



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS 84 JOSE DE DIEGO ELEMENTARY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 14K084

PRINCIPAL: SEREIDA S. RODRIGUEZ **EMAIL:** SRODRIG12@SCHOOLS.NYC.GOV

SUPERINTENDENT: JAMES QUAIL

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Sereida S. Rodriguez	*Principal or Designee	
Noemi Diaz-Salazar	*UFT Chapter Leader or Designee	
Ileana Santos	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Angela Colaianno	Teacher	
Monique Hernandez	Teacher	
Sandra Santos-Vizcaino	Teacher	
Elizabeth Santiago	Parent	
Viviana Nieves	Parent	
Yenny Almonte	Parent	
Jennifer Tracy	Parent	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Last year PS 84 began an initiative to improve student writing. This year our goal is to continue our progress in this initiative so that every child is equipped in all components of effective writing. By June 2012, 100% of the teachers will be engaged in looking at student work by using standards based rubrics by grade and by class, in order to gain expertise in student writing. By June 2012, 60% of the students in grades K-5 will be writing at grade level based on grade-specific standards based rubrics.

Comprehensive needs assessment

- Based on the results of our Progress Report, ECLAS2, the New York State ELA 2010 Test and student writing samples, there continues to be a need to improve our students' writing competencies.

Instructional strategies/activities

A. Strategies/Activities that will be used to achieve this goal:

- Award Reading Program for our ESL students
- Achieve 3000 for all of our 3rd, 4th and 5th graders (reading programs)
- The Wilson Program for our Students with Special Needs.
- Partnership with Community Word in Grade 3 to encourage writing through the arts.
- Professional development for teachers to train them in using the Tuning Protocol in order to assess authentic student writing and to ensure that it is aligned to the Common Core Learning Standards.
- Extended Day morning tutoring program

RESPONSIBLE STAFF

B. All teachers, as well as our ESL and SETSS teacher will implement the strategies/activities described above.

TIMELINE

- C.** Teachers meet biweekly with the Administration to assess student writing and plan next steps
- D.** Beginning in the month of September 2011 through June 2012
- E.** Weekly meetings with grade teams to look at student work using the CCLS writing exemplars

Strategies to increase parental involvement

- Grade specific monthly newsletters indicating the Unit of Study in writing workshop.
- Publishing Celebrations after every Unit of Study in writing.
- Fabulous Friday – Writing Museum Walk
- Parent Curriculum Orientation

Strategies for attracting Highly Qualified Teachers (HQT)

- Individual action plans for Professional Development based on classroom observations and student work.
- Formal/Informal Observation and feedback that is timely, specific and evidenced-based in order to assist teachers in improving their practice.

Service and program coordination

- Collaborations with: Community Word Project (Grade 3), YMCA, Learning through an Expanded Arts Program
- Supplemental Educational Services (SES) with Supreme Evaluation Systems whereby our students in grades K-5 receive additional weekly instruction in Reading and Math from Monday through Thursdays.

Budget and resources alignment

- NYSTL software and Title 1 rollover funds used to provide the Achieve 3000 Program for our 3rd through 5th grade students and the Award Reading program for our English Language Learners

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Based on the findings of our State Curriculum Audit, we will focus on Word Study to improve student achievement. By June 2012, 75% (275 out of 366) of students in grades K-5 will move two Fountas and Pinnell Reading Levels as measured by the DRA.

Comprehensive needs assessment

Following an analysis of the ECLAS-2 and DRA student assessments it can be seen that students are struggling with basic sight words in their writing as well as their reading. Additionally, The Final Report of our State curriculum audit found that word study was practiced in a limited capacity in our school. They stated, "None of the visited classrooms included instructional time spent on word-study lessons, though six classrooms did have related charts posted around the room. Fifteen classrooms had word walls, but these walls did not always meet grade level criteria."

Instructional strategies/activities

- A.** Strategies/Activities that will be used to achieve this goal:
- Initially, teachers will participate in study groups using the text Bringing Words to Life as a basis for study. Next, the teachers will use the Words Their Way spelling inventory to assess their students' needs in the area of word study. The results of this assessment will provide a starting point for the planning of the word study curriculum. The word study program will include word study centers in which the students will be engaged in activities such as word sorts, building words, studying root words prefixes and suffixes, and determining antonyms and synonyms. Following these activities, the students can begin to apply this knowledge to their reading by analyzing challenging words and making connections to other words and concepts.
 - B.** All teachers, as well as ESL and SETSS will implement the activities/strategies described above. The texts Bringing Words to Life by Isabel L. Beck, Words Their Way by Donald R. Bear will be used as curriculum planning resources.

TIMELINE:

- C.** Teachers meet biweekly with the Administration to assess student writing and plan next steps, as well as weekly during grade level inquiry team meetings.
- D.** Beginning in the month of September 2011 through June 2012

Strategies to increase parental involvement

- Late winter/spring parent workshops will focus on developing parental understanding of the Developmental Reading Assessment. As part of this workshop, parents will be instructed in helping their children apply word study skills and strategies to become better readers.
- Grade specific monthly newsletters indicating the focus of the word study curriculum for that month.

Strategies for attracting Highly Qualified Teachers (HQT)

- Individual action plans for Professional Development based on classroom observations and student work.
- Formal/Informal Observation and feedback that is timely, specific and evidenced-based in order to assist teachers in improving their practice.

Service and program coordination

- Collaborations with: Community Word Project (Grade 3), YMCA, Learning through an Expanded Arts Program
- Supplemental Educational Services (SES) with Supreme Evaluation Systems whereby our students in grades K-5 receive additional weekly instruction in Reading and Math from Monday through Thursdays.

Budget and resources alignment

- Title I funds will be used to purchase the curriculum planning resources Bringing Words to Life by Isabel L. Beck and Words Their Way by Donald R. Bear.
- Title III will be used to fund the winter/spring parent workshops focusing on the DRA assessment.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- By June 2012, all grade level teacher teams will plan for and implement rich literacy and mathematics performance tasks embedded within a rigorous unit of study aligned to the Common Core Learning Standards. In addition, by June 2012, 60% of our students will score at the “practitioner” level (meeting standard) on the Common Core Aligned performance tasks.

Comprehensive needs assessment

- Based on the performance of our students on the constructed response portions of the NYS Math and ELA exams, we can see that our students are deficient in completing independent tasks. In order to meet the Chancellor’s new instructional initiatives, teachers will need to plan for and implement rich literacy and mathematics performance tasks embedded within a rigorous unit of study aligned to the Common Core Learning Standards.

Instructional strategies/activities

A. Strategies/Activities that will be used to achieve this goal:

- Professional development will be provided by a CITE (Center for Integrated Teacher Education) consultant, the CFN, as well as the Assistant Principal and I in order to strengthen instructional practices in literacy and mathematics
- Implementation of the balanced literacy prototype based on the Common Core learning Standards for literacy, including providing supporting interim assessments and literacy pacing calendars
- Professional development on creating rigorous tasks using Bloom’s Taxonomy and Webb’s Depth of Knowledge aligned to the CCLS
- Continue to develop standards-based rubrics that are aligned to the Common Core Learning Standards

RESPONSIBLE STAFF

B. All teachers, as well as the administration will implement the activities/strategies described above.

C. Cross-grade team meetings to discuss professional learning and assessing student work in relation to the task expectations as well as Instructional cabinet meetings to assess school/student needs

TIME LINE:

D. Beginning in the month of September 2011 through June 2012

Strategies to increase parental involvement

- Parent workshops will be provided to introduce the Common Core Learning Standards and provide parents with strategies to support reading and math at home.

Strategies for attracting Highly Qualified Teachers (HQT)

- Individual action plans for Professional Development based on classroom observations and student work.
- Formal/Informal Observation and feedback that is timely, specific and evidenced-based in order to assist teachers in improving their practice.

Service and program coordination

- Support specialists from CFN 109 and consultants from CITE will work closely with grade teams to plan for and implement rich literacy and mathematics performance tasks embedded within a rigorous unit of study aligned to the Common Core Learning Standards.

Budget and resources alignment

- Title I funds will be used to pay for professional development sessions with CITE.
- ARRA-RTT City Wide Instruction funds will be used to support professional development and grade-level inquiry work.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	12	12	N/A	N/A	1		2	
1	31	31	N/A	N/A				
2	23	23	N/A	N/A	1		4	
3	32	32	N/A	N/A				
4	25	25	2				2	
5	32	32	3					
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Small group instruction during Extended Day Morning Tutoring Monday-Wednesday Small group instruction with Guided Reading during the school day Breakthrough to Literacy Computer-based reading program used in the primary grades to support literacy instruction Achieve KidBiz 3000 is used in grades 3-5 during the school day in the computer lab</p>
Mathematics	<p>Small group instruction during Extended Day Morning Tutoring Monday-Wednesday</p>
Science	<p>Enrichment Science program in place during Extended Day Mornings, Monday-Wednesday for our K-5 students</p>
Social Studies	<p>In combination with ELA support, our 3rd -5th grade students “At-Risk” will receive additional instruction. This support will focus on constructive response and document based questions relating to the New York State Social Studies Standards.</p>
At-risk Services provided by the Guidance Counselor	<p>The Guidance Counselor provides 1:1 and small group counseling to Kindergarten through 5th grade students. Through play therapy, and group workshops, the guidance counselor helps students whose emotional issues have interfered with their academic progress.</p>
At-risk Services provided by the School Psychologist	<p>The School Psychologist is “On Call” for crises intervention.</p>

At-risk Services provided by the Social Worker	The social worker counsels students individually and in group situations. Age appropriate responses are modeled and discussed in an effort to decrease classroom conflicts
At-risk Health-related Services	Monthly health and safety awareness workshops for students whose academic success is in danger due to health related issues.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home; nutrition workshops
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- 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

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;

- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 14K084

School Name: Jose De Diego Elementary School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Based on the Spring 2011 ESCA (page 3) there were four critical key findings:

1. The school does not have a systematic vocabulary program.
2. Word work is not evident in all classrooms.
3. Inconsistent structures are in place for independent reading.
4. The workshop model is not centered around the gradual release of responsibility model of instruction.
5. A multiyear Professional Development plan needs to be developed and implemented. (ESCA pg. 5)

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

The school will implement the following interventions to support improved achievement in grades 3-5 ELA for all students:

- Develop and implement a schoolwide word-study curriculum (ESCA pg. 5). Through inquiry, teachers will study the book *Bringing Words to Life (Robust vocabulary Instruction)* by Isabel L. Beck to help them develop vocabulary through shared readings and read alouds integrated in all content areas. In addition, teachers in grades K-5 will implement the *Words Their Way* word study program. This will be evident in all classrooms through "word study charts, word walls and centers."
- In all K-5 classrooms, Independent Reading is embedded in the balanced literacy approach. Teachers are required to include Independent reading time in their classroom "Flow of the Day" and chart the minutes students are reading independently throughout the day in order to build stamina. Students also keep a reading log and a reading response notebook. After administering the Developmental Reading Assessment (DRA), students choose "just right" books and work in guided reading/strategy groups with their teachers.(ESCA pg. 5)
- Develop and implement a multiyear professional development plan that follows a job embedded and sustained professional learning process and focuses on content related to the following topics: word study, independent reading, effective literacy instruction, and the Common Core Learning Standards. (ESCA pg. 5) CITE Staff Developers and CFN coaches will assist.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
 - Teachers of Grades 3-5, ESL teachers and Special Education teachers will be trained in using the Achieve 3000 Kidbiz technology-based literacy intervention program.
 - ESL Teachers will continue to receive support in implementing the Awards Reading Program with their ESL students.
 - CITE Staff Developers will continue to work with teachers in modifying their curriculum maps to include the Common Core Learning Standards and the components of a balanced literacy approach focusing on differentiated instruction.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

A Teacher Development committee has been formed to select mentors and match new teachers to experienced teachers. The committee includes the Principal, the Assistant Principal, the UFT Chapter Leader and teachers from the Instructional Cabinet Committee. Monthly meetings are held with Teachers Development Committee to evaluate the mentoring process and plan next steps.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

A parent meeting will be held on January 19, 2012 at 6:00pm in the school auditorium. Translation services will be available. Also, a letter will be sent home in the parents' native language on January 3, 2012.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader CFN 109 / Maria Quail	District 14	Borough Brooklyn	School Number 084
School Name Jose De Diego			

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

Principal Sereida Rodriguez-Guerra	Assistant Principal RoseAnn LaCioppa
Coach type here	Coach type here
ESL Teacher Valentina Djokic	Guidance Counselor type here
Teacher/Subject Area Terezia Chlebovcova / ESL	Parent type here
Teacher/Subject Area Matt Berkshire / ESL	Parent Coordinator Lydia Ruiz-Ferreira
Related Service Provider type here	Other Toni Ann Porcello /Business M.
Network Leader Maria Quail	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	5	Number of certified bilingual teachers	7	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	439	Total Number of ELLs	110	ELLs as share of total student population (%)	25.06%
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Part II: ELL Identification Process

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

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

Public School 84 is a Pre-K through grade 5 elementary school located in Williamsburg, a lovely Brooklyn neighborhood that is undergoing great gentrification, and is also becoming home to many artists. As a result, Williamsburg is now an area where real estate prices are skyrocketing; however, it is still a diverse community that has a large immigrant population, mainly from the Dominican Republic.

Among Public School 84's 439 students, about 55% are English-speaking, 36% are Spanish-speaking, and remaining 9% speak other languages (see the table below).

The languages spoken in our school are:

Languages / Number of Students:

Albanian	2
Arabic	5
Bengali	5
Bulgarian	1
Chinese	2
English	243
French	3
German	3
Hebrew	2
Japanese	1
Mandarin	1
Russian	1
Serbian	1
Spanish	158
Swedish	2
Unknown	9
Total	439

There are 110 English Language Learners in our school (25 % of the school's population).

In the table below is the total number of PS 84 students and English Language Learners per grade.

Grade	Total Number of Students		English Language Learners	
	Regular Ed	Special Ed (self-cont.)	Regular Ed	Special Ed (self-cont.)
PreK	54	/	N/A	N/A
K	66	/	13	/

1	70	/	17	/
2	57	/	16	/
3	55	2	20	/
4	50	9	16	5
5	54	22	13	10
Totals	406	33	95	15
Total	439		110	

At the registration, all parents fill out the Home Language Identification Survey, while interviewed by ESL teachers. Depending on the results of completed HLISs, and informal interviews with students, Ms. Djokic, Ms. Chlebovcova and Mr. Berkshire (ESL teachers) proceed to the LAB-R testing that will be administered (within 10 days) to potential ELLs. Once the LAB-R is administered, the parents are informed of the results in writing, and those parents of new ELLs are invited to Parent Orientation Session at which they will watch (in their respective languages) a video about all the programs offered by the NYCDOE. Afterwards, they are given a chance to ask (in English, Spanish and other languages, as needed) questions regarding all the options they have; eventually, the parents fill out the Parent Survey and Program Selection forms in their respective languages. The Parent Survey and Program Selection forms are sent home to those parents who were not able to attend the Parent Orientation. If the forms are not returned, the ESL teachers attempt to reach the parents until the forms are signed. They also have the option to choose another date and/or time when they would be able to attend Parent Orientation Session.

English Language Learners are placed in either one of the Dual Language classes, or in ESL push-in or pull-out program, according to parents' program selection.

A review of the parent surveys over the past 7 years shows that fewer and fewer parents have chosen to have their children placed in bilingual program. Each year, two or three parents of newcomers in upper grades would express their preference for bilingual instruction. However, they have chosen Dual Language or ESL instruction over the possibility of transferring to any of the offered schools that provide bilingual education. In the past, great majority of parents would select ESL program over the TBE; since we introduced Dual Language Program in our school, about 50% of the parents opt for that program, and the rest prefer ESL instruction. As for the Spanish-speaking only students that are newly admitted throughout the school year, about 90% of the parents select Dual Language instruction.

All ESL letters – in English and respective home languages – are sent home to the parents during the first few weeks of school. The letters are those informing about the LAB-R scores, about students still entitled for ESL (as per NYSESLAT), and informing them about students who tested out (either as per LAB-R or the NYSESLAT scores).

All our English language learners are annually assessed by the New York State English as a Second Language Achievement Test. The steps taken in order to ensure successful NYSESLAT testing process are careful grouping of students, according to their grades / classes, modifications and scheduling so that the testing is done simultaneously and efficiently. There are two proctors in each lower grade class to be tested, as well as in those upper grade classes with more than 15 ELLs who take the NYSESLAT.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K * 1 * 2 * 3 * 4 * 5 * 6 ● 7 ● 8 ● 9 ● 10 ● 11 ● 12 ●
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This school offers (check all that apply):

Transitional bilingual education program	Yes ●	No *	If yes, indicate language(s):
Dual language program	Yes *	No ●	If yes, indicate language(s): English /Spanish

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	110	Newcomers (ELLs receiving service 0-3 years)	67	Special Education	15
SIFE	10	ELLs receiving service 4-6 years	43	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	27	0	0	0	0	0	0	0	0	27
ESL	40	10	5	43	0	10	0	0	0	83
Total	67	10	5	43	0	10	0	0	0	110

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0								0
Chinese	0	0	0	0	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	0	0	0	0	0	0								0
Haitian	0	0	0	0	0	0								0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Yiddish	0	0	0	0	0	0								0
Other 0	0	0	0	0	0	0								0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP
Spanish	7	35	10	26	2	14	8	12	0	0	0	0							27	87
Chinese	0	0	0	0	0	0	0	0	0	0	0	0							0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0							0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0							0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0							0	0
French	0	0	0	0	0	0	0	0	0	0	0	0							0	0
Other 0	0	0	0	0	0	0	0	0	0	0	0	0							0	0
TOTAL	7	35	10	26	2	14	8	12	0	27	87									

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 35

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 4

Asian: 4

Hispanic/Latino: 70

Native American: 1

White (Non-Hispanic/Latino): 30

Other: 5

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	7	11	10	20	20								73
Chinese	1	0	0	0	0	1								2
Russian	0	0	0	0	0	0								0
Bengali	0	0	1	1	0	1								3
Urdu	0	0	0	0	0	0								0
Arabic	0	0	2	0	1	1								4
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	1	0	0								1
Other	0	0	0	0	0	0								0
TOTAL	6	7	14	12	21	23	0	83						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

All ESL students in our school are serviced - either through ESL pull-out and push-in programs, or Dual Language Program implemented in our school in 2008.

Twenty-seven ESL students are in our Dual Language (English / Spanish) classes - Kindergarten, 1st, 2nd and 3rd grade. The other 83 English language learners are serviced through pull-out and push-in programs by three licensed ESL teachers.

A. Programming and Scheduling Information

Our ESL pull-out groups consist of ELLs who are on the same or similar proficiency level, based on their NYSESLAT scores and their overall performance, and are in the same grade. As for our pull-out newcomers' groups, we try to form them by grade, but sometimes it is necessary to construct groups that consist of students who are of two different grades. Our data shows that our ESL students of any proficiency level make progress in our small-group pull-out program, especially in upper grades; also, we find that our newcomers benefit greatly from this model.

Our ESL push-in program works very well with classes that have a great number of ESL students of same or similar proficiency levels where co-teaching takes place.

ESL teachers teach content areas using a number of scaffolding techniques to ensure the content is comprehensible to ELLs. Also, we adapt texts from content areas, and teach the vocabulary in different contexts until fully acquired.

In our push-in and pull-out programs, the language used is English, and, as for the Dual Language classes, the instruction in content areas is delivered in English and Spanish (50%-50%). Our Dual Language classes are self-contained, with daily, equal alternating of the two languages. Reading, writing, math, and all contents areas are taught equally using the two languages.

Bilingual paraprofessionals are assigned to the students whose Individual Education Plans (IEPs) require bilingual services. Those students also receive ESL services.

English Language Learners who are newcomers and/or are at the beginning level of proficiency receive 360 minutes of ESL instruction each week, as do our intermediate level students. The ELLs who are at the advanced level receive 180 minutes of ESL and 180 minutes of ELA instruction on a weekly basis.

The ESL and Dual Language programs in our school provide a nurturing environment that promotes effective teaching and learning. This environment is language rich with equitable opportunities for this teaching-learning process to be a success, as it encourages and respects the diversity of the students, staff and community, and meet the linguistic, social, academic, physical and emotional needs of our English language learners. We believe that both first and second languages of our students should continue developing. Students' first languages support their progress in English literacy, as well.

Also, it is important to mention that we follow the same curricula / units of study as monolingual classes.

ESL classrooms, like all classes at Public School 84, provide a rich and varied environment that supports ELLs as they acquire English skills. ESL libraries and listening centers are a part of each classroom. Also, Word Walls, with pictures where applicable, are established. Charts modeling correct language usage are also displayed.

Scaffolding is an integral part of every classroom, especially ESL. Rather than simplifying the task, the teachers maintain high expectations while providing adequate scaffolding for tasks to be completed successfully.

P.S. 84 English Language Learners per Grade and Level of Proficiency (levels of the English language proficiency of our ELLs according to the Fall, 2012 Lab-R scores (Kindergarten) and the NYSESLAT scores from the Spring, 2011 (grades 1-5)):

Regular Ed		Levels of Proficiency			
Grade	Beginning	Intermediate	Advanced	Total	
K	1	2	10	13	
1	13	4	0	17	
2	7	5	4	16	
3	6	7	7	20	
4	2	3	11	16	
5	3	4	6	13	
					>95

Special Ed		Levels of Proficiency			
Grade	Beginning	Intermediate	Advanced	Total	
K	/	/	/	/	
1	//		//		
2	//		//		
3	//		//		
4	3	2	0	5	
5	6	4	0	10	
					>15

TOTAL ELLs : 110

In order to meet parental choice, and part 154 mandates, Public School 84's language policy is 100% English, considering the ESL

A. Programming and Scheduling Information

programs, and 50% English - 50% Spanish in Dual Language classes. However, as it was mentioned above, some of the ELLs have bilingual paraprofessionals, who, of course, speak students' respective languages. Also, we provide books in second languages for students to take home, together with books in English.

All ELLs (including the former ELLs who scored 'proficient' within last 2 years) are tested with time modifications (which in most cases is 'time and a half') and use of glossaries. Some ELLs from mainstream classes (SETTS students) or ELLs from self-contained special education classes have additional modifications, regarding the location, time and ways of administering a test, which is all specified by their IEPs. Also, all standardized tests, except for the ELA, are provided to our ELLs in both English and in their respective languages, if available; if not, our ELLs are provided with interpretational services.

Targeted Intervention:

- Literacy – Supervisors and teachers use the ELA and NYSESLAT data to identify students at risk; additional support is provided by the inquiry teams, the SETTS teacher and Learning leaders.
- Math – Supervisors and teachers examine data to identify those students who are most at risk and need intervention services. These services are provided by the inquiry teams on each grade.

For SIFE students, students with special needs, newcomers, and long-term ELLs, we provide additional help by the SETTS teacher and Learning leaders (Foundations, Great Leaps, etc. (please see the list in Part IV, section B); also, they attend morning tutoring and ESL after-school programs. All the above ELLs are placed into small groups so that their needs could be met as effectively as possible, and scheduled so that there is no conflict with other services provided.

For newcomers, the ESL teachers provide level-appropriate take-home books, as well as those to listen to - the Leap Frog program, for example; also, we have audio-visual programs as Rosetta Stone or Award Reading. The newcomers in our school are following the same curricula, but with a lot of additional scaffolding.

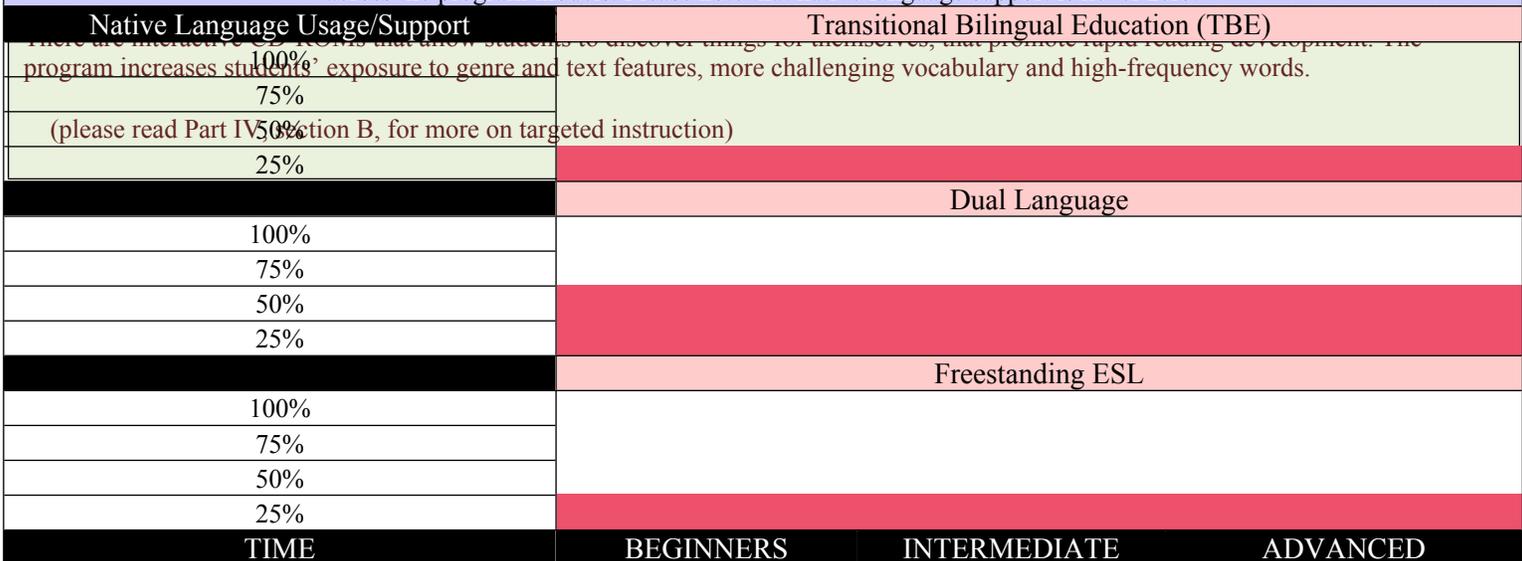
All students, including ELLs, who scored below grade level on ELA and math tests, are offered a morning tutoring program and reading and math after-school programs.

Considering the four modalities, great majority of our students have developed speaking and listening skills (apart from a small number of this and last year's newcomers in our school), and a number of our ELLs have actually reached the proficient level regarding these two modalities (please see the table below – according to the NYSESLAT 2011 scores):

Grade	Listening & Speaking				Reading & Writing			
	B-0	I-3	A-7	P-6	B-12	I-4	A-0	P-0
1	B-0	I-3	A-7	P-6	B-12	I-4	A-0	P-0
2	B-2	I-0	A-9	P-5	B-7	I-5	A-4	P-0
3	B-1	I-3	A-5	P-10	B-5	I-7	A-7	P-0
4	B-1	I-3	A-5	P-10	B-3	I-5	A-11	P-0

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Writing and Reading are being targeted through a number of programs to reach the proficiency level. Public School 84 uses the following strategies for the regular and special education ELLs who have not met the standards in Writing and Reading, for students who reached the EL proficiency level (who passed the NYSESLAT), as well as for long-term ELLs:

- * Morning Tutoring – tutoring program provided in the morning for ELLs, with a targeted and differentiated instruction; providers of services carefully plan lessons to address not only each student's needs, but also their interests and skills
- * Award Reading Program, National Geographic's REACH Program and De Canciones a Cuentos, Treasure Chest ESL Program, On Our Way to English, and American Reading Company Program – comprehensive programs for English Language Learners that provide instruction in the four modalities - listening, speaking, reading and writing
- * Regular Staff Development with classroom teachers and ESL teachers to share, discuss and develop the best practices to be implemented in the daily instruction; e.g. the latest ESL strategies, methodologies, scaffolds and curricula to be aligned with the standards:
 - ~Workshops on Language Acquisition
 - ~Scaffolding instruction in Literacy and Math
 - ~Balanced literacy: considerations for ELLs
 - ~Network Workshops
 - ~After-school Study Groups
- * Peer Tutoring and Student Assessment Analysis established in both Regular and Special Education classrooms; regular conferencing among classroom and ESL teachers to discuss the ways to better address students' needs in Dual Language, ESL push-in and pull-out programs
- * SETTS – reduced teacher-student ratio and extended time / The Wilson Program and Foundations - students are provided with the services as per their IEPs regarding the specific needs of the students, the frequency and group size
- * Parent Conferences to develop action plans for students
- * Differentiated, Targeted and Small group Instruction to help the development of specific students' skills – writing, reading, listening and/or speaking
- * ICT classes – with team planning and team teaching, put in place last year to better address the needs of the students with IEPs (including ELLs)
- * After-school reading and writing ESL and other programs that focus on specific skills and strategies students need to improve
- * Inquiry Teams are established school-wide and meet weekly to analyze and discuss data in order to target students' needs and organize best teaching methods to address them
- * Learning Leaders working closely with teachers
- * Reading Intervention - Foundations, Great Leaps Reading & Wilson - programs (for reading and writing)
- * Breakthrough to Literacy (reading, writing, listening and speaking)
- * Listening / Reading / Speaking - Leap Frog
- * All four modalities: ROSETTA STONE (for both ELLs and the parents)

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
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- * Morning Tutoring – tutoring program provided in the morning for ELLs, with a targeted and differentiated instruction; providers of services carefully plan lessons to address not only each student's needs, but also their interests and skills
- * Award Reading Program, National Geographic's REACH Program and De Canciones a Cuentos, Treasure Chest ESL Program, On Our Way to English, and American Reading Company Program – comprehensive programs for English Language Learners that provide instruction in the four modalities - listening, speaking, reading and writing
- * Regular Staff Development with classroom teachers and ESL teachers to share, discuss and develop the best practices to be implemented in the daily instruction; e.g. the latest ESL strategies, methodologies, scaffolds and curricula to be aligned with the standards:
 - ~Workshops on Language Acquisition
 - ~Scaffolding instruction in Literacy and Math
 - ~Balanced literacy: considerations for ELLs
 - ~Network Workshops
 - ~After-school Study Groups
- * Peer Tutoring and Student Assessment Analysis established in both Regular and Special Education classrooms; regular conferencing among classroom and ESL teachers to discuss the ways to better address students' needs in Dual Language, ESL push-in and pull-out programs
- * SETTS – reduced teacher-student ratio and extended time / The Wilson Program and Foundations - students are provided with the services as per their IEPs regarding the specific needs of the students, the frequency and group size
- * Parent Conferences to develop action plans for students
- * Differentiated, Targeted and Small group Instruction to help the development of specific students' skills – writing, reading, listening and/or speaking
- * ICT classes – with team planning and team teaching, put in place last year to better address the needs of the students with IEPs (including ELLs)
- * After-school reading and writing ESL and other programs that focus on specific skills and strategies students need to improve
- * Inquiry Teams are established school-wide and meet weekly to analyze and discuss data in order to target students' needs and organize best teaching methods to address them
- * Learning Leaders working closely with teachers
- * Reading Intervention - Foundations, Great Leaps Reading & Wilson - programs (for reading and writing)
- * Breakthrough to Literacy (reading, writing, listening and speaking)
- * Listening / Reading / Speaking - Leap Frog
- * All four modalities: ROSETTA STONE (for both ELLs and the parents)

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

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

Beginning

Intermediate

Advanced

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Regular Staff Development is planned with classroom teachers and ESL / Dual Language teachers to share, discuss and develop the best practices to be implemented in the daily instruction; e.g. the latest ESL strategies, methodologies, scaffolds and curricula to be aligned with the standards

~Workshops on Language Acquisition

~Scaffolding instruction in Literacy and Math

~Balanced literacy: considerations for ELLs

~Network Workshops

~After School Study Groups

Regular grade level meetings are held with regional math and literacy specialists

All teachers are sent regularly to PD / workshops

Secretaries are provided with opportunities to attend training / workshops

* We provide continual support to our ELLs in their transition to middle schools. Our staff is sent to District meetings to learn about options to present to our students and parents. Middle School Choice Meetings are provided where our parents and students are informed about the options they have, where they learn about the process and deadlines of transition, as well as about talent programs, special needs programs and other options or/and updates. Parents are welcome and encouraged to attend the group and/or individual orientation and consultation sessions. We make sure our students and parents are thoroughly informed and, in the end of the process, highly confident to have made the right choice.

~CFN will provide professional development of 7.5 and 10 hours of ESL training for all staff that has not yet received it

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

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

In our school, parent involvement is considered crucial for our students' success.

We used to provide English language classes to our parents, often held at our computer lab, so they could also develop computer skills. This year we do not offer ESL classes to the parents, but do organize regular meetings to inform them on the possibilities to learn English in our neighborhood. Also, we inform them of all types of free classes offered in Adult Education Centers and libraries throughout the city.

We have organized a few workshops on using Rosetta Stone (English and Spanish) that is installed on three computers in the PTA room. Our parents feel free to use the resource room and library, as well.

The parents have the opportunity to ask questions regarding their children at a number of parent orientation sessions, or to make an appointment at their convenience. Our bilingual (Spanish/English) parent coordinator organizes regular parent meetings and workshops about different topics – school community, new practices, study support, or to discuss concerns, worries and different issues that come up during a school year. Interpreting services and bilingual materials are provided during parent-teacher conferences, or any other meetings.

Once a month, our school enjoys the benefits of 'Fabulous Friday', where our parents or other members of the community are invited to participate in our school's activities and share their skills, talents, and ideas with our students and staff members.

A number of parents are members of Learning Leaders Project, and are actively involved in the class work, as well as in extra-curricular activities.

Parents of our ELLs receive all information throughout the school year in their home language – Home Language Information Surveys, Parent Survey and Program Selection Forms, entitlement and placement letters, all the notices from school, etc.

The parents are regularly informed of the work done in our after-school programs, so that they can actively participate in accomplishing tasks. We provide a description of the programs, and also books of adequate levels for students to take home and read with their parents.

LEAP (Learning Through an Expanded Arts Program) and the virtual Y program workshops are provided for the students (after-school programs) and the parents, as well.

E. Parental Involvement

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Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Writing and Reading are being targeted through a number of programs to reach the proficiency level. Public School 84 uses the following strategies for the regular and special education ELLs who have not met the standards in Writing and Reading, for students who reached the EL proficiency level (who passed the NYSESLAT), as well as for long-term ELLs:

- * Morning Tutoring – tutoring program provided in the morning for ELLs, with a targeted and differentiated instruction; providers of services carefully plan lessons to address not only each student's needs, but also their interests and skills
- * Award Reading Program, National Geographic's REACH Program and De Canciones a Cuentos, Treasure Chest ESL Program, On Our Way to English, and American Reading Company Program – comprehensive programs for English Language Learners that provide instruction in the four modalities - listening, speaking, reading and writing
- * Regular Staff Development with classroom teachers and ESL teachers to share, discuss and develop the best practices to be implemented in the daily instruction; e.g. the latest ESL strategies, methodologies, scaffolds and curricula to be aligned with the standards:
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C. Schools with Dual Language Programs

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D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
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* Kindergarten Assessment that consists of four components:

- letter recognition

- shape recognition

Additional Information

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

NOTE!!!

- * the (current) 3rd grade ELA and Math scores are not included, as the tests have not been administered yet.
- * the 4th grade Science test scores are of the current 5th grade ELLs that took it in the spring of 2011.

E. Parental Involvement

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LEAP (Learning Through an Expanded Arts Program) and the virtual Y program workshops are provided for the students (after-school programs) and the parents, as well.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	13	7	6	5	9								41
Intermediate(I)	2	4	5	7	5	8								31
Advanced (A)	10	0	4	7	11	6								38

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	13	17	16	20	21	23	0	0	0	0	0	0	0	110

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	0	2	1	1	6							
	I	2	3	0	3	3	1							
	A	10	7	9	5	5	10							
	P	0	6	5	10	10	4							
READING/ WRITING	B	13	12	7	5	3	8							
	I	0	4	5	7	5	8							
	A	0	0	4	7	11	5							
	P	0	0	0	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	6	6	1		13
5	8	3	2		13
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	9	3	3	0	1	0			16
5	5	1	2	5	3	0			16
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	2	0	2	6	3	1	0	16

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

Additional Information

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

NOTE!!!

- * the (current) 3rd grade ELA and Math scores are not included, as the tests have not been administered yet.
- * the 4th grade Science test scores are of the current 5th grade ELLs that took it in the spring of 2011.

Part VI: LAP Assurances

School Name: <u>P.S. 84 - Jose De Diego</u>		School DBN: <u>14K084</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sereida Rodriguez-Guerra	Principal		10/11/11
RoseAnn LaCioppa	Assistant Principal		10/11/11
Lydia Ruiz-Ferreira	Parent Coordinator		10/11/11
Valentina Djokic	ESL Teacher		10/11/11
	Parent		1/1/01
Terezia Chlebovcova	Teacher/Subject Area		10/11/11
Matt Berkshire	Teacher/Subject Area		10/11/11
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
Maria Quail	Network Leader		10/11/11
Toni Ann Porcello	Other <u>Business Manager</u>		10/11/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 14K084 **School Name:** P.S. 84 Jose De Diego

Cluster: DSSI 01 **Network:** CFN 109

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

Part A: Needs Assessment Findings

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

>The methodology used to assess our school's written translation and oral interpretation needs begins at registration. First, each parent is asked to complete the "Preferred Language Form) upon registration. In addition, we use Home Language Identification Surveys to determine the needs for written translation and oral interpretation. At the registration, each parent fills out Home language Identification Survey, where they choose the language in which they want to receive written information and communicate orally. We keep precise records regarding their choice, so that all information is provided in their respective languages. Once registration is complete, teachers and administrators are able to access parent written and oral interpretation preferences via the ARIS website.

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

> Among the Public School 84 population of 439 students, 55% are English-speaking, 36% are Spanish-speaking, and the remaining 9% speak Arabic, Bengali, Albanian or Chinese. According to our RAPL report, we have 766 parents in the school. They have marked their language preferences as follows: English 446 (58.2%), Spanish 260 (34%), Bengali 8 (1%), Arabic 8 (1%), Chinese 6 (.78%) and Albanian, French, German, Swedish, Bulgarian, Korean and Hebrew (5% total).

> At the beginning of the school year these findings will be shared through the distribution of an RAPL report (sorted by class) to each teacher, so that they understand the language preferences of the parents of their students. This information is also included in our Language Allocation Policy. Teachers and administrators are also able to access written translation and oral interpretation needs of the parents in their classrooms by using the ARIS website.

Part B: Strategies and Activities

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

> All written translation is provided in-house, by school staff or parent volunteers. All notices and letters - about workshops, school trips, meetings, school fairs, assemblies, after-school programs, assessments - are sent to the parents in English and Spanish. Speakers of other languages are also ensured timely provision of oral translation of all the documents, either by a staff member or parent volunteer. When needed, an outside vendor will be used to prepare written translations of documents when a parent volunteer or staff member is not available or the resource is not available on the New York City Schools website.

> Our school's ESL team makes sure all parents of English Language Learners receive all letters and notifications in their respective languages. Those include Home Language Identification Survey, ELL parents brochures, Parent Survey and Program Selection forms and ELL parent notifications - entitlement and non-entitlement letters, placement, continuation of services letters and transition letters, and Title III after-school letters. All of these documents are accessed via the New York City Schools website.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

> All oral interpretation is provided in-house, by school staff or parent volunteers. At times, it is necessary to seek help from outside contractors, if standardized tests (other than ELA) are not available in students' native languages (tests administered to English Language Learners). This year we plan to hire interpreters for our ELLs who speak Bengali, Arabic and Albanian, since Math and Science tests are not available in their languages.

> Our parent coordinator, who is bilingual (English-Spanish), provides most of oral interpretation regarding the Spanish language. She also organizes regular parent meetings and workshops about different topics – school community, new practices, study support, or to discuss concerns, worries and different issues that come up during a school year. Our teachers, paraprofessionals, school aids and parent volunteers also assist with oral interpretation during these meetings and parent-teacher conferences. In the event that a parent needs oral translation and a parent volunteer or staff member is not available to provide it, then we will hire oral interpretation services from an outside contractor.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

In order to comply with Section VII of Chancellor's Regulations, the Parent Coordinator will download and distribute the Bill of Parent Rights and Responsibilities to parents in their language of choice. Our school has posted in a conspicuous location in the lobby (at the primary security desk) translated signs indicating the availability of interpretation services. Signs posted include: "Interpretation Services Available", "Please see a staff member for interpretation services", "Welcome Parents!", and "To obtain a translation of this document in [language] please see a staff member."

Our school has a plan in place in order to ensure that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. The plan includes first attempting to find a staff member or parent volunteer for translation services, and if neither of these are available, then an outside contractor will be brought in for translation, and a meeting will be scheduled for the time that the translator is available.

In the event that parents of more than 10% of our children at the school speak a primary language that is neither English nor a covered language, we will contact the translation and interpretation unit in order to provide signage and forms required, and we will post and provide these forms in accordance with the Chancellor's Regulations A-663.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: P.S. 84 - Jose De Diego	DBN: 14K084
Cluster Leader: Cluster DSSI 01 - CFN 109	Network Leader: Maria Quail
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 36
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input type="checkbox"/> *1 <input type="checkbox"/> *2 <input type="checkbox"/> *3 <input type="checkbox"/> *4 <input type="checkbox"/> *5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

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:

ESL After School Literacy and Math Program for ELLs in Grades 1 and 2

This program will address writing, reading and math skills. It will focus on the skills and strategies that will help our ELLs develop language proficiency and math skills at a faster pace, and eventually master them in order to be able to successfully meet the New York State Standards. Our students' needs are evident when we examine the data generated in our school. Based on the results of the DRA, 10 out of 15 of our ELLs in grade 1 are reading below grade level. In grade 2, 10 out of 13 ELLs are reading below grade level. An analysis of the NYSESLAT reveals that all ELLs in grades 1 and 2 scored lower on the reading and writing portions of the NYSESLAT, as compared to the listening and speaking portions. Therefore, our students are in need of remediation in reading and writing.

We will design the after school program for our ELL population in lower grades who will eventually take the ELA and Math assessments. This program will focus on reading, writing and math skills, the English language development skills and the use of bilingual dictionaries. The Literacy program lessons will be carefully planned and sequenced to promote individual understanding and application of each reading and writing strategy. Students will build on their capacity to analyze, reason and communicate ideas effectively by applying specified strategies and skills in a variety of contexts. The students will be grouped based on their language proficiency level, as well as their reading level.

After the Literacy program is completed (10 sessions), and the students are assessed, we will continue with the program, with a transition to math (remaining 8 sessions). We will use Marilyn Burns and National Geographic Math Libraries to incorporate literacy skills through the use of academic language and analyzing math word problems.

We will service ELLs in grade 1 and 2 (including ESL students from Dual Language Classes). The subgroups serviced will include both Hispanic students and students of different ethnicities (Arabic and Bengali). The program will also service students of both genders.

This ESL program will take place twice a week, on Tuesdays and Thursdays (from November 1st to January 17th, 2011) for ninety minutes, for 9 weeks (18 sessions).

The language of instruction in the program will be English.

There will be 2 groups of 9 students with 2 fully certified ESL teachers.

Materials that we plan to use include the AWARD Reading Program, Achieve 3000, the National

Part B: Direct Instruction Supplemental Program Information

Geographic REACH program, National Geographic Language, Literacy and Vocabulary Libraries (Science, Social Studies and Math), and National Geographic Reach Into Phonics program and SUBE Program. These materials support ESL students with prior knowledge activation, explicit instruction, graphic organizers and theme-based instruction.

ESL After School Literacy for the ELA (and NYSESLAT) and Math for ELLs in Grades 3, 4 and 5.

The program will address reading strategies to develop vocabulary, fluency and comprehension. Also, we will be working on the four modalities of the language - Writing, Reading, Listening and Speaking. This program will focus on the skills and strategies that will help our ELLs meet the New York State Learning Standards for their respective grades. Currently, many of our ELLs in grades 3,4,and 5 are working below grade level in ELA and math. An analysis of the data generated by the 2011 NYS ELA exam shows that only 13% of our current ELLs in grades 4 and 5 reached proficiency levels 3 and 4. The NYSESLAT and ELL Periodic Assessments show that all ELLs to be serviced in this program, scored at the beginning or intermediate level on the reading and writing sections of the NYSESLAT. Based on the results of the DRA, we can see that 33 out of 42 general education ELLs in grades 3, 4 and 5 are reading below grade level, and 10 out of 10 ELLs with disabilities are reading below grade level (not including Alternate Assessment students). We will design the after school program for our ELL population that will be taking the ELA and NYSESLAT in May, to assist them and raise their level of proficiency.

Last year, on the NYS Math Test, only 11% of current 4th grade ELLs, and 24% of current 5th grade ELLs, scored at level 3 or higher. Because of this, we plan to incorporate math in the program, and accordingly, we will devote 12 sessions to help students make progress when they take the NYS Math Test. These sessions will be designed in accordance with the data from math assessments (Acuity-based and teacher created). We will differentiate the instruction in order to address each student's math skills that need improvement.

This program will service ELLs in grades 3, 4 and 5 (including ESL students from Dual Language Classes). The subgroups serviced will include both Hispanic students and students of other ethnicities (Arabic and Bengali). The program will also be offered to ESL students with disabilities, as well as students of both genders. In addition, ELLs in our school's lowest third, as well as the citywide lowest third in ELA and Math, will be included.

This program will take place twice a week, on Tuesdays and Thursdays (for 15 weeks) for 90 minutes from January 17th to May 10th (30 sessions) in grades 3-5.

The language of instruction in this program will be English.

There will be 2 groups of 9 students with 2 fully certified ESL teachers.

We will be using the AWARD reading Program, Achieve 3000, Kaplan Advantage for ELA, Stars, NYS Coach for math, National Geographic REACH program, National Geographic Content Area/Non-Fiction Language, Literacy and Vocabulary Libraries, and GETTING READY FOR THE NYSESLAT AND BEYOND series - for grades 3-5. We will also be using different libraries for students to take home and read independently or with their parents.

Part B: Direct Instruction Supplemental Program Information

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:

ESL Study Group: "Planning Discussion Based Lessons for Diverse Learners"

- We understand that a student's speaking skills are directly tied to their ability to reach proficiency in reading and writing. For this reason, we plan to offer a study group to the ESL Title III program teachers with the goal of improving the instruction of our ELLs by developing lessons which encourage classroom talk and academic communication through content area instruction. The rationale for the study group is to help teachers plan for discussion-based lessons for English language learners. In order to implement the new Common Core standards correctly, we need to engage our students in talk which will discuss ideas, explore concepts, pose questions, hypotheses, and strategies. The study group sessions will be based on the text, "Content-Area Conversations: How to Plan Discussion-Based Lessons for Diverse learners ", by Douglas Fisher, Nancy Frey and Carol Rothenberg.
- Title III ESL teachers will meet four times (four Wednesdays in May 2012) in two-hour sessions. The facilitator of the study group will be Matt Berkshire (P.S 84 ESL Teacher).
- The topics to be covered include:
 - Fostering Academic Discourse
 - Planning for Purposeful Talk
 - Creating an Environment and Procedures for Classroom Talk
 - Assessments of Classroom Talk

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:

Our school plans to provide the following parent engagement activities:

1. 'Communicating with Your Child's Teacher: the Connection Between School and Home' Workshop

o We have found that many of our parents only listen to the teacher speak at parent-teacher conferences, and are unable to ask follow up questions because they simply are unaware of what types of questions to ask. Our rationale for offering this workshop is to provide the parents with information and meaningful questions to ask their child's teacher in order to help them understand where their child is academically and how they can help their child progress.

o We will offer one one-hour session this winter that will be facilitated by P.S.84 staff. The workshop will be conducted as an offering at a PTA meeting, on Wednesday February 15, 2012. Spanish-speaking parents will be offered the same workshop in their native language. This course will be offered in the late winter, prior to our March Parent-Teacher Conferences.

o Parents will be notified of this activity through our Parent Coordinator, flyers, memos, PTA meetings and School Leadership Team meetings.

2. 'Understanding the DRA' Workshop

o The rationale for offering this workshop is to help the parents understand the Developmental Reading Assessment. Last year, we began using the DRA school-wide and through communication with the parents, we have found that some of them do not understand how the leveling system works, or what level of texts their child should be reading. We plan to cover how the reading levels are measured and what they represent. The parents will be informed what is expected of students at each reading level in each particular grade, and how the parents can assist their child in reaching grade level, or moving beyond it.

o We will offer one one-hour session that will be facilitated by P.S.84 staff. The workshop will be conducted at part of a PTA meeting on Wednesday March 21, 2012. Spanish-speaking parents will be offered the same workshop in their native language.

o Parents will be notified of this activity through our Parent Coordinator, flyers, memos, PTA meetings and School Leadership Team meetings.

Part D: Parental Engagement Activities

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Part E: Budget

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

Allocation Amount: \$?????

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