offer GED, ESL, adult technology class and host a variety of workshops. We are proud that our parents are active participants in the education of their child. Community partnerships are an integral part of our learning community and in addition we are partnered with many Community Based Organizations such as Lutheran Medical Center, Salvation Army, Fifth Avenue Committee, Boy Scouts, The Brooklyn Chinese-American Association, and National Urban Alliance.

5. How do you evaluate the needs of the parents?

Our school's Parent Association meets parents every month to discuss and provide feedback on the overall functioning of the school including our parents' needs. PTA meets with administrators biweekly to address all parents' concerns and needs.

6. How do your parental involvement activities address the needs of the parents?

Parents are invited to join classes on educational trips throughout the year. Parents participate in the first Friday of every month which they visit their child's room and work on a special project, read or play math games. We send annual surveys to parents and base our monthly instructional workshops on the responses. Parents attend workshops offered by the NYC department of

education. In addition, we host monthly multicultural events and have an annual ELL Showcase in May. Parents are invited to view student work and speak to them about their projects. We provide translators for every meeting and notices are sent home in English, Chinese and Spanish. In addition, we use our school website, our School Messenger, school calendars and classroom newsletters to remind parents of upcoming events.

#### **D. Additional Information**

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

Our Dual Language program is a developmental, language enrichment, bilingual education program that integrates students who are native English speakers and native speakers of another language (Spanish or Chinese) for all or most of their content area instruction. Therefore, the students of each language group serve as language models for each other. In addition, all students are developing their second language skills while learning content knowledge in both languages.

We believe in the value of developing citizens who are proud of their cultural heritage and become bicultural as well as bi-literate. As the global economy continues to open the markets of all nations, it is extremely important that we provide our future generations with the tools that they need in order to strive in this new economy. One of our goals at PS 94 is to afford students the opportunity for high academic achievement while becoming bilingual, bi-literate, and multicultural. We believe that these linguistic and cultural skills will enable them to function more successfully in a global society. Upon their completion in the Dual Language programs students in both language groups will:

- Meet or exceed Common Core Learning Standards
- Develop proficiency in their first language (Home Language)
- Develop proficiency in their second language (English Language)
- Develop positive cross-cultural attitudes; behaviors, and skills that will help them function in a global society.
- Develop second language skills while learning content knowledge in both languages.

It is our intention to assure that all of our students are offered the opportunity to become bicultural as well as bi-literate. We work very hard to continue developing our Dual Language program and improving it.

**School Name: Henry Longfellow International**

**School DBN: 15K094**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Janette Caban	Principal		1/13/16
Cristina Gonzalez	Assistant Principal		1/13/16
	Parent Coordinator		1/1/01
Diane Mendez	ENL/Bilingual Teacher		1/13/16
	Parent		1/1/01
Dahiana Badillo	Teacher/Subject Area		1/13/16
	Teacher/Subject Area		1/1/01
Doris Corniel	Coach		1/13/16
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **15K094**

School Name: **The Henry Longfellow School**

Superintendent: **Anita Skop**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The data used to assess written translation and oral interpretation needs are the Home Language Survey, Student Blue Emergency Contact cards, school report card, School Leadership Team survey, Parent surveys collected by class, PTA meetings and Parent-Teacher Conference.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

ROCL list is used to collect data on the language parents speak, this is done by class for every grade. The languages are English, Spanish, Chinese, and Arabic.

### Part B: Creating a Communications Calendar

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- List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The Monthly Calendar, Monthly Letters from Principal and Assistant Principals, Monthly Teachers' Newsletters, Letters from the PTA and School Leadership Team , all information distributed to parents. Fri - September 11, 2015 8:30 A.M. Host a welcoming event for families new to PS 94.		
Wed-September 16, 2015	8:30 A.M.	My Account
Tues - September 22, 2015	8:30 A.M.	Dads take your child to School
Thu - October 1, 2015	8:30 A.M.	Title 1
Fri - October 15, 2015	8:30 A.M.	Presentation & Discussion in understanding your child's Individual Educational Plan (IEP)
Tues - October 21, 2015	8:30 A.M.	Safety Tips on Bullying by 72nd PCT
Mon - November 2, 2015	8:30 A.M.	Preparing For Parent Teacher-Conference
Mon -November 9, 2015	8:30 A.M.	Financial Wellness Workshop
Thu - November 12, 2015	8:30 A.M.	Support for ELL Parents
Wed - November 18, 2015	8:30 A.M.	Support for ESL Parents
Tues - December 1, 2015	8:30 A.M.	Ready NY Emergency Plan
Wed - December 9, 2015 (Surveys)	8:30 A.M.	Coffee & Tea with your Parent Coordinators
Wed - December 16, 2015	8:30 A.M.	Community Service Project Involving Parents
Mon - December 21, 2015	8:30 A.M.	How Parents can prepare for winter Break
Wed –January 13, 2016	8:30 A.M.	Supporting your child's social and emotional development
Thu – January 20, 2016	8:30 A.M.	Health Plus: Asthma
Wed - January 27, 2016	8:30 A.M.	Learning with Science
Wed February 3, 2016	8:30 A.M.	Parents creating Art
Tue - February 9, 2016	8:30 A.M.	How can you help prepare your child for the English Language Arts NYS Test
Wed - February 24, 2016	8:30 A.M.	How can you help prepare your child for the Mathematics NYS Test
Tues - March 1, 2016	8:30 A.M.	NYC School Parent Surveys
Wed - March 16, 2016	8:30 A.M.	529 Savings and Investment Plan

Wed - March 30, 2016	8:30 A.M.	Nutrition: Healthier Eating Choices
Fri - April 1, 2016	8:30 A.M.	Health Plus: How to deal with stress
Wed - April 20, 2016	8:30 A.M.	Earth Day: Tips on Gardening
Wed - May 4, 2016	8:30 A.M.	Fitness tips for Parent to help their child stay active
Wed - May 11, 2016	8:30 A.M.	Parents Leading Workshop-Community service program
Wed - May 18, 2016	8:30 A.M.	Health Plus: Dealing with Allergies
Wed - June 8, 2016	8:30 A.M.	Summer School
Wed - June 15, 2016	8:30 A.M.	Summer Learning Loss prevention
Wed - June 22, 2016	8:30 A.M.	Summer Safety

- List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Curriculum Night and Parent-Teacher Conferences as per the NYC Dept. of Education, IEP meetings and additional meetings throughout the school year as need conducted with administrators, teachers, guidance counselors. Conferences are led by students.

### **Part C: Providing Language Assistance Services**

- Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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 4 languages, English, Chinese, Spanish and Arabic. Translations are provided by school staff ( Organization sheet available), and school website.

- Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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. Students lead parent-teacher conferences.

#### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

All staff members are made aware of how to use the translation services through staff meeting and staff received a copy of the "I speak..." card which includes the phone number for over the phone interpretation.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Parental notification requirements for translation and interpretation services are fulfilled using posters, school website and staff members available.

#### **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The PTA and SLT conduct surveys to gather feedback from parents on the quality and availability of services.