2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 15K094
School Name: P.S. 094 THE HENRY LONGFELLOW
Principal: JANETTE CABAN
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Henry Longfellow

School Number (DBN): 15K094

BEDS Code: 33150010094

Grades Served: K-5

School Address: 5010 6th Avenue Brooklyn, N.Y. 11220

Phone Number: 718-435-6034

Fax: 718-871-5261

School Contact Person: Janette Caban

Email Address: jcaban@schools.nyc.gov

Principal: Janette Caban

UFT Chapter Leader: Alfredo Pelaez

Parents’ Association President: Gabriela Balbuena

SLT Chairperson: Gabriela Balbuena

Title I Parent Representative (or Parent Advisory Council Chairperson): Vincent Lu

Student Representative(s): NA

CBO Representative: NA

District Information

Geographical District: 15

Superintendent: Anita Skop

131 Livingston Street Brooklyn, N.Y. 11201

Superintendent’s Office Address: ASkop@schools.nyc.gov

Superintendent’s Email Address: 718-935-4317

Phone Number: 718-935-4356

Fax: 718-935-4356

Field Support Center (FSC)

FSC: Brooklyn North Executive Director: Benadette Fitzgerald

2018-19 CEP
Executive Director’s Office Address: 131 Livingston Street Brooklyn, N.Y. 11201

Executive 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 Comprehensive Educational Plan (CEP) 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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janette Caban</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Alfredo Pelaez</td>
<td>*UFT Chapter Leader or Designee</td>
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</tr>
<tr>
<td>Gabriela Balbuena</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Vincent Lu</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>NA</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>NA</td>
<td>CBO Representative</td>
<td></td>
</tr>
<tr>
<td>Dahiana Badillo</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Debra Gonzalez</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>RosalbaTlatenchi</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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</tr>
<tr>
<td>Fabiola Jimenez</td>
<td>Parent</td>
<td></td>
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<tr>
<td>Antonia Perez</td>
<td>Parent</td>
<td></td>
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<td>Parent</td>
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<td></td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Rebecca De Tapia</td>
<td>DC37</td>
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<td>NA</td>
<td>Member/</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 CEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 CEP 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 Comprehensive Educational Plan (CEP) 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 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. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
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<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<td><strong>Collaborative Teachers</strong>: 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.</td>
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<td><strong>Effective School Leadership</strong>: 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.</td>
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<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
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**The Quality Review 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 also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

**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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for CEP 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:** 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 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).
- **Step 6:** 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: CEP Overview

1. What is your school’s mission statement?

<table>
<thead>
<tr>
<th>Mission Statement</th>
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<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
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 bi-cultural 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 bi-cultural as well as bi-literate.

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.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

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, trans-disciplinary 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’.

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 1363 students of which 53% 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.

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 trans-disciplinary, 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.

In addition, students 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.

3. Describe any special student populations and what their specific needs are.

Our student population is comprised of 53% 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.

4. Identify 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.

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. We will continue to ensure that teachers:

- Use rubrics and reading and writing learning progressions to provide actionable and meaningful feedback to all students
- Track student progress in all four modalities of language aligned to New York State Next Generation Learning Standards and content areas by using checklists, rubrics, beginning and end of unit assessments
- Using current assessment to adjust curricula so that all students meet objectives and master grade level expectations
- Teach strategies, including scaffolds in English and/or home language where appropriate
- Adapt curriculum to strategically provide multiple entry points and high-quality supports and extensions
- Provide deepened levels of questioning and the opportunity of rich student led discussion to all students in all classrooms and content areas.
### School Demographics and Accountability Snapshot for 15K094

#### School Configuration (2018-19)
- **Grade Configuration**: 0K,01,02,03,04,05
- **Total Enrollment (2017-18)**: 1380
- **SIG Recipient (Y/N)**: No

#### English Language Learner Programs (2018-19)
- **Transitional Bilingual**: N/A
- **Dual Language**: YES
- **Self-Contained English as a Second Language**: N/A

#### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: 24
- **SETSS (ELA)**: 8
- **# Integrated Collaborative Teaching (ELA)**: 92
- **# Special Classes (Math)**: 24
- **# SETSS (Math)**: 4
- **# Integrated Collaborative Teaching (Math)**: 92

#### Types and Number of Special Classes (2018-19)
- **# Visual Arts**: 44
- **# Music**: 45
- **# Drama**: 41
- **# Foreign Language**: 41
- **# CTE**: N/A

#### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 0.1%
- **% Black or African American**: 0.5%
- **% Hispanic or Latino**: 24.3%
- **% Asian or Native Hawaiian/Other Pacific Islander**: 87.5%
- **% White**: 1.7%
- **% Multi-Racial**: 0.1%

#### Overall NYSED Accountability Status (2018-19)
- **Student Performance for Elementary and Middle Schools (2017-18)**
  - ELA Performance at levels 3 & 4: 41.9%
  - Mathematics Performance at levels 3 & 4: 58.7%
- **Science Performance at levels 3 & 4 (4th Grade) (2016-17)**: 83%
- **Science Performance at levels 3 & 4 (8th Grade) (2016-17)**: N/A

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

**Elementary/Middle School**
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: YES

**Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
- American Indian or Alaska Native: N/A
- Hispanic or Latino: N/A
- White: N/A
- Students with Disabilities: N/A
- Economically Disadvantaged: YES

**Met Adequate Yearly Progress (AYP) in Science (2016-17)**
- American Indian or Alaska Native: N/A
- Hispanic or Latino: YES
- White: N/A
- Students with Disabilities: N/A
- Economically Disadvantaged: YES

**High School**
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

### Notes
- Focus Subgroups: No
- Focus School Identified by a Focus District: No
- Priority School: No
- Reward: No Recognition
- In Good Standing: Yes
- Local Assistance Plan: N/A
- White: N/A
- Hispanic or Latino: N/A
- Significant Online Learning (Y/N): N/A
- SIG Recipient (Y/N): No
- Total Students: N/A
- % Teaching Out of Certification: 0%
- % ELA/Math A (2015-16): 58%
- % Teaching with Fewer Than 3 Years Experience: 0%
- % Of Teachers with No Valid Teaching Certificate: 0%
- % US History Performance at Levels 3 & 4 (2016-17): 21
- % Mathematics Performance at levels 3 & 4 (2016-17): 92
- % Mathematics Performance at levels 3 & 4 (2015-16): 92
- % American Indian or Alaska Native: 0.1%
- % Black or African American: 0.5%
- % Hispanic or Latino: 24.3%
- % Asian or Native Hawaiian/Other Pacific Islander: 87.5%
- % White: 1.7%
- % Multi-Racial: 0.1%

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2018-19 CEP
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.

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Needs Assessment</th>
<th>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</th>
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<tbody>
<tr>
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<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
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</tbody>
</table>

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 is to develop teacher pedagogy from a coherent set of beliefs about how students learn best.

This past school year 2017-2018 we provided professional development opportunities to incorporate the Danielson framework for teaching and the NGLS 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. All teachers used the SIOP model to meet the language needs of all students. Teachers revisited strategies and scaffolds that would provide multiple entry points for all students, including English language learners and students with disabilities.

In addition, as per the 2017-2018 Quality Review there is a need to align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels. Therefore, all teachers need to provide actionable feedback to students, or use what they have learned about student performance on common assessments to inform adjustments to future instruction.

This school year 2018-2019 teachers will continue to use the SIOP model to meet the language needs of all students. Teachers will continue to revisit strategies and scaffolds that would provide multiple entry points for all students, including English language learners and students with disabilities. Track student progress in all four modalities of language aligned to New York State Next Generation Learning Standards and content areas by using checklists, rubrics, beginning and end of unit assessments Teachers will continue to ensure that deepened level of questions and opportunities of rich student led discussions are routinely provided to all students in all classrooms and content areas. Teacher and students will continue to use rubrics and reading and writing learning progressions to provide actionable and meaningful feedback to all students. Teachers will continue to use current assessment to adjust curricula so that all students meet objectives and master grade level expectations. They will continue to adapt curriculum to strategically provide multiple entry points and high-quality supports and extensions. 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 2018-19 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 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019 all teachers instructing English Language Arts will continue to implement targeted instructional content and language objectives, including scaffolds that will result in a 5% increase of all students, including English language learners and students with disabilities, as measured in ELA and NYSESLAT assessment and student work (portfolio).
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>September 2018-June 2019</td>
<td>Principal, Assistant Principals</td>
</tr>
</tbody>
</table>

- Teachers will plan units and lessons aligned to Next Generation Learning Standards that will support English Language Learners and Students with disabilities with language functions using the Teachers College units of study for teaching reading and writing. This will be ongoing throughout the school year during their weekly common grade planning time.

- Teachers will follow the SIOP model based with a focus on language development for English Language Learners. This will be ongoing throughout the school year during their weekly common grade planning time.

- 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. This will be ongoing throughout the school year during their weekly common grade planning time.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Our Literacy coaches will conduct parent workshops presenting strategies that parents can use at home while presenting lessons that are aligned to the Common Core using our curriculum from Teachers College three times during the school year. Our Assistant Principals will conduct parent workshops to understand the Common Core standards in English Language Arts three times during the school year.

### Part 4 – Budget and Resource Alignment

**Part 4a.** 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 After school curriculum planning

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
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</tbody>
</table>
Part 5 – Progress Monitoring

**Part 5a.** 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 2019, 100% of teachers have participated in the Japanese Lesson Study focusing on providing actionable feedback to students, and using what they have learned about student performance on the common assessments to inform adjustments to future instruction. This will be measured by lesson plans, agendas and inquiry findings.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Measured by agendas for professional development conducted on Mondays afternoon once per month, lesson plans reviewed once a month and classroom visitation using the Danielson Framework.

**Part 5c.** In **February 2019**, 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.

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year. As per our 2018 ELA and Math test scores we continue to reduce the number of students with disabilities scoring at level 1 and we have reduced the percentage of students with disabilities from 8% to 7%. Last year we introduce to all teacher Sanford Harmony as our social and emotional program. We continue to support students' social and emotional learning and we continue to work towards all students' academic achievement particularly students with disabilities. Our students with disabilities have access to academic intervention services during the school day and after-school as well as for Saturday Academy. Our students with disabilities also have the opportunity to participate in all of our enrichment programs offered period seven and during after-school programs such as Lego robotics, art squad, band, chorus, and yoga etc. High expectations are clearly communicated to all stakeholders, particularly students who have been held over and/or will be hold over and/or need to attend summer school.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
<td></td>
</tr>
</tbody>
</table>

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Goal</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate your school’s 2018-19 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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.</td>
<td>By June 2019 all teachers have supported all students academically, socially and emotionally by establishing a classroom environment that fosters core values conducive to learning where students feel safe, supported and challenged meeting their social and emotional needs as measured by students' monthly goals, students' participation in enrichment programs and monthly project based learning.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
</tbody>
</table>

| 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. | Teachers and Students | September 2018-June 2019 | Principal, Assistant Principals and Teachers |
| Parents engagement will continue through various programs, including, Parents as Learning Partners, where students and parents participate in project based learning activities. Teachers and parents meet on Tuesday afternoons to share students' goals and expectations with parents. | Parents | September 2018-June 2019 | Principal, Assistant Principals, Teachers and Parent Coordinator |
| Teachers will conduct parent workshops on how students learn best. How can parents support their children at home. | Parents | September 2018-June 2019 | Principal, Assistant Principals and Parent Coordinator |
| Curriculum Night and monthly newsletter - What are your children learning this month. | Parents | September 2018-June 2019 | Principal, Assistant Principals and Parent Coordinator |

### 3b – Parent and Family Engagement

**How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.**

Our Guidance Counselors and Parent Coordinators will provide parent workshops on social and emotional development and provide strategies and resources to support their children at home once a month throughout the school year including on Saturdays.

### Part 4 – Budget and Resource Alignment

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Parent Involvement, Tuesday-Parent Involvement Time, Saturday

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>
### Part 5 – Progress Monitoring

<table>
<thead>
<tr>
<th>Part 5a.</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>By February 2019, 100% of teachers will have shared student goals and expectations with students and parents including social and/or emotional goal and 95% of teachers have conducted one on one parent meetings during the Tuesday afternoons as measured by agendas and sign-in sheets during the Tuesday Parent Engagement period.</td>
</tr>
<tr>
<td>Part 5b.</td>
<td>Indicate the specific instrument of measure that is used to assess progress.</td>
</tr>
<tr>
<td></td>
<td>Agendas, parent conference sign-in sheets.</td>
</tr>
<tr>
<td>Part 5c.</td>
<td>In <strong>February 2019</strong>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</td>
</tr>
</tbody>
</table>
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.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

52% of our student population are English Language Learners and 48% are former ELLs, therefore, there is a need to develop content and language objectives for all lessons to increase vocabulary and language in English. Our instructional focus for the school year 2018-2019 is to continue to use the SIOP model to ensure that all lessons include both content and language objectives with student opportunities to have meaningful conversations about their understanding of the content and present their learning through project base learning.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019 all teachers will provide a coherent and appropriately aligned Next Generation Learning Standards based instruction that leads to multiple points of access for all students using the SIOP model as measured by content and language objectives and student mastery of the objectives using checklists and student rubrics aligned to the standards.
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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers and students</td>
<td>September 2018-June 2019</td>
<td>Principal, Assistant Principals and Teachers</td>
</tr>
<tr>
<td></td>
<td>Weekly Grade Meetings and Monday PD</td>
<td></td>
</tr>
</tbody>
</table>

Teachers will continue to plan units and daily lessons identifying content and language objectives to address all students’ goals and needs, including ELLs and SWD.

Teacher will ensure that all lessons include skills taught, strategies and scaffolds used to meet academic achievement.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parent engagement will continue through various programs, including, Parents as Learning Partners, where students and parents participate in project based learning activities. Teachers will conduct parent workshops on how students learn best and how can parents support their children at home on Tuesdays during Parent Engagement time throughout the school year, on Curriculum Night and sending monthly newsletter - What are your children learning this month.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Provide professional development for teachers as well as planning time for teachers during their sixth prep and inquiry work. Provide parents the opportunity to become learning partners with their children and visit their children's classroom the first Friday of the month and during the parent engagement time on Tuesdays.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
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</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

**Part 5a.** 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 January 2019, 100% of teachers will have planned units and daily lessons containing content and language objectives to address students' goals and needs. Lessons will include strategies and scaffolds for all students including students with disabilities and ELLs as measured by student checklists, rubrics, student portfolios and Danielson Framework.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

We will assess progress by looking at student work, checklists, rubrics, student portfolios and Danielson Framework.

**Part 5c.** In February 2019, 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.

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

This past school year 2017-2018, we focused on Domain 3 as the data form the teachers evaluation and the Danielson Framework demonstrated a need to concentrate in all of the Domain 3. Professional development and additional support was provided to ineffective and developing teachers. This school year 2018-2019 we will focus on Domain 3c with a deeper concentration on 3d. Our literacy and mathematics coaches will be conducting model lessons around Domain 3 to develop teacher pedagogy.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, we will continue to effectively use the Danielson Framework as a measure for improving student outcomes and school performance which will result in 98% of teachers receiving an effective and/or highly effective rating, an increase from 93% as measured by Advance.</td>
</tr>
<tr>
<td>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:</td>
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<tr>
<td>---</td>
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<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>- 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).</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>September 2018 Conduct all IPCs October 2018 - Begin Cycle 1 December 2018 Begin Cycle 2 February &amp; March 2019 - Begin Cycle 3</td>
<td>Principal and Assistant Principals</td>
</tr>
</tbody>
</table>

School leaders will conduct observations in cycles beginning with ineffective, developing and teachers up for tenure first. Explicit feedback with actionable plan and time frame will be provided to all teachers.

| Teachers | October & November 2018 December 2018- Begin Cycle 2 February & March 2019 - Begin Cycle 3 | Principal and Assistant Principals |

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.

| Teachers | September 2017-June 2018 Ongoing Literacy and Mathematics Coaches | Principal and Assistant Principals |

Coaches will support ineffective and developing teachers starting in September with lesson planning and demo lessons and continue to work in cycles with other teachers.

| Teachers | September 2018-June 2019 on | Principal and Assistant Principals |

School leaders and coaches will provide professional development in the areas of need, including conferring and development of student portfolios to all teachers.
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Our Parent Coordinators will provide a needs assessment survey to parents in the beginning of the year as well as the PTA to identify the parent workshops they would like to participate and a second survey will be conducted to invite parents to be presenters and conduct some of the parent workshops. Parent Coordinators and PTA will continue to conduct three to four workshops a month throughout the school year during the day and in the evening. In addition, parents will continue to be invited to become class parents and to be part of our Parents as Learning Partners every first Friday of the month.

Part 4 – Budget and Resource Alignment

| Part 4a. 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 and Teachers College Staff Developers |

<table>
<thead>
<tr>
<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
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<tr>
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<td>X</td>
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<tr>
<td>Title I TA</td>
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<tr>
<td>Title II, Part A</td>
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<tr>
<td>Title III, Part A</td>
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</table>

Part 5 – Progress Monitoring

<table>
<thead>
<tr>
<th>Part 5a. 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By February 2019, school leaders have begun cycle three of teacher evaluations as measured by the Danielson Framework.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5b. Indicate the specific instrument of measure that is used to assess progress.</th>
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</thead>
<tbody>
<tr>
<td>Teacher evaluations will be measured by the Danielson Framework and student portfolio.</td>
</tr>
</tbody>
</table>

| Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |
### Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Source and Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school's strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
<td></td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
<td></td>
</tr>
</tbody>
</table>

Last school year 2017-2018, teachers and school leaders provided workshops for parents during the school day on Tuesday afternoons and on Saturdays as per the results of the 2016-2017 NYC School Survey. The Parent Coordinators arranged for outside agencies to provide workshops for the parents. This school year 2018-2019, we will continue to provide Family Afternoons, for families to learn together. We will continue to have celebrations for families to attend and enjoy seeing their children conduct performances and presentations.

### Part 2 – Annual Goal

Indicate your school’s 2018-19 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 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, we will provide families with events which will result in a 5% increase from 90% to 95% in the percentage of parents who will agree or strongly agree that parents have an opportunity to volunteer in their children's' classroom as measured by the results of the 2019 NYC School Survey.
Part 3a – Action Plan

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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>September-October 2018</td>
<td>Principal, Assistant Principals and Parent Coordinator</td>
</tr>
<tr>
<td>Parents</td>
<td>September-2018-June 2019</td>
<td>Parent Coordinator with Assistant Principals and Principal</td>
</tr>
<tr>
<td>Parents</td>
<td>October 2018-May 2019</td>
<td>Parent Coordinators, Assistant Principals and Teachers</td>
</tr>
<tr>
<td>Parents</td>
<td>October 2018-May 2019</td>
<td>Parent Coordinators, Assistant Principals and Teachers</td>
</tr>
</tbody>
</table>

The parents will complete a survey that will inform PS94 what workshops they would like the school to offer.

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

We will invite and remind parents to volunteer in their children’s classrooms on Tuesdays, monthly newsletter and website.

Student performances and presentations will occur not just during Parent as Learning Partners.

3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Home Land Security Office, Center for Family Life, Brooklyn Chinese American Association, Sunshine House, Blue Cross Blue Shield Office NYU Hospital, Maimonides Medical Center, City Council Office and State Assembly Office, Term Life Insurance Office, Primerica and Office of Adult Continue Education.

Part 4 – Budget and Resource Alignment

Part 4a. 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, Contract for Excellence, and Title III

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
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</thead>
</table>
### Part 5 – Progress Monitoring

**Part 5a.** 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 2019, we will have provided six to seven workshops for parents, five Parents as Learning Partners activities and invited parents to volunteer as measured by workshop agendas and sign-in sheets.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Agendas and sign-in sheets.

**Part 5c.** In February 2019, 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 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>NYS ELA Test Grades 3-5, NYSESLAT Grades K-5, Fountas &amp; Pinnell Benchmark Assessments, Writing On Demands K-5, Reading on Demand 3-5</td>
<td>Reading Recovery, Small Group Gr. 2-5, Fountas &amp; Pinell (leveled literacy intervention), Rally Skills, Up the Ladder Units for Reading and Writing</td>
<td>One to One Daily Grade 1, One on one and small group K-5, Small group: Push-in/Pull Out Grades 2-5: 250 students</td>
<td>During School Day</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>NYS Mathematics Test, Exemplars Problem Solving Assessments, Beginning of the Year Assessment, Mid-Year assessment, End of Year Assessment,</td>
<td>Math exemplars, Eureka Problem Solving Tasks</td>
<td>Small group: Push-in/Pull Out Grades 2-5: 250 students</td>
<td>During the School Day</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>NYS Science Test Grade 4,</td>
<td>Small group: writing through non-fiction texts</td>
<td>Small group/Push-In Grades 2-5: 250 students</td>
<td>During the School Day</td>
</tr>
<tr>
<td>Informational Writing, Performance Portfolios</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>Informational Writing, Performance Portfolios</td>
<td>Small group: writing through non-fiction texts</td>
<td>Small group/Push-In</td>
<td>During the School Day</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Low Performing students with social and emotional need</td>
<td>Small group at risk counseling to address behavior issues, crisis, management, suspensions, bereavement issues</td>
<td>Small group/Push-In</td>
<td>During the School Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grades 2-5: 25 students</td>
<td>Grades K-2: 15 students</td>
<td>Grades 3-5: 15 students</td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website:

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

   One Student

2. Please describe the services you are planning to provide to the STH population.

   Administration, Parent Coordinators, and Guidance Counselors maintain contact with the families to provide academic, social, emotional support and any other supports the students need with outside agencies. In addition, the school will provide to STH students basic emergency supplies such as the school uniform, school supplies, and books.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

   NA

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an [STH liaison](#).
Section 8: 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(s) where the response can be found.
• For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

<table>
<thead>
<tr>
<th>X</th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
</table>

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.

In addition, we begin to provide professional development the last of August to all newly hired teachers. PS94 has literacy and mathematics coaches and grade teacher leaders to provide high quality professional development to ensure that the staff is highly qualified.

2b. High Quality and Ongoing Professional Development

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

Teachers, paraprofessionals and staff receive professional development on Monday afternoons. The high quality professional development is provided by TC staff developers on conferencing and reading and writing units of study and a staff developer for Eureka Math. In addition, teachers, paraprofessionals and staff attend monthly professional development on providing differentiation of instruction to meet the needs of ELLs, and SWDs, including the scaffolds that need to be provided for ELLs and SWD, including training with the SIOP model.

Paraprofessional receive professional development on Great Leaps offered by NYCDOE

Teachers, and paraprofessionals attend series of professional development offered by NYCDOE E for the Arts, STEM, Wellness, Sustainability and AIS.
Principal & Assistant Principals attend monthly professional development to strengthen leadership skills offerings by district and BFSC.

Principal, Assistant Principals and coaches conduct learning walks with grade leaders and grade teachers.

<table>
<thead>
<tr>
<th>Part 3: TA Schools Only</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3a. Use of Program Resources</strong></td>
</tr>
<tr>
<td>Describe how the TA program resources will assist participating children to meet proficiency.</td>
</tr>
<tr>
<td>NA</td>
</tr>
</tbody>
</table>

| **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). |
| NA |

<table>
<thead>
<tr>
<th>Part 4: SWP Schools Only</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)</strong></td>
</tr>
<tr>
<td>Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD &amp; parent involvement activities, sharing of records/info, early intervention services, etc.).</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

| **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. |
| Vertical teacher team meets twice a month to reflect, monitor and revise all aspects of our curriculum, 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. All teachers share a 6th prep weekly to review assessment data, student data, curriculum revisions and focus on pedagogical growth. |

| **4c. “Conceptual” Consolidation of Funds in SWP Schools** |
| 2018-19 CEP |
**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. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>1,219,937.00</td>
<td>x</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>118,888.00</td>
<td>x</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>90,446.00</td>
<td>x</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>8,391,814.00</td>
<td>x</td>
</tr>
</tbody>
</table>

**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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.,

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**Column A**

Verify with an (X)

**Column B**

Section Reference(s)

Pages 12-26

Pages 12-26

Pages 24-26

Pages 12-23
semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding**: Support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A**: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with 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 and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **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**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/CEP 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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. <strong>The Henry Longfellow School</strong>, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Henry Longfellow School</strong> will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- 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;

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**Parental Involvement and School Quality**

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., ESSA/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

● host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in
the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Elementary and Secondary (ESSA) 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;

## Encouraging School-Level Parental Involvement

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 Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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 Elementary and Secondary (ESSA) Act;

| I. School Responsibilities: Supporting Home-School Relationships |
| Support home-school relationships and improve communication by: |

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

● convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;

● arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

● respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;

● providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

● involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

● providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

● ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

| I. School Responsibilities: Providing Parents Reasonable Access to Staff |
| 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;

I. School Responsibilities: Providing General Support to Parents

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 Title I requirement for Every Student Succeeds Act (ESSA) 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

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 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

---

### Part A: School Information

Name of School: _______  
DBN: _______

This school is (check one): ✗ conceptually consolidated (skip part E below)  
✗ NOT conceptually consolidated (must complete part E below)

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### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):
- [ ] Before school  
- ✗ After school  
- [ ] Saturday academy

Total # of ELLs to be served: _______

Grades to be served by this program (check all that apply):
- ✗ K  
- ✗ 1  
- ✗ 2  
- ✗ 3  
- ✗ 4  
- ✗ 5  
- [ ] 6  
- [ ] 7  
- ✗ 8  
- ✗ 9  
- ✗ 10  
- ✗ 11  
- [ ] 12

Total # of teachers in this program: _______

# of certified ESL/Bilingual teachers: _______

# 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: 

# of teachers in this program: 25
First Grade Intervention Program: 8 teachers
Second Grade Intervention Program: 8 teachers
Third Grade Intervention Program: 8 teachers
One substitute teacher for all three programs
All three programs will start on Wednesday October 17, 2019 until Friday April 12, 2019
All three programs will have 44 instructional sessions and 13 planning/adapting
curriculum/contact parent sessions
Prevention/Intervention After School Program: The following prevention/intervention programs are designed for Level 1 students (Bottom 1/3) in third, second and in first grade in the area of reading. The after school program intends to improve literacy development in the areas of language, fluency and comprehension among level one students that are in need of intensive intervention in English. The intervention will target grammar, phonemic awareness, letter-sound recognition and high frequency words acquisition.
First Grade Intervention Program: The first grade reading intervention will focus on the acquisition of itemized knowledge, early reading strategies, decoding strategies, using all sources of information to read, and vocabulary development. The after school program intends to improve literacy development in the areas of language, fluency and comprehension among Level 1 students that are in need of intensive intervention in English. The intervention will target grammar, phonemic awareness, letter-sound recognition and high frequency words acquisition. Students will increase comprehension as they learn to use all sources of information while reading. The first grade intervention program is designed for Level 1 students (Bottom 1/3). The subgroups served in the first grade intervention program are Bottom 1/3 Level 1 students. Students will stay after school Wednesday and Thursday from 2:20 pm to 3:50 pm. The language of instruction used during intervention will be English. Teachers will plan targeted instruction every other Friday from 2:20 pm to 3:50 pm. Teachers are dually certified in ENL and/or Bilingual and Special Education, Reading, including Reading Recovery. Teachers will utilize informational reading texts along with reading responses and vocabulary assessments, flash cards, data collecting forms and running records. Each student will have a portfolio where assessments and student work will be maintained. Parents will be notified of program in English as well as the parents’ their preferred language. Permission slips to attend the program will also be sent home in English and the parents’ preferred language. Teachers will take attendance on each session of the program. Attendance records will be kept in teacher’s binder as well as in Assistant Principal Ms. Gonzalez’s binder. Students will be grouped according to the Fountas and Pinell benchmark assessment data to address their needs and provide targeted instruction to develop reading and comprehension skills. Student to teacher ratio will be 1 teacher with no more than 10-15 students to ensure that small group instruction will be effective.
### Part B: Direct Instruction Supplemental Program Information

**Second grade Intervention program:** The second grade intervention program will focus on decoding strategies, using all sources of information while reading, self-correction strategies, monitoring reading strategies, fluency and comprehension. Students and teachers will have opportunities to practice reading a range of texts to improve students’ fluency and comprehension. To ensure all students' increase comprehension and vocabulary development, a focus on close reading activities will deepen understanding of texts by reading and re-reading texts with the purpose of gaining and drawing information. The second grade intervention program is designed for Level 1 students (Bottom 1/3). The subgroups served in the second grade intervention program are Bottom 1/3 Level 1 students. Students will stay after school Wednesday and Thursday from 2:20 pm to 3:50 pm. The language of instruction used during intervention will be English. Teachers are dually certified in ENL and/or Bilingual and Special Education, Reading and including Reading Recovery. Teachers will utilize informational reading texts along with reading responses and vocabulary assessments, flash cards, data collecting forms and running records. Each student will have a portfolio where assessments and student work will be maintained. Parents will be notified of program in English as well as the parents’ their prefer language. Permission slips to attend the program will also be sent home in English and the parents’ preferred language. Teachers will take attendance on each session of the program. Attendance records will be kept in teacher’s binder as well as in Assistant Principal Ms. Gonzalez’s binder. Students will be grouped according to the Fountas and Pinell benchmark assessment data to address their needs and provide targeted instruction to develop reading and comprehension skills. Student to teacher ratio will be 1 teacher with no more than 10-15 students to ensure that small group instruction will be effective.

**Third grade Intervention program:**

The third grade intervention program will focus on using content area skills and concept to develop content area vocabulary while they also focus on decoding strategies, using all sources of information while reading, self-correction strategies, monitoring reading strategies, fluency and comprehension. Students and teachers will have opportunities to practice reading a range of texts to improve students’ fluency and comprehension based on readings that will support the development of content specific words while increasing comprehension. To ensure all students' increase comprehension and vocabulary development, a focus on close reading activities will deepen understanding of texts by reading and re-reading texts with the purpose of gaining and drawing information. The third grade intervention program is designed for Level 1 students (Bottom 1/3). The subgroups served in the second grade intervention program are Bottom 1/3 Level 1 students. Students will stay after school Wednesday and Thursday from 2:20 pm to 3:50 pm. The language of instruction used during intervention will be English. Teachers are dually certified in ENL and/or Bilingual and Special Education, Reading and including Reading Recovery. Teachers will utilize informational reading texts along with reading responses and vocabulary assessments, flash cards, data collecting forms and running records. Each student will have a portfolio where assessments and student work will be maintained. Parents will be notified of program in English as well as the parents’ their prefer language. Permission slips to attend the program will also be sent home in English and the parents’ preferred language. Teachers will take attendance on each session of the program. Attendance records will be kept in teacher’s binder as well as in Assistant Principal Ms. Gonzalez’s binder. Students will be grouped according to the Fountas and Pinell benchmark assessment data to address their needs and provide targeted instruction to develop reading and comprehension skills. Student to teacher ratio will be 1 teacher with no more than 10-15 students to ensure that small group instruction will be effective.
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: ____

Our journey at P.S. 94 has been a transformation for change. Our 2015-2016 ELA and NYSESLAT data indicated that our students needed additional scaffold support and differentiation in reading. In addition, we also needed to provide opportunities for students to develop their oral language skills. PS 94 researched an approach that would be inclusive and focused on supporting language. We will continue to learn and implement the Sheltered Instruction Observation Protocol (SIOP) during the first and second grade reading intervention program as we believe this is the most effective way to incorporate the strongest elements of reading. SIOP language methodologies will be integrated during guided reading and small group instruction for first and second grade reading intervention students. Ultimately, the integration of the SIOP model will provide multiple pathways for students to participate and succeed academically with additional literacy language support in itemized knowledge, early reading strategies, decoding strategies, self-correction strategies monitoring reading strategies, using all sources of information to read, vocabulary development, fluency all in effort to improve reading comprehension of multiples sources of texts. Teachers will receive professional development to understand how to best support our English Language Learners and will be required to attend training sessions on Mondays from 2:20-3:50 p.m. Professional development will include SIOP training, administration and analysis of running records, guided reading and small group instruction in an effort to target the needs of English language learners. All agendas and attendance sheets will be kept in PS 94 Professional Development Binder.

PROFESSIONAL DEVELOPMENT
Date: September 17, 2018
Time: 2:20-3:35 pm
Topic: Technology Resources to Support English language learners: tablets, desk tops, Raz kids and Rosetta Stone
Facilitators: Mr. Pelaez, Mr. Lo, Mr. Huang and Ms. Gonzalez
Targeted Audience: All Teachers
As a result teachers will: Teachers will understand how to use school-wide technological resources to support English language learners. Teachers will learn how to group their students by language proficiency levels and Reading levels to schedule time for them to use Rosetta Stone and Raz kids in the classroom and at home.

Date: September 24, 2018
Time: 8:55 am- 9:40 am
Topic: Alternative Pathways to Support Former English Language Learners’ Language Development and Academic Progress: Small Group Instruction (guided reading/writing/Mathematics), Individualized targeted learning (Research- Decide-teach Conference), and Project based learning
Targeted Audience: Ms. Alonso, Ms. Mei-Chiao, Ms. T. Zheng, Ms. Grady, Ms. Huang, Ms. Shi, Ms. Alonso, Ms. Gonzalez, D, Ms. Li Yim Ping, Ms. Chan, Ms. Yu Hua, Ms. Lam, Ms. Tsuei, Ms. Ng, and Ms. DeMarco

Date: September 25, 2018
<table>
<thead>
<tr>
<th>Time: 11:35 am - 12:20 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic: Alternative Pathways to Support Former English Language Learners’ Language Development and Academic Progress: Small Group Instruction (guided reading/writing/Mathematics), Individualized targeted learning (Research-Decide-teach Conference), and Project based learning</td>
</tr>
<tr>
<td>Targeted Audience: Mr. Manomat, Ms. Wang S, Mr. Vigil, Mr. Rivington, Ms. Rodriguez, Anette, Ms. Marquez, Ms. Fraticelli, Ms. Wang A, Ms. Lu, Ms. Zhang L, Ms. Gonzalez I, Ms. Vlismas, Ms. Hau, Ms. Myrick, Ms. Ma, Ms. Brandon</td>
</tr>
<tr>
<td>Date: September 26, 2018</td>
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<tr>
<td>Time: 9:45 am - 10:30 am</td>
</tr>
<tr>
<td>Topic: Alternative Pathways to Support Former English Language Learners’ Language Development and Academic Progress: Small Group Instruction (guided reading/writing/Mathematics), Individualized targeted learning (Research-Decide-teach Conference), and Project based learning</td>
</tr>
<tr>
<td>Targeted Audience: Ms. Lee, Ms. Florencio, Ms. Lin, Ms. Shan, Ms. Chong, Ms. Mitchell, Ms. Pena, Ms. Rodriguez A, Ms. Gonzalez D.</td>
</tr>
<tr>
<td>Date: September 26, 2018</td>
</tr>
<tr>
<td>Time: 12:30 pm - 1:15 pm</td>
</tr>
<tr>
<td>Topic: Alternative Pathways to Support Former English Language Learners’ Language Development and Academic Progress: Small Group Instruction (guided reading/writing/Mathematics), Individualized targeted learning (Research-Decide-teach Conference), and Project based learning</td>
</tr>
<tr>
<td>Targeted Audience: Ms. Calderon, Ms. Li, Ms. Tian, Ms. Guo, Ms. Sanchez, Ms. Chen E, Ms. Petit, Ms. B. Medina, Ms. Bianco, Ms. Osbourne, Ms. Chan-Yau, Ms. Balgobin, Ms. Ou, Ms. Mercurio</td>
</tr>
<tr>
<td>Date: September 27, 2018</td>
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<tr>
<td>Time: 11:35 am - 12:20 pm</td>
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<tr>
<td>Topic: Alternative Pathways to Support Former English Language Learners’ Language Development and Academic Progress: Small Group Instruction (guided reading/writing/Mathematics), Individualized targeted learning (Research-Decide-teach Conference), and Project based learning</td>
</tr>
<tr>
<td>Targeted Audience: Ms. Chow, Ms. Zhu, Ms. Tao, Ms. Sandoval, Ms. Calixto, Ms. Melendez, Ms. Tang, Ms. S. Medina, Ms. Arias, Ms. Guzman, Ms. Hu, Ms. Phillips, Ms. Pearls, Ms. Le.</td>
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<tr>
<td>Date: September 28, 2018</td>
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<tr>
<td>Time: 10:40 am - 11:25 am</td>
</tr>
<tr>
<td>Topic: Alternative Pathways to Support Former English Language Learners’ Language Development and Academic Progress: Small Group Instruction (guided reading/writing/Mathematics), Individualized targeted learning (Research-Decide-teach Conference), and Project based learning</td>
</tr>
<tr>
<td>Targeted Audience: Ms. Zou, Ms. Zhang S, Ms. Ieong, Ms. Chen Xi, Ms. He, Ms. Martinez, Ms. Rivera, Ms. Fazio, Ms. Ng.</td>
</tr>
<tr>
<td>Date: October 15, 2018</td>
</tr>
<tr>
<td>Time: 8:55 am - 9:40 am</td>
</tr>
<tr>
<td>Topic: How are we ensuring comprehensible content for our ELLs? Developing differentiated tool kits in the content areas. Using the room, individualized scaffolds, individualized word walls, and technology to promote language development.</td>
</tr>
<tr>
<td>Facilitator: Ms. Gonzalez and Ms. Scarmadella</td>
</tr>
</tbody>
</table>
Part C: Professional Development

Targeted Audience: Ms. Alonso, Ms. Mei-Chiao, Ms. T. Zheng, Ms. Grady, Ms. Huang, Ms. Shi, Ms. Alonso, Ms. Gonzalez D, Ms. Li Yim Ping, Ms. Chan, Ms. Yu Hua, Ms. Lam, Ms. Tsuei, Ms. Ng, and Ms. DeMarco

Date: October 16, 2018
Time: 11:35 am–12:20 pm
Topic: How are we ensuring comprehensible content for our ELLs? Developing differentiated tool kits in the content areas. Using the room, individualized scaffolds, individualized word walls, and technology to promote language development.
Facilitator: Ms. Gonzalez and Ms. Scarmadella

Targeted Audience: Mr. Manomat, Ms. Wang S, Mr. Vigil, Mr. Rivington, Ms. Rodriguez, Anette, Ms. Marquez, Ms. Fraticelli, Ms. Wang A, Ms. Lu, Ms. Zhang L, Ms. Gonzalez I, Ms. Vlismas, Ms. Hau, Ms. Myrick, Ms. Ma, Ms. Brandon

Date: October 17, 2018
Time: 9:45-10:30am
Topic: How are we ensuring comprehensible content for our ELLs? Developing differentiated tool kits in the content areas. Using the room, individualized scaffolds, individualized word walls, and technology to promote language development.
Facilitator: Ms. Gonzalez and Ms. Scarmadella

Targeted Audience: Ms. Lee, Ms. Florencio, Ms. Lin, Ms. Shan, Ms. Chong, Ms. Mitchell, Ms. Pena, Ms. Rodriguez A, Ms. Gonzalez D.

Date: October 17, 2018
Time: 12:30-1:15 pm
Topic: How are we ensuring comprehensible content for our ELLs? Developing differentiated tool kits in the content areas. Using the room, individualized scaffolds, individualized word walls, and technology to promote language development.
Facilitator: Ms. Gonzalez and Ms. Scarmadella

Targeted Audience: Ms. Calderon, Ms. Li, Ms. Tian, Ms. Guo, Ms. Sanchez, Ms. Chen E, Ms. Petit, Ms. B. Medina, Ms. Bianco, Ms.Osbourne, Ms. Chan-Yau, Ms. Balgobin, Ms. Ou, Ms. Mercurio

Date: October 18, 2018
Time: 11:35 am – 12:20 pm
Topic: How are we ensuring comprehensible content for our ELLs? Developing differentiated tool kits in the content areas. Using the room, individualized scaffolds, individualized word walls, and technology to promote language development.
Facilitator: Ms. Gonzalez and Ms. Scarmadella

Targeted Audience: Ms. Chow, Ms. Zhu, Ms. Tao, Ms. Sandoval, Ms. Calixto, Ms. Melendez, Ms. Tang, Ms. S. Medina, Ms. Arias, Ms. Guzman, Ms. Hu, Ms. Phillips, Ms. Pearls, Ms. Le.

Date: October 19, 2018
Time: 10:40 to 11:25 am
Topic: How are we ensuring comprehensible content for our ELLs? Developing differentiated tool kits in the content areas. Using the room, individualized scaffolds, individualized word walls, and technology to promote language development.
Facilitator: Ms. Gonzalez and Ms. Scarmadella

Targeted Audience: Ms. Zou, Ms. Zhang S, Ms. Ieong, Ms. Chen Xi, Ms. He, Ms. Martinez, Ms. Rivera, Ms. Fazio, Ms. Ng.
## Part C: Professional Development

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Focus</th>
<th>Facilitators</th>
<th>Targeted Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 29, 2018</td>
<td>2:20pm to 3:35 pm</td>
<td>Supporting Oral Language Development of English Language Learners and creating opportunities for students to develop their listening and speaking skills. Differentiated support through strategic grouping and Project Based Learning.</td>
<td>Ms. Gonzalez, Ms. Scamardella, Ms. Rodriguez, Ms. DeMarco, Ms. L.Zhang, Ms. Gonzalez D</td>
<td>All Teachers (Session will be set up by grade)</td>
</tr>
<tr>
<td>December 3, 2018</td>
<td>8:55 am to 9:40 am</td>
<td>Topic: Guided Reading: Analyzing Data to Plan for Small Group Instruction to support English Language Learners and Students with Disabilities.</td>
<td>Ms. Corniel and Ms. Gonzalez</td>
<td>Ms. Alonso, Ms. Mei-Chiao, Ms. T. Zheng, Ms. Grady, Ms. Huang, Ms. Shi, Ms. Alonso, Ms. Gonzalez D, Ms. Li Yim Ping, Ms. Chan, Ms. Yu Hua, Ms. Lam, Ms. Tsuei, Ms. Ng, and Ms. DeMarco</td>
</tr>
<tr>
<td>December 4, 2018</td>
<td>11:35 am to 12:20 pm</td>
<td>Guided Reading: Analyzing Data to Plan for Small Group Instruction to support English Language Learners and Students with Disabilities.</td>
<td>Ms. Corniel and Ms. Gonzalez</td>
<td>Ms. Melendez, Mr. Manomat, Ms. Wang S, Ms. S. Medina, Mr. Vigil, Mr./ Rivington, Ms. Rodriguez, Anette, Ms. Marquez, Ms. Fraticelli, Ms. Wang, A, Ms. Lu, Ms. Zhang L.</td>
</tr>
<tr>
<td>December 5, 2018</td>
<td>9:45 am to 10:30 am</td>
<td>Guided Reading: Analyzing Data to Plan for Small Group Instruction to support English Language Learners and Students with Disabilities.</td>
<td>Ms. Corniel and Ms. Gonzalez</td>
<td>Ms. Chong, Ms. Chan-Yau, Ms. Lam, Ms. Zou, Ms. Rivera, Ms. Gonzalez I, Ms. Mitchell, Ms. Calderon, Ms. Fazio, Ms. Le.</td>
</tr>
<tr>
<td>December 6, 2018</td>
<td>12:30 pm to 1:15 pm</td>
<td>Guided Reading: Analyzing Data to Plan for Small Group Instruction to support English Language Learners and Students with Disabilities.</td>
<td>Ms. Corniel and Ms. Gonzalez</td>
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</tr>
<tr>
<td>December 7, 2018</td>
<td>10:40 am to 11:25 am</td>
<td>Guided Reading: Analyzing Data to Plan for Small Group Instruction to support English Language Learners and Students with Disabilities.</td>
<td>Ms. Corniel and Ms. Gonzalez</td>
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<tr>
<td>Date</td>
<td>Time</td>
<td>Topic</td>
<td>Facilitator</td>
<td>Targeted Audience</td>
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<tr>
<td>January 14, 2019</td>
<td>8:50am to 2:20pm</td>
<td>Planning Scaffolds to Support our English Language Learners Facilitators: Ms. Pamela Creed Targeted Audience: All Teachers As a result teachers will: Teachers will engage in developing scaffolds to support English language learners. Notebooks will be developed and created as a school wide tool to support English language development in reading, writing, grammar and mathematics.</td>
<td>Ms. Pamela Creed</td>
<td>All Teachers</td>
</tr>
<tr>
<td>January 15, 2019</td>
<td>8:50am to 2:20pm</td>
<td>Sheltered Instruction Observation Protocol Model Session 1 Facilitator: Ms. Pamela Creed Targeted Audience: Selected teachers Grades k-2 Ms. Martinez S, Ms. Mei-Chiao, Ms. Fazio, Ms. Le, Ms. Ng, Ms. Tsuei, Ms. Lam, Ms. Pena E, Ms. Rodriguez A. As a result teachers will: Identify all eight components of SIOP and list characteristics of content and language objectives.</td>
<td>Ms. Pamela Creed</td>
<td>Selected teachers Grades k-2 Ms. Martinez S, Ms. Mei-Chiao, Ms. Fazio, Ms. Le, Ms. Ng, Ms. Tsuei, Ms. Lam, Ms. Pena E, Ms. Rodriguez A.</td>
</tr>
<tr>
<td>January 16, 2019</td>
<td>8:50am to 2:20pm</td>
<td>Sheltered Instruction Observation Protocol Model Session 2 Facilitator: Ms. Pamela Creed Targeted Audience: Selected teachers Grades k-2 Ms. Martinez S, Ms. Mei-Chiao, Ms. Fazio, Ms. Le, Ms. Ng, Ms. Tsuei, Ms. Lam, Ms. Pena E, Ms. Rodriguez A. As a result teachers will: Analyze elements of academic vocabulary and plan how to include them in a lesson. Identify and determine techniques for bridging students’ background experiences to lesson concepts and teaching content in ways that students can understand.</td>
<td>Ms. Pamela Creed</td>
<td>Selected teachers Grades k-2 Ms. Martinez S, Ms. Mei-Chiao, Ms. Fazio, Ms. Le, Ms. Ng, Ms. Tsuei, Ms. Lam, Ms. Pena E, Ms. Rodriguez A.</td>
</tr>
<tr>
<td>January 16, 2019</td>
<td>8:50am to 2:20pm</td>
<td>Sheltered Instruction Observation Protocol Model Session 3 Facilitator: Ms. Pamela Creed Targeted Audience: Selected teachers Grades k-2: Ms. Martinez S, Ms. Mei-Chiao, Ms. Fazio, Ms. Le, Ms. Ng, Ms. Tsuei, Ms. Lam, Ms. Pena E, Ms. Rodriguez A. As a result teachers will: Make connections between the Lesson Preparation and Lesson Delivery components of SIOP model. Create a SIOP Model implementation plan.</td>
<td>Ms. Pamela Creed</td>
<td>Selected teachers Grades k-2: Ms. Martinez S, Ms. Mei-Chiao, Ms. Fazio, Ms. Le, Ms. Ng, Ms. Tsuei, Ms. Lam, Ms. Pena E, Ms. Rodriguez A.</td>
</tr>
</tbody>
</table>
Part C: Professional Development

As a result teachers will: Identify all eight components of SIOP and list characteristics of content and language objectives.

Date: January 29, 2019  
Time: 8:50am to 2:20pm  
Facilitator: Ms. Pamela Creed  
Targeted Audience: Ms. Petit, Ms. Bianco, Ms. Tang, Ms. Gonzalez I, Ms. Phillips, Ms. Pearls, Ms. Mercurio, Ms. Le

As a result teachers will: Analyze elements of academic vocabulary and plan how to include them in a lesson. Identify and determine techniques for bridging students’ background experiences to lesson concepts and teaching content in ways that students can understand.

Date: January 30, 2019  
Time: 8:50am to 2:20pm  
Topic: Sheltered Instruction Observation Protocol Model Session 3  
Facilitator: Ms. Pamela Creed  
Targeted Audience: Ms. Petit, Ms. Bianco, Ms. Tang, Ms. Gonzalez I, Ms. Phillips, Ms. Pearls, Ms. Mercurio, Ms. Le

As a result teachers will: Make connections between the Lesson Preparation and Lesson Delivery components of SIOP model. Create a SIOP Model implementation plan.

Date: March 7, 2019  
Time: 8:00am-2:20pm  
Topic: Sheltered Instruction Observation Protocol Model Planning differentiated instruction for our English Language Learners  
Facilitators: Ms. Pamela Creed  
Targeted Audience: New teachers Grades k-2 Ms. Martinez S, Ms. Mei-Chiao, Ms. Fazio, Ms. Le, Ms. Ng, Ms. Tsuei, Ms. Lam, Ms. Pena E, Ms. Rodriguez A.

As a result teachers will: Make connections between the Lesson Preparation and Lesson Delivery components of SIOP model. Curriculum Adaptation session where teachers use the SIOP Model to plan and differentiate instruction.

Date: March 8, 2019  
Time: 8:00 am to 2:20pm  
Topic: Sheltered Instruction Observation Protocol Model Planning differentiated instruction for our English Language Learners  
Facilitators: Ms. Pamela Creed  
Targeted Audience: Ms. Petit, Ms. Bianco, Ms. Tang, Ms. Gonzalez I, Ms. Phillips, Ms. Pearls, Ms. Mercurio, Ms. Le

As a result teachers will: Make connections between the Lesson Preparation and Lesson Delivery components of SIOP model. Curriculum Adaptation session where teachers use the SIOP Model to plan and differentiate instruction.
### 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 outperform their peers academically. We are proud that our parents are active participants in the education of their child. 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 classroom and work on a special project, read or play math games and learn about language strategies to support our ELLs. 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. Parents are able to attend workshops in their preferred language along with information and resources about the workshop. We will also post the information on our website. Parents will be notified of the workshop through our school’s monthly calendar as well our teachers’ monthly newsletter to parents. Calendars and newsletters are sent home in the parents preferred language. We will also include information about the workshops in our school website which can be translated to our parents’ preferred language. Records of the agendas, attendance and handouts will be maintained in the parent communication binder in the main office. Copies of agendas, attendance, handouts and exit slips will be maintain in Ms. Gonzalez’s parent workshops binder as well. Workshops will be conducted in English, Spanish and Chinese as we will have translators and FM units available for parents to use and participate together during the workshop.

### PARENTAL ACTIVITIES

**Date:** September 21, 2018  
**Time:** 8:55 - 9:40 am  
**Topic:** Technology Resources to Support English language learners: How to set up Raz kids and Rosetta Stone in tablets, desktops and smart phone so that students can use these tools at home  
**Facilitators:** Mr. Pelaez, Mr. Lo, Mr. Huang and Ms. Gonzalez  
**Targeted Audience:** All parents  
As a result teachers will: Parents will learn and set up technological resources to support English language learners at home. Parents will learn how to use Rosetta Stone and Raz kids.

**Date:** September 28, 2018  
**Time:** 8:55 - 9:40 am  
**Topic:** Understanding our Dual Language Programs for grades k-2.  
**Facilitator:** Ms. Gonzalez  
**Targeted Audience:** Parents in Grades k-2  
As a result, parents will learn and understand our Dual Language Programs for grades k-2. They will also learn about our school’s Vision and Mission for all our students in the dual language.
Part D: Parental Engagement Activities

programs. Parents will learn about our settings and how to support our students in developing both, home and new language.

Date: October 5, 2018
Time: 8:55 - 9:40 am
Topic: Understanding our Dual Language Programs for grades 3-5.
Facilitator: Ms. Gonzalez
Targeted Audience: Parents in Grades 3-5
As a result, parents will learn and understand our Dual Language Programs for grades 3-5. They will also learn about our school’s Vision and Mission for all our students in the dual language programs. Parents will learn about our settings and how to support our students in developing both, home and new language.

Date: October 25, 2018
Time: 8:55 am to 9:40 am
Topic: Next Generation Standards for Grades k-2 in ELA, Mathematics, Science and Social Studies
Facilitators: Ms. Gonzalez, Ms. McInerney, and Ms. Corniel
Targeted Audience: Parents
As a result teachers will: Parents will learn about the Next Generation Standards and how to support language development at home. Parents will have an opportunity to learn how to develop language at home through readalouds and the mathematical solving procedure.

Date: October 26, 2018
Time: 8:55 am to 9:40 am
Topic: Next Generation Standards for Grades 3-5 in ELA, Mathematics, Science and Social Studies
Facilitators: Ms. Gonzalez, Ms. McInerney, and Ms. Corniel
Targeted Audience: Parents
As a result teachers will: Parents will learn about the Next Generation Standards and how to support language development at home. Parents will have an opportunity to learn how to develop language at home through readalouds and the mathematical solving procedure.

Date: November 16, 2018
Time: 8:55 am to 9:40 am
Agenda/Topic: How do we support our English Language Learners in all four modalities of language?
Facilitator: Ms. Gonzalez, Ms. DeMarco and Ms. Lu
As a result parents will: Parents will learn about the process of learning English and the four modalities of language.

Date: January 17, 2019
Time: 8:55 am -9:40 am
Topic: Using your community resources to support your child's learning
Facilitators: Ms. N.Hernandez, Ms. E.Ayala, and Ms. A.Ta
Targeted Audience: Parents
As a result teachers will: Parents will learn about our community resources and school expectations as we addressed their questions about making a successful transition in a new school and home environment.

Date: February 1, 2019 Time: 8:55 am to 9:40 am
Agenda/Topic: Getting Ready for the NYSESLAT Specific strategies for close reading and writing for our ELLS Grades k-
**Part D: Parental Engagement Activities**

Facilitator: Ms. Gonzalez, Ms. R. Rodriguez, Ms. S. Hernandez and Ms. Scamardella

As a result parents will: Parents will learn close reading strategies and testing strategies to support their students during the NYSESLAT

Date: February 8, 2019
Time: 8:55 am to 9:40 am

Agenda/Topic: Getting Ready for the NYSESLAT Specific strategies for close reading and writing for our ELLS Grades 3-5

Facilitator: Ms. Gonzalez, Ms. Scamardella, Ms. S. Hernandez and Ms. R. Rodriguez

As a result parents will: Parents will learn close reading strategies and testing strategies to support their students during the NYSESLAT

Date: March 1, 2019
Time: 8:55 am to 9:40 am

Agenda/Topic: Getting Ready for the ELA, Mathematics and NYSESLAT Tests; Specific strategies for close reading and writing for our ELLS

Facilitador: Ms. Gonzalez, Ms. S. Hernandez, Ms. Rodriguez and Ms. Scamardella

As a result parents will: Parents will learn close reading strategies and testing strategies to support their students during the NYSESLAT the ELA and the Mathematics State Tests

Date: April 5, 2019
Time: 8:55 am to 9:40 am

Agenda/Topic: Project Base Learning for ELLs grades k-2

Facilitator: Ms. Gonzalez and Ms. Corniel

As a result parents will: Parents will learn all components of PBL and work together in finding ways to engage in project based learning using city resources

Date: May 6, 2019
Time: 8:55 am to 9:49 am

Agenda/Topic: Project Base Learning for ELLs grades 3-5

Facilitator: Ms. Gonzalez and Ms. Corniel

As a result parents will: Parents will learn all components of PBL and work together in finding ways to engage in project based learning using city resources.

**Part E: Budget**

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

Allocation Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Part E: Budget

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

**Allocation Amount:** $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Travel</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Other</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Brooklyn</td>
<td>94</td>
</tr>
</tbody>
</table>

School Name: Henry Longfellow International

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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janette Caban</td>
<td>Cristina Gonzalez</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rose Rodriguez</td>
<td>Cindy Hsiung</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natalie Calixto</td>
<td>Rosalba Tlatenchi</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laura Chan-Yau</td>
<td>Nellie Hernandez</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.Frias-Badillo</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>type here</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
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</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>35</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>3</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
</tr>
<tr>
<td>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)</td>
<td>5</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>5</td>
</tr>
</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>1363</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of ELLs</td>
<td>716</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>52.53%</td>
</tr>
</tbody>
</table>
A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)
Check all that apply

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>TBE</td>
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<tr>
<td>DL</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>23</td>
</tr>
<tr>
<td>DL</td>
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<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>6</td>
<td>7</td>
<td>4</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>33</td>
</tr>
</tbody>
</table>

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>Language(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td>If yes, indicate language(s):</td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td>Spanish and Chinese</td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

Part II: ELL Demographics

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

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
2. What structures do you have in place to support this effort?
   Vertical team, Common Grade Meeting, Monday Professional development and instructional cycles of support with coaches, and 1-1 conversations.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
   We use several methods to evaluate progress and measure the success of our programs. The standardized test such as the NYSELSLAT help us monitor and evaluate the success of our programs. The NYSELSLAT data is informative as we use it to also plan additional tools and progress to provide opportunities for our ELLs to develop all four modalities of language. We analyze the data to ensure students are progressing in their language proficiency. Additionally, for the 2017-2018 school year, we administered the HLA performance tasks in Spanish for our grades k-5. We will use that data to monitor and evaluate the success of our Spanish Dual Language program. This data will also inform us of the tools and support our students may need to become biliterate and bilingual at PS 94. Moreover, 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 feedback and recruitment we receive from neighboring junior high school.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   Provide a Tier intervention program during the school day and after-school program for grades 1 to 5.

5. How does your school use 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 for grades k-5, the results of reading on demand for grades 3-5, weekly progress monitoring of all students, and state-wide tests. We also use the EDAT 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 3-5 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. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].) ELLs at PS 94 have shown great progress in the NYSELSLAT. 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, before 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 progressi within three to five years and as their academic language improves so does their performance in reading and writing.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
Vertical Team Meetings, Monday professional development and grade meetings

---

**Part IV: ELL Programming**

**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.
      Students receiving instruction in ENL classrooms receive ENL support all day from their classroom teacher. Classes are formed with students with different language proficiency levels and teachers provide differentiated instruction to support the language and academic development for all students. If there are English Language Learners in our general Education Classroom, or in our ICT classrooms, we provide a ENL support following the SIOP Model, via a push in model, where an ENL teacher delivers language supportive instruction to the student in the classroom while the student receives instruction from the general education or special education teacher. This is a collaborative way of providing language support to students without the loss of classroom instructional and engaging learning time. The general education teacher or special education teacher along with the Push-In ENL teacher collaborate on curriculum and data analysis to target the needs of the students. The reading and writing progressions of the curriculum along with the New Language Arts Progressions are used to provide appropriate academic and developmental support to the students.
   b. TBE program. *If applicable.*
      Not applicable
   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, bi-literate, 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 ENL and integrated ICT classrooms 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 years of 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.

<table>
<thead>
<tr>
<th>ENL Classes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minutes</td>
</tr>
<tr>
<td>45 minutes</td>
</tr>
<tr>
<td>45 minutes</td>
</tr>
<tr>
<td>45 minutes</td>
</tr>
</tbody>
</table>
45 minutes  Prep-Multicultural Focus
50 minutes  Lunch
45 minutes:  Mathematics in ENL
45 minutes:  Home Language Arts through Social Studies or Science in ENL

**Dual Language Self Contain Classes**

<table>
<thead>
<tr>
<th>Minutes</th>
<th>Flow of the Day 1</th>
<th>Flow of the Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>45 minutes</td>
<td>Phonics in ENL</td>
<td>Phonics in HLA</td>
</tr>
<tr>
<td>45 minutes</td>
<td>Reading in ENL</td>
<td>Reading in ENL</td>
</tr>
<tr>
<td>45 minutes</td>
<td>Writing in ENL</td>
<td>Writing in ENL</td>
</tr>
<tr>
<td>45 minutes</td>
<td>Prep-Multicultural Focus</td>
<td>Prep-Multicultural Focus</td>
</tr>
<tr>
<td>50 minutes</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>45 minutes: Mathematics in ENL</td>
<td>Mathematics in HLA</td>
<td></td>
</tr>
<tr>
<td>45 minutes: Social Studies/Science in ENL</td>
<td>Social Studies/Science in HLA</td>
<td></td>
</tr>
</tbody>
</table>

**Dual Language Self Contain Classes**

<table>
<thead>
<tr>
<th>Minutes Flow of the Day</th>
<th>ENL Room</th>
<th>HLA Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>45 Reading in ENL</td>
<td>Reading in ENL</td>
<td></td>
</tr>
<tr>
<td>45 Writing in ENL</td>
<td>Writing in ENL</td>
<td></td>
</tr>
<tr>
<td>45 Phonics in ENL</td>
<td>Phonics in HLA</td>
<td></td>
</tr>
<tr>
<td>45 Lunch</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>45 Mathematics ENL</td>
<td>Mathematics HLA</td>
<td></td>
</tr>
<tr>
<td>45 Social Studies/Science ENL</td>
<td>Social Studies/Science HLA</td>
<td></td>
</tr>
<tr>
<td>45 Prep-Multicultural focus</td>
<td>Prep-Multicultural focus</td>
<td></td>
</tr>
</tbody>
</table>

Prep- Multicultural Focus: students will receive instruction in these content subjects: STEM/Music/Visual Arts/Physical Education/Dance/ Technology

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, ENL 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 ENL, 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 ENL self contained classrooms content areas are taught using ENL 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 students’ 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/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. Teachers will plan together to decide the scaffolds are needed to support both languages of instruction for social studies and science, and Mathematics.

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

Each grade team meets and together they analyze the NYSESLAT/NYSITELL results. Teachers collaborate and group students by proficiency levels to target instruction and meet with students in small groups. In a team-teaching approach, teachers must plan all instruction together in order to meet the academic and linguistic objectives of all the students. Students in the dual language classrooms are assessed periodically in both languages. To monitor the development of the home language, Sanish Dual programs used Fountas and Pinnell Reading benchmark assessments in Spanish. Additionally, our dual language teachers have created reading and writing assessments in the home language as well as Speaking and listening progress log to monitor and ensure that our ELLs are appropriately evaluated in their home language throughout the year.

5. 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)
- ELA test preparation after school and through a Saturday Academy for ELLS who take the ELA exam.
- Students will use Rosetta Stone support in the New Language
- New Language Intervention for students that scored Entering or Emerging in NYSESLAT/NYSITELL for grades 1-5

Instructional Supports for SIFE’s include:
- Academic Intervention Services during the day
- Home Language Intervention and support
- New Language Intervention for students that scored Entering or Emerging in NYSESLAT/NYSITELL for grades 1-5
- 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

Services 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.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Our ELLs with special needs are provided instruction to ensure alignment to grade level standards and expectations as well as to meet the IEP goals. We currently have 1 Dual Language Spanish ICT class, 4 Chinese ICT classes, 3 ESL ICT classes. These teachers are certified in Bilingual or ENL, 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 integrated co-teaching practices that are adjusted to meet student needs. We also provide bilingual SETTS, Speech, OT and PT services to our ELLs. Our guidance counselor and School based Support Team meets regularly to discuss the progress of students. Additionally all of our ELLs have access to Rosetta Stone a specialized language software. All classrooms have desktops, a listening center and at least 5 ipads where students use Razkids for literacy support, Rosetta 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 provide content area instruction in both languages. Teachers also use and share resources from engage ny and achieve the core as needed. 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.

7. 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.

8. 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 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 ENL program in grades K-5 participate in before and after school programs that provide additional opportunities for students to develop their new and home languages. They receive small group instruction in the area of need. Dual language and ENL teachers that participate in the before and after school programs 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 before and after-school programs. Home language support is offered to our Dual Language and ENL 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 ENL 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 available 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.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

Math- Engage NY (Eureka Math) and exemplars K-5 Social Studies- Passports K-5 Science- National Geographic Learning - Cengage K-5 Reading and Writing- Teachers College Reading and Writing Workshop Arts K-5 Teachers College Phonics program grade k-2 Words their ways in English grades 3-5

Palabras a su paso Grados K-5

10. If you had a bilingual program, what was the reason you closed it?

There were no programs discontinued.

11. 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. In addition, they participate in the American Ballroom Dancing, Lego Robotics program, band, chorus, dance and visual arts. 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.
12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

We support our ELLs with specific materials to support second language acquisition. We all follow the SIOP model. All Dual language and ENL classes in grades K-5 use Rosetta Stones, and Raz Kids. Our Dual Language classes use 100 Book Challenge in Spanish, Research Labs Spanish and Chinese, 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, our SETTS teacher uses SPIRE for intervention to support our ELLs during one-to-one intervention 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 a STEM lab, 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 ENL students throughout the day through the curriculum, materials and interventions. Dual Language teachers support home language development by teaching literacy in the home language. 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 ENL 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.

13. How is home language support assessed and 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, social studies and mathematics. Teacher provide support through the analysis of their language proficiency levels and through the home language arts progression to provide the proper scaffolds.

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

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.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

In addition to Teachers College Reading and Writing Workshop Model, we support our ELLs with specific materials to support second language acquisition. All Dual language and ENL classes in grades K-5 use Raz Kids, Eureka Mathematics, Exemplars and National Geographic Science. Our Dual Language classes use 100 Book Challenge in Spanish, Research Labs Spanish and Chinese, 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, our SETTS teacher uses SPIRE for intervention to support our ELLS during one-to-one intervention in English.

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16. 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.

17. What language electives are offered to ELLs?

N/A

18. 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:
- Side-by-side
- Stand Alone
The model we have per grade depends on the student population and the mount of dual language classrooms we have per grade.

Stand Alone 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.
During the literacy block, the components of the balanced reading program are introduced in one language. For the remaining of the instructional day, students will receive instruction in English and the home language following the roller coaster model, changing the language of every other day.

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 in the students’ home language (Spanish or Chinese). The two groups of students are linguistically integrated; there are native speakers of English and native speakers of Spanish or Chinese who are ELL as well as EP students within each group. 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 the new language. Units of Study in Reading and Writing will be taught in English by both teachers. For the remaining of the instructional day, teachers will follow the side-by-side model where students will switch rooms every other day. Both ELLs and EP students receive literacy instruction in English and home language. 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 models of instruction in our Dual programs have equitable language policy of 50/50.
**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 and non-pedagogic staff.) 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 Next Generation Learning Standards.

2. 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 Assistants’ Principal office.

**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 EDAT 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. 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, thorough 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. Every year we have plan multiple 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. Workshops are conducted in English, Spanish, and Chinese to ensure that all parents can actively participate and learn from the workshops. Various techniques will be demonstrated to parents to show them how to help their children learn English when they themselves do not speak English.

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

Topics for Workshops:
1. Next Generation Standards and How It Relates to English Language Learners
2. How to support your child in developing literacy skills. Reading With Your Child and the Benefits
3. How can my child and I learn English together
4. 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.

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 bi-cultural 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 Next Generation 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 bi-cultural as well as bi-literate. We
work very hard to continue developing our Dual Language program and improving it.
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Janette Caban, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
### Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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</thead>
<tbody>
<tr>
<td>Janette Caban</td>
<td>Principal</td>
<td></td>
<td>7/3/18</td>
</tr>
<tr>
<td>Cristina Gonzalez</td>
<td>Assistant Principal</td>
<td></td>
<td>7/3/18</td>
</tr>
<tr>
<td>Nellie Hernandez</td>
<td>Parent Coordinator</td>
<td></td>
<td>7/3/18</td>
</tr>
<tr>
<td>Paola Sanchez</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>7/3/18</td>
</tr>
<tr>
<td>Rosalba Tlatenchi</td>
<td>Parent</td>
<td></td>
<td>7/3/18</td>
</tr>
<tr>
<td>Dahiana Badillo</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>7/3/18</td>
</tr>
<tr>
<td>Natalie Calixto</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>7/3/18</td>
</tr>
<tr>
<td>Rose Rodriguez</td>
<td>Coach</td>
<td></td>
<td>7/3/18</td>
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<tr>
<td>Liliana Scarmadella</td>
<td>Coach</td>
<td></td>
<td>7/3/18</td>
</tr>
<tr>
<td>Cindy Hsiung</td>
<td>School Counselor</td>
<td></td>
<td>7/3/18</td>
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<tr>
<td>Anita Skop</td>
<td>Superintendent</td>
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<td>7/3/18</td>
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<tr>
<td>NA</td>
<td>Field Support Center Staff Member</td>
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<td>NA</td>
<td>Other _____</td>
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<td>NA</td>
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</table>
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Primary)</td>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - 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. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>ROC 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.</td>
<td></td>
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</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS94 Calendar , 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 &amp; 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</td>
<td>Monthly</td>
<td>How can you help prepare your child for the Mathematics NYS Test</td>
</tr>
</tbody>
</table>
Wed - December 9, 2015 8:30 A.M. Coffee & Tea with your Parent Coordinators
(Surveys)
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.
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

2. 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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
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<tbody>
<tr>
<td>Curriculum Night and Parent-Teacher Conferences as per the NYC Dept. of Education, IEP meetings and additional meetings throughout the schoolyear as need conducted with administrators, teachers, guidance counselors. Conferences are led by students.</td>
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3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.
Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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