



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P.S. 84, LILLIAN WEBER SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 03M084

PRINCIPAL: Ms. ROBIN SUNDICK **EMAIL:** RSUNDIC@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. ESTHER FRIEDMAN

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
Robin Sundick	*Principal or Designee	
John Clemente	*UFT Chapter Leader or Designee	
Stuart Osha	*PA/PTA President or Designated Co-President	
Carol Cepeda	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Ramon Cuevas	CBO Representative, if applicable	
Afroditi Cuevas	Member/Teacher	
Corinne Berthiaume	Member/Teacher	
Franck Benayoun	Member/Parent	
Lia Miller	Member/Parent	
Barbara Roque	Member/Teacher	
Lauren Bowen	Member/Parent	
Scott Gaynor	Member/Parent	
Jessi Wisoff	Member/Teacher	

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

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

Teacher teams will develop, assess and conduct data and gap analysis of student performance tasks in literacy resulting in the development of Common Core Learning Standards (CCLS) aligned units in ELA (informational).

Comprehensive needs assessment

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

In the fall of 2011, ARIS provided student level item analysis for the 2010-2011 ELA State Exams. This data indicated that 48% of 4th grade students, and 66% of 3rd grade students were able to identify a main idea and supporting details in informational texts. It also indicated that 55% of the 4th grade students, and 18% of the 3rd grade students were able to read, write, listen and speak for information and understanding.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

ACTION #1

Teachers will meet in grade teams at least twice monthly with a designated teacher leader to create high quality instructional tasks. Using the cycle of inquiry, teachers will look at student work and conduct gap analysis to identify student strengths and weaknesses to help inform instruction and identify entry points. Teachers will develop a literacy performance task that requires students to read and analyze informational texts followed by a written argument.

ACTION #2

Teachers will look at collections of high quality bundled lessons provided by the DOE and Teachers College, as well as those created by in-house teacher teams last year and during the summer as good models as they progress through the process. Teachers will continue to reflect on their lesson designs and refine their thinking as they continuously evaluate student outcomes.

ACTION #3

Lead teachers and Assistant Principal will meet twice monthly during extended day and twice monthly after school hours to assess the work of the teacher teams, discuss and create curriculum maps and performance tasks aligned to common core standards and plan for next steps.

TIMELINE: Culminating Performance Task will have been completed by the end of November, 2012.

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Principal will update parents through the following monthly forums, PTA, SLT, and Friday mornings “Coffee Klatch. In addition, principal will present a Back to School Night State of the School Address during Curriculum Night.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - The school will continue to support professional development by providing teachers the opportunities to attend workshops given by Teacher’s College, The Department of Education, and our Network, as well as in-house professional development which take place at least twice monthly.
 - Additionally time is imbedded in the schedule for common preparatory periods for common planning time among teachers.
 - Mentors will be assigned to support new teachers.
 - The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

All staff will participate in school base professional development supported by DOE and Network staff on looking at student work, and the cycle of inquiry.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I School-wide Program, Conceptual Consolidation will allow us to combine Federal and Local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and Human Resources to implement this action plan from September 2011 – June 2012 as indicated below:

- Supervisor per session (2 days per month)
- Professional instructional materials to support curriculum development.
- Consumable instructional materials for use during extended day programs.
- Teacher per session for after school programs and differentiated professional development.

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

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

We will increase by 11% students attaining levels 3 and 4 on the 2012 New York State ELA Exam in Grades 3 – 5. We will increase

student reading levels by focusing on fluency, comprehension and vocabulary during flexible guided reading groups.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students

50% of 3rd graders received levels 1 and 2, and 60% of 4th grade students received levels 1 and 2 on the 2010 ELA State Exam. 48% of 3rd grade students and 67% of 4th graders were able to use knowledge of story structure, story elements, and key vocabulary to interpret stories on the 2011 ELA Test.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - f) staff and other resources used to implement these strategies/activities,
 - g) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - h) timeline for implementation.

ACTION #1

Using all available data sources, including, but not limited to ARIS, Acuity, Periodic Assessments, TC Assessment Pro, reading logs, conferring notes and teacher observations, teachers will create entry points and short term reading goals for students.

ACTION #2

Teachers will increase the frequency of guided reading groups to three times a week for struggling students. Students performing at or above benchmark will participate in weekly guided reading opportunities. Visible and flexible groups will be formed.

ACTION #3

In an effort to develop positive reading attitudes, build self esteem and promote self monitoring and ownership of learning, students and teachers will develop reading goals together.

TIMELINE: September, 2011 – June, 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Parent Coordinator will host a parent workshop on the use of ARIS Parent Link.
 - The school will host a Curriculum Night and provide parents with a resource of user-friendly instructional materials and guides.
 - Teachers will provide parents with benchmarks in literacy, as well as tools to work with their children.
 - Parent Teacher Conferences will allow teachers to share student growth through data to the parents.

- Workshop will be available for parents on homework, preparation for the New York State ELA Exam, and the Common Core Learning Standards.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - The school is part of the Teacher's College Reading and Writing Project which allows teachers to take part in calendar days at Teacher's College.
 - In house staff development offered by staff developers from Teacher's College.
 - Lab-Site Classrooms
 - Time is fixed into the school schedule to allow common planning time for teachers.
 - "Lunch and Learn" opportunities are provided throughout the school year for teachers to form study groups.
 - Teachers will be provided access to technology during the school day and afterschool to analyze performance data with the assistance of the data specialist.
 - Mentors will be assigned to support new teachers.
 - The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Extended day
 - After-school program, La Casa, will offer homework assistance to students.
 - The Jewish Community Center offers the following reading instruction to our students after school: Gift of Literacy (first and second grade students).
 - The Jewish Community Center offers the following reading instruction to our students during the school day: Great Leaps (third grade students), and Reading Buddies (all grades)
 - The Steven Gaynor School (after school hours), works with our struggling students from first and second grades.
 - Lit Life professional development workshops offered by The Network.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Supervisor per session (2 days per month)
 - Professional instructional materials to support curriculum development.

- Consumable instructional materials for use during extended day programs.
- Teacher per session for after school programs and differentiated professional development.

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

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

The school will increase by 15% students attaining levels 3 and 4 on the 2012 New York State Exam in Grades 3 – 5. We will increase scores by focusing on the content area strands of number sense and operation, algebra, geometry, measurement and statistics and probability.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

ACTION #1

Teachers will develop small strategy groups based on data gathered from predictive periodic assessments, end-of-unit assessments, and test scores from the 2011 Math state tests to address specific learning needs and plan for differentiated instruction.

ACTION #2

Teacher Teams will meet three times monthly to plan curriculum and performance task in specific content strands.

ACTION #3

A professional study groups will be created during lunch “Lunch and Learn” to foster deeper understanding of the content strands and thus improve teacher pedagogy.

ACTION #4

Participation of two teachers from the lower grades, two teachers from the upper grades, and an administrator in professional development workshops offered by the network and presented by Lucy West Metamorphosis Learning

ACTION #5

Common preparatory periods twice monthly will be used to analyze student work and plan units of study based on data gathered.

TIMELINE: September, 2011 – June, 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Parent Coordinator will host a parent workshop on the use of ARIS Parent Link.
 - The school will host a Curriculum Night and provide parents with a resource of user-friendly instructional materials and guides.
 - The Math Cluster teacher will host two workshops for parents in homework help, preparation for the New York State Math Exam, and the Common Core Learning Standards.
 - A family letter will be sent home from teachers at the beginning of each math unit of study explaining the contents of each unit. Included in this letter are directions of games that parents can plan with their children to increase skills.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - The school participates in Lucy West Metamorphosis Learning
 - Teacher inter-visitations to highlight exemplars and best practices.
 - Time is fixed into the school schedule to allow common planning time for teachers.
 - "Lunch and Learn" opportunities are provided throughout the school year for teachers to collaborate and study.
 - Teachers will be provided access to technology during the school day and afterschool to analyze performance data with the assistance of the data specialist.
 - Mentors will be assigned to support new teachers.
 - The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- - Supervisor per session (2 days per month)
 - Professional instructional materials to support curriculum development.
 - Consumable instructional materials for use during extended day programs.
 - Teacher per session for after school programs and differentiated professional development

ANNUAL GOAL #4 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 #4

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

To improve teacher effectiveness and an understanding of instructional excellence using a research based teacher effectiveness framework.

Comprehensive needs assessment

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

Research states that high quality instruction is a strong indicator for student achievement. Utilizing a rubric based on a coherent system for teacher effectiveness with embedded goals and next steps for development will potentially improve student learning.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

ACTION #1

Administrators will engage in short, frequent cycles of informal classroom observations followed by timely, specific and evidence based feedback. The collection of low inference data will assist teachers and administrators to identify the teacher's performance based on the rubric.

ACTION #2

Teachers with administrators will look at the performance indicators for moving to the next level and develop a plan for continued improvement. This plan will include, but not be limited to, classroom inter-visitations, professional development activities offered by the DOE and Network and follow up meetings with administrators.

ACTION #3

The use of research based rubrics will offer a clear and common understanding of instructional expectations and pedagogy for the entire staff as we strive to achieve a high level of teacher effectiveness.

ACTION #4

In addition, teachers will be developing personal goal setting with administrators based on one competency of an effective teacher framework.

TIMELINE: Throughout the school year, September, 2011 – June, 2012 with a minimum of three informal teacher observations to monitor teacher effectiveness.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Administration will share with parents the rationale for a research based effectiveness framework through monthly PTA and SLT meetings, and Friday morning "Coffee Klutch" discussions.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - Classroom inter-visitations to share best practices and exemplars.
 - Collaboration between teacher and administrator to discuss teacher goal and to monitor progress on a rubrics based teacher effectiveness framework.
 - School instructional walk-through to determine best practices.
 - Mentors will be assigned to support new teachers.
 - The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Professional development workshops for teachers and the administrative team given by Network Leaders to strengthen understanding of teacher effectiveness.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Professional books for administrators on teacher effectiveness
 - Attendance at seminars given by professionals, such as Charlotte Danielson and Kim Marshall, to support school wide administrative work

ANNUAL GOAL #5 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 #5

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

The school will increase student attendance from 92.8% to 93.5%.

Comprehensive needs assessment

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

Attendance impacted the overall progress report for the school. Improved attendance will increase the potential for improved student outcomes.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

ACTION #1

Attendance will be monitored by the family worker on a daily basis.

ACTION #2

Teachers will forward information obtained by parents and children to the family worker on a daily basis. Teachers, administrative team, parent coordinator, guidance counselor, school nurse and family worker will collaborate and reach out to families to share pertinent information that will improve attendance.

ACTION #3

The school will participate in "Wake Up NYC" to target families as determined by school data that demonstrate a tendency toward frequent absences.

TIMELINE: September, 2011 – June, 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Ongoing reminder of attendance will be addressed at monthly PTA meetings, as well as at both Parent Teacher Conferences and report cards.
 - Parent Coordinator will regularly address the importance of good attendance on Monthly Newsletters.
 - Attendance data will be displayed on a prominent bulletin board.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Federal, State and local services are being coordinated with programs such as Peace First to present weekly lessons focused on responsibility, attendance and positive behavior that impacts daily learning and academic performance. Peace First also collaborates with teachers and family worker to monitor and follow up with attendance issues. The Breakfast and Wellness in the Schools programs encourage healthy eating and facilitate morning routines for parents and children by offering a free nutritional breakfast for children. Bussing for children also facilitates timely transportation to and from school for NCLB and shelter families to ensure good daily attendance.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Our school has a school based family worker dedicated to monitoring attendance and a network supported attendance teacher to monitor attendance compliance and support school & DOE attendance policies. The parent coordinator, guidance counselor, IEP teacher, classroom teachers & administrative team all support, facilitate, and enforce the school attendance procedures in order to improve academic performance.

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	23	9	N/A	N/A	0	0	0	0
1	27	22	N/A	N/A	0	0	0	0
2	30	9	N/A	N/A	0	0	0	0
3	30	24	N/A	N/A	0	0	0	2
4	40	40	10	16	0	0	0	0
5	35	25	11	18	0	0	0	0
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>SETSS at risk – small group instruction, 5x/week Gift of Literacy Volunteers – 1:1 support, after school, 1st and 2nd gr., 2x/week Great Leaps Fluency Program – 1:1 support, 4x/week Extended Day – small group (10 students), 3x/week JCC Lunchtime Reading Buddies – 1:1 support, 4x/week Stephen Gaynor – after school, Foundations, 2x/week Foundations – small group instruction, 5x/week Month by Month Phonics scaffolds for differentiated instruction during and after school day, 5x/week Leveled Literacy Intervention – small group instruction, 3x/week Arts integration with City Center/Magic Box Productions programs Trinity Volunteer Program – high school student tutors, 1:1 support, 4x/week</p>
Mathematics	<p>Small group strategy instruction during and after school day, 5x/week Investigations and/or Everyday Mathematics scaffolds for differentiated instruction during and after school day, 5x/week Extended day – small group instruction (10 students), 3x/week Math enrichment for test sophistication – small group instruction, 5x/week SETSS at risk – small group instruction, 5x/week Trinity Volunteer Program – high school student tutors, 1:1 support, 4x/week</p>
Science	<p>Small group instruction during and after school day Foss and Harcourt during and after school day</p>
Social Studies	<p>Teachers College Reading and Writing Project during and after school Student Inquiry Base instruction New York Historical Society – CASA grant Arts Integration</p> <ul style="list-style-type: none"> - Neighborhood Music and Arts (Folk Dance) - Julliard School (Morse Fellows)

	<ul style="list-style-type: none"> - City Center/Magic Box Productions - 92nd Street Y
At-risk Services provided by the Guidance Counselor	We have none at this time, but should they come in, we would provide the services.
At-risk Services provided by the School Psychologist	We have none at this time, but should they come in, we would provide the services.
At-risk Services provided by the Social Worker	We have none at this time, but should they come in, we would provide the services.
At-risk Health-related Services	Open Airways Program with School Nurse

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; By providing math workshops facilitated by our school math coach, workshops for parents to include break down and comprehension of individual student's progress report, to identify, target and strengthen student performance. Provide computer classes for parents to build on accessing cyber resources, e.g. ARIS Parent Link to help monitor student progress. Provide grade specific material for parents to allow for an overview of the many standards their child will be learning throughout the academic year.
- 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 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 through involvement in the School Leadership Team and PTA. Parents participate in the initiation and implementation of learning programs (Park Rangers Science Program), music & arts programs (Parents as Arts Partners) and wellness programs (WITS).
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress with an open-door policy within the school and particularly with the school's Parent Coordinator. Providing a parent space (Parent Room) equipped with a bank of internet access computers and various parent resources, e.g. Grade Expectations & parent workshops. Establishing a consistent interactive rapport with parents via electronic & packed correspondence (school newsletter, school website, collaborating on PTA newsletter and various postings).

- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing translated information about school and parent related programs, meetings and other activities by providing a monthly forum (Principal's Coffee Klatch), postings on the school website/calendar, schedule school-wide topic-specific phone messaging, regular school staff contributions to PTA's weekly newsletter and back-packing home information 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 through regularly scheduled meetings accommodating parents' availability and schedules.
- 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 during monthly scheduled workshops.
- 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 by helping to create and support various parent-based committees e.g. garden beautification allowing for garden to be utilized as an open classroom, upgrade and reconstruction of school library and funding for part-time librarian and fundraising committees that are instrumental in maintaining full time teaching assistants in all classrooms in lower grades.
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents.

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;

- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**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 Sandra Litrico	District 03	Borough Manhattan	School Number 084
School Name The Lillian Weber School, P.S. 84M			

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

Principal Robin Sundick	Assistant Principal Mary A. Acosta
Coach	Coach
Teacher/Subject Area Laila Lyngstad/ESL	Guidance Counselor Madeline Quart
Teacher/Subject Area John Clemente	Parent type here
Teacher/Subject Area type here	Parent Coordinator Anita Hauthschild
Related Service Provider Jessica Wisoff	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications [?](#)

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	2	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions	5	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	5

D. School Demographics

Total Number of Students in School	496	Total Number of ELLs	37	ELLs as Share of Total Student Population (%)	7.46%
------------------------------------	------------	----------------------	-----------	---	--------------

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. 

1. English Language Learners (ELL) students at P.S.84 are identified upon entering the New York City school through the completed Home Language Identification Survey (HLIS) which is available and translated in the parent's native language when needed. The completion of the HLIS and the informal interview is overseen by our certified E.S.L. teacher Laila Lyngstad, who also conducts an informal interview with parents at this time. We have bilingual staff members fluent in Spanish, French, Korean and Arabic who are available if translation is needed (all others may be provided by contacting the Translation and Interpretation Unit). Translated versions are available in the parent's native language as needed. Within 10 days of the initial enrollment, and based on the review of the HLIS, and the information provided by the parent, the ESL teacher identifies and tests the students that are required to take the Language Assessment Battery Test. The LAB-R will determine eligibility and the ELL's proficiency level and ELL placement. Spanish speaking students determined to be ELLs at this time are also administered the Spanish LAB-R by the ass't principal, Mary Acosta who is bilingual, or by a Spanish speaking bilingual teacher in the building. The New York State English as a Second Language Achievement Test (NYSESLAT) is administered each spring to all ELLs in grades K-5. These scores are obtained by running an RLAT report from ATS and is used to determine the proper service and placement of current and continuing ELLs. A schedule for testing all ELLs for the NYSESLAT is created by the ESL teacher and the Ass't Principal to ensure that each of the four parts are taken by each student. The Speaking section is administered 1:1 by the ESL teacher, Ms. Lyngstad. The reading writing and listening components are administered in groups.

2. Within 10 days of entry and after an ELL has been identified, notification is sent home to the parent to inform them that their child was administered the LAB-R. This notification will state whether or not their child is eligible for services. If the student is eligible for ESL services, a parent orientation is provided for the parents of the eligible students. During the orientation, parents are informed of the three choices available (Transitional Bilingual Education, Dual Language, and Free Standing ESL). The parents will watch a video, receive brochures (both in their native language), that explain the three available programs. Translators are available to ensure complete understanding of the orientation. Parents may also ask questions for further clarification. Parent Program Selection Sheets are distributed for parent completion and upon completion are collected, reviewed and kept on file in the school by the ESL teacher. Historically, the parents of ELLs at P.S.84 select the Dual Language program for their children with their second choice being Free Standing ESL. If 15 or more parents of ELLs of the same language in two contiguous grades select Transitional Bilingual their request will be honored by opening a TB program to meet these needs.

3. After determining eligibility through interviewing and testing, the ESL teacher distributes the Entitlement Letter to the parents along with an invitation to the parent orientation. The ESL teacher will speak directly to the parent about the importance of attending the orientation. If the parent is unable to attend the orientation, or does not respond or return the Entitlement Letter the ESL teacher will personally do outreach with the assistance of the Parent Coordinator and the Assistant Principals to find a more convenient time to meet with the parent and to explain the importance of the completion of these forms and understanding of the program choices available to their child. If the parent does not respond, the ELL must be placed in a Transitional Bilingual program as per CR Part 154. The ESL teacher maintains a close working relationship with all classroom teachers with ELLs to collaboratively disseminate all information and subsequent letters and notices directly to parents or guardians. The ESL teacher also maintains the copies of the Parent Survey and

Program choice to make sure their program requests are honored.

4. After the Parent Surveys and Program choices are reviewed by the ESL teacher, the student is placed in the program of the parents choice at our school and a Placement letter is sent home to notify parents. Copies of these letters are kept on file by the ESL teacher. P.S.84 currently offers two of the three programs offered in NYC ; Dual Language Spanish and French, or Free Standing ESL. At this time we have no parents requesting a Transitional Bilingual program, but in the event that a parent requests a bilingual program that we do not offer, we will enroll them in ESL and contact the Office of ELLs at ELLProgramTransfers@schools.nyc.gov to alert them of this request. In addition a file will be created and forms will be reviewed and if/when 15 or more requests by parents of students across two contiguous grades that share the same language, are made, we will open a class to honor these choices as amended by the NYC Aspira Consent Decree . NYC ELLs that are continuing their ESL services will be sent a letter stating their status. In addition when a child has tested proficient the parents will also receive a letter informing them of this change. Copies of these letters are filed and maintained by the ESL teacher to make sure all choices are honored.

5. After reviewing the Parent Survey and Program Selection forms from the past few years the parents of P.S. 84 historically have favored the Dual Language program (89%) followed by the Free Standing ESL (11%).

6. Yes, the program models offered at our school are aligned with parent requests. If there is a paradigm shift and parent requests favor Transitional Bilingual Education and the number of requests meet the criteria for creating said program, the school is committed to accommodating the parents and their request by creating a TBE class to meet the needs of the students.

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s): Spanish & French

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	2	2	2	2	2	0								10
Freestanding ESL														
Self-Contained														0
Push-In	1	1	2	2	1	2								9

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Total	3	3	4	4	3	2	0	0	0	0	0	0	0	19

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	37	Newcomers (ELLs receiving service 0-3 years)	31	Special Education	1
SIFE	0	ELLs receiving service 4-6 years	6	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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language	17			1						18
ESL	13		1	6						19
Total	30	0	1	7	0	0	0	0	0	37

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

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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														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								
Spanish	1	19	5	10	3	25	2	18	2	15									13	87
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French	1	24	1	25		23	2	25	2	14									6	111
Other																			0	0
TOTAL	2	43	6	35	3	48	4	43	4	29	0	19	198							

**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
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Number of third language speakers: 1

Ethnic breakdown of EPs (Number):

African-American: 22

Asian: 5

Hispanic/Latino: 62

Native American: 0

White (Non-Hispanic/Latino): 63

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1		3	5	2	5								16
Chinese	1					1								2
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

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
Albanian		1												1
Other														0
TOTAL	2	1	3	5	2	6	0	19						

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?

1. Instruction at P.S. 84 for ELLs is delivered through two different models: Dual Language (50:50 model) and Free Standing ESL.

a. The organizational model used in the Free Standing ESL program is both a push-in and pull-out model based on student need and in collaboration with the main stream teacher in grades K-5. There is one ESL teacher who has five, fifty minute periods available daily for ESL instruction . There is also an additional 37 1/2 minute extended day program available after school 3 days a week for those who tested proficient on the NYSESLAT.

b. P.S. 84 offers a Free Standing ESL Program as well as a Dual Language program in both French and Spanish. The Free Standing ESL Program uses both a pull-out and push-in model of instruction in all grades (K-5). Various factors are considered when forming groups for ESL instruction: language proficiency based on NYSESLAT performance level and LAB-R, age, grade and curriculum. Students receive mandated either one or two sessions of ESL instruction daily as per CR Part 154. ESL groups are heterogeneous in with mixed proficiency levels . The other ESL groups are comprised of multi-grade levels and proficiency levels. The Dual Language Program at P.S. 84 is comprised of 10 block classes - five French and five Spanish in grade K-5 , one class of each per grade level. The program will continue to expand by one grade level each year until 5th grade.

2a.

Our school delivers ESL instructional minutes via the mandates of 360 weekly minutes for beginners and intermediate students, and 180 per week for advanced students through our certified ESL teacher who has 6 periods available daily to meet these mandates. The ESL students are either pulled out, or pushed into daily, in order to meet these mandates. Beginners and intermediate students are seen by the

A. Programming and Scheduling Information

ESL teacher for two periods a day. Advanced students instruction is delivered once a day. ELA support is embedded into ESL instructional times. The content area and ESL teachers collaborate in advance regarding lesson planning. Students practice journal writing and essay writing several times a week as well as engage in group activities such as book clubs and guided reading. The ESL teacher provides instruction in Balanced Literacy (writing and reading workshop, shared reading and guided reading), phonics, science, social studies and grammar. Students also learn reading strategies (drawing conclusions, sequencing and cause and effect) ESL methodologies such as Total Physical Response and scaffolding are implemented in addition to balanced literacy strategies, writing and reading workshops and guided reading) to develop Basic Interpersonal Communicative Skills and Cognitive Academic Language. Higher Order thinking skills for content area learning is used as part of the instructional approach. Students engage in collaborative group work and cooperative learning experiences. They are immersed in lessons that provide explicit instruction in the structure of English, building background knowledge, vocabulary and oral language. The ESL teacher provides books, glossaries and dictionaries in the students Native language to help them learn their content areas. When possible, students are also grouped in partnerships with students speaking the same language. The Dual Language program uses a 50:50 instructional model in a heterogeneously grouped class (proficiency level and language), in which the amount of instructional time is equally divided between the two languages at each grade level by one certified teacher. The certified Dual Language teacher delivers the mandated ESL instruction of 360 minutes for beginners and intermediates as well as the 180 minutes for advanced. The goals for both EPs and ELLs in the dual language program are as follows:

Students will develop proficiency in their first/native language.

Students will develop proficiency in their second language.

Students will develop positive cross-cultural attitudes, behaviors and skills that will help them function and navigate in a global society.

Students will attain higher levels of self-esteem and confidence.

The students will also meet or exceed CCL standards.

The Dual Language teachers use effective practices and strategies, such as effective teacher planning that taps in to the learners' prior knowledge in both content and language, that reflects the learners' interest, and challenges the learners to go beyond what they know. ELLs and EP students receive content-area instruction for 50 percent of the academic week in English and 50 percent in the other language (French/Spanish) in grades K-4 (alternating day model). Students are expected to build academic skills in their first language and eventually transfer these skills to the second language via authentic literature, songs, trips and thematic instruction. ELLs and EP students are linguistically integrated for all content instruction in all grades K-4. The students are expected to comprehend, speak, read, and write in both languages upon their completion of a Dual Language program in 5th grade. In the Dual Language program, Language Arts is taught daily in the language of the day. Content area is taught in both English, using second-language acquisition strategies such as, TPR, labeling, glossaries, scaffolding, and the target language.

3. The ESL teacher provides instruction in Balanced Literacy (writing and reading workshops, guided reading) phonics, math, science, social studies, and grammar. Students also learn reading strategies (ie drawing conclusions, sequencing, cause and effect) which helps them in their mainstream classroom. ESL methodologies such as Total Physical Response and scaffolding are implemented in addition to balanced literacy strategies (writing and reading workshops, shared reading guided reading) to develop Basic Interpersonal Communicative Skills and Cognitive Academic Language Proficiency. Higher order thinking skills for content area learning is used as part of the instructional approach. Students engage in collaborative learning experiences. They are immersed in lessons that provide explicit instruction in the structure of English, building background knowledge, vocabulary and oral language. ESL materials used by the teacher include big books, an array of fiction and non fiction books and games. All instructional materials strengthen the ELLs needs across the content areas.

4. In order to ensure that ELLs are appropriately evaluated in their native language (Spanish) in grades K-4 the teachers use the EDL II. In grades 2-4 on an annual basis the students take the ELE Exam. Teachers of K-4 in French use the GB+ by Beauchemin. These are in addition to the teachers' daily conferences, observations, and assessments of students.

5. Currently P.S. 84 has no SIFE students but in the event that we admit SIFE students we will provide services including extended day, small group instruction, native language instruction (French, Spanish), AIS in math, reading buddies, as well as tutoring.

b. ELL students who have been in the US schools less than three years (newcomers) receive instruction based on their mandated needs. Instruction focuses on the development of both social and academic language, to ensure comprehension of all content area instruction in order to better understand and support their social and emotional language. The ESL teacher works closely with the classroom teacher and together develop scaffolding strategies (modeling, bridging, contextualization) to help enhance the student's learning. The ESL teacher

A. Programming and Scheduling Information

teacher will provide the students with test sophistication strategies . Students also receive extra support from additional resources such as reading buddies, high school volunteers, after school programs and extended day programs. All students testing will be in compliance with all testing accommodations.

c. ELLs receiving services from 4-6 years are immersed in lessons that provide explicit instruction based on accumulated data to develop social and academic language simultaneously while, building background knowledge and academic vocabulary. Those students that need additional support in developing writing and/or reading strategies a strong focus is provided in these areas. Through small group instruction and one on one conferencing the ESL teacher works on developing academic English using literacy strategies and activities. Similar support is given in all content areas.

d. P.S. 84 currently does not have any students who have been ELLs in NYC schools for longer than 6 years but in the event that we do, we will provide them with mandated ESL services as well as additional support from the ESL teacher. AIS will also be provided in math and ELA. We will also purchase instructional materials that will support their specific needs.

6. ELLs' identified as having special needs at PS 84 are considered for academic services based on teacher recommendations and parent requests, regardless of their ELL status. All ELLs are served in self contained, ICT and general education classes maintaining the integrity of their IEP mandates. Teachers of ELL-SWD's use various instructional materials and strategies throughout the grades that provide access to academic content areas, and also accelerate English language development. Students in all grades receive small group instruction and scaffolding through guided reading. In addition, grades K-2 use Foundations, Leveled Literacy Intervention, and authentic literature through Teacher's College Reading and Writing Workshop. In grades 3-5, the Wilson Program and authentic literature through Teacher's College Reading and Writing Workshop. Throughout the grades both the ESL teacher and the classroom teachers use ESL strategies such as; scaffolding, graphic organizers, realia and Total Physical Response. In grades 3-5 Everyday Math games, and math word walls are used to reinforce academic language. Grades K-2 uses Investigations which includes a differentiation option to meet the diverse needs of ELLs and IEP students.

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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	Instructional tools (labeling, color coding, repetition) to increase language development and comprehensible input.		
75%			
50%			
25%			
Dual Language			
100%			
75%			
50%			
25%			
Freestanding ESL			
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?

- heritage classes

B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

8. Targeted Interventions for ELLs vary for the ELLs according to proficiency level and grade. Students in K-2 are offered Foundations for phonemic awareness and reading skills. Foundations may also be used for a beginner proficiency level ELL in upper grades. Leveled Literacy is also used in K-2 grades but may also be used to with a beginner in grades 3-4. Wilson is used for upper grades 3-5 as a reading intervention. In addition to these programs students are placed in guided reading or strategy groups based on their needs. ELL students participate in extended day programs that target ELA and math. In addition, reading buddies, programs provided through an outside organization of trained volunteers from the J.C.C. (Jewish Community Council), Gift of Literacy, Great Leaps. Currently we are exploring Achieve 3000 as another possible program for our ELL students. The ESL teacher also has a flexible extended day group to provide targeted and focused instruction.

9. Continuing transitional support is offered for up to two years for ELLs reaching proficiency on the NYSESLAT. The ESL teacher continues to work with these students as an enrichment activity. Students are invited to participate in all extended day activities as well as after school activities. Testing accommodations remain in place for these students.

10. A fourth grade dual language class will be added this year in French.

11. No programs will be discontinued for the upcoming school year for ELLs.

12. Equal Access is afforded to all ELLs by inclusion into mainstream classrooms, self contained special education classes, integrated collaborative teaching classes and all related services. ESL students are included and participate in all school programs and activities during and after school. P.S. 84 has many arts programs including City Center, Alvin Ailey, year book club and band that take place during school hours. All our after school programs are inclusive and enrollment is open to all PS 84 students including ELLs. We also offer a part time after school program LaCasa that is fully bilingual (Spanish) and is housed in our school. Community based after school programs such as Oasis, Dehostos, YMCA and Goddard Riverside programs are also offered. After school community reading programs such as the Gift of Literacy and Steven Gaynor are also offered for ELL participation. In order to insure ELL participations translated notices are sent home. In addition our bilingual (Spanish) Parent Coordinator is available to assist parents with these programs. Our school website also keeps parents abreast of activities occurring at PS 84, and the website may be translated online into multiple languages.

13. Both the classroom and ESL teachers work collaboratively and use a variety of instructional materials across the content areas to support ELLs. Core Curriculum materials in Science and Social Studies are used in the classroom by both the classroom teacher and the ESL teacher. The ESL teacher using the push-in method of instruction uses the classroom materials such as textbooks (Mathematics & Social Studies), Big books, glossaries, dictionaries, fiction and non-fiction books to support language acquisition. All classes are scheduled on a weekly basis into the computer lab to support language development through the use of technology. The technology teacher in collaboration with the classroom teacher and the ESL teacher supports the ELLs by scaffolding his instruction and using websites in the ELLs native language when available. Dictionaries (word for word) and glossaries (Science, and mathematics) are available in all classrooms to support native language and English language development. Dictionaries and glossaries are also available in students' native language. In K-2 grade the students use Investigations for Mathematics. In grades 3-5 students use Everyday Mathematics (Spanish and English copies), in literacy students use fiction and non-fiction books to support the units of study in Reading and Writing, in Science the school uses Harcourt's blended model with workbooks & trade books in both Spanish and English. Students with other languages are supported through translations done by the classroom teacher in collaboration with the ESL teacher.

14. Native language support is provided in the ESL program by providing students with dictionaries and glossaries in their native language to help translate content and academic vocabulary when needed. A variety of native language fiction and non-fiction books are in all classrooms with ELLs. To further support the native language students are grouped whenever possible with other ELLs with similar native languages.

In dual language classes leveled libraries (Fiction and non-fiction) in both French and Spanish are provided to support native language. Fiction and non-fiction work books and trade books are also used for instruction in science, social studies, mathematics and reading in the

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?

8. Targeted Interventions for ELLs vary for the ELLs according to proficiency level and grade. Students in K-2 are offered Foundations for phonemic awareness and reading skills. Foundations may also be used for a beginner proficiency level ELL in upper grades. Leveled Literacy is also used in K-2 grades but may also be used to with a beginner in grades 3-4. Wilson is used for upper grades 3-5 as a reading intervention. In addition to these programs students are placed in guided reading or strategy groups based on their needs. ELL students participate in extended day programs that target ELA and math. In addition, reading buddies, programs provided through an outside organization of trained volunteers from the J.C.C. (Jewish Community Council), Gift of Literacy, Great Leaps. Currently we are exploring Achieve 3000 as another possible program for our ELL students. The ESL teacher also has a flexible extended day group to provide targeted and focused instruction.

9. Continuing transitional support is offered for up to two years for ELLs reaching proficiency on the NYSESLAT. The ESL teacher continues to work with these students as an enrichment activity. Students are invited to participate in all extended day activities as well as after school activities. Testing accommodations remain in place for these students.

10. A fourth grade dual language class will be added this year in French.

11. No programs will be discontinued for the upcoming school year for ELLs.

12. Equal Access is afforded to all ELLs by inclusion into mainstream classrooms, self contained special education classes, integrated collaborative teaching classes and all related services. ESL students are included and participate in all school programs and activities during and after school. P.S. 84 has many arts programs including City Center, Alvin Ailey, year book club and band that take place during school hours. All our after school programs are inclusive and enrollment is open to all PS 84 students including ELLs. We also offer a part time after school program LaCasa that is fully bilingual (Spanish) and is housed in our school. Community based after school programs such as Oasis, Dehostos, YMCA and Goddard Riverside programs are also offered. After school community reading programs such as the Gift of Literacy and Steven Gaynor are also offered for ELL participation. In order to insure ELL participations translated notices are sent home. In addition our bilingual (Spanish) Parent Coordinator is available to assist parents with these programs. Our school website also keeps parents abreast of activities occurring at PS 84, and the website may be translated online into multiple languages.

13. Both the classroom and ESL teachers work collaboratively and use a variety of instructional materials across the content areas to support ELLs. Core Curriculum materials in Science and Social Studies are used in the classroom by both the classroom teacher and the ESL teacher. The ESL teacher using the push-in method of instruction uses the classroom materials such as textbooks (Mathematics & Social Studies), Big books, glossaries, dictionaries, fiction and non-fiction books to support language acquisition. All classes are scheduled on a weekly basis into the computer lab to support language development through the use of technology. The technology teacher in collaboration with the classroom teacher and the ESL teacher supports the ELLs by scaffolding his instruction and using websites in the ELLs native language when available. Dictionaries (word for word) and glossaries (Science, and mathematics) are available in all classrooms to support native language and English language development. Dictionaries and glossaries are also available in students' native language. In K-2 grade the students use Investigations for Mathematics. In grades 3-5 students use Everyday Mathematics (Spanish and English copies), in literacy students use fiction and non-fiction books to support the units of study in Reading and Writing, in Science the school uses Harcourt's blended model with workbooks & trade books in both Spanish and English. Students with other languages are supported through translations done by the classroom teacher in collaboration with the ESL teacher.

14. Native language support is provided in the ESL program by providing students with dictionaries and glossaries in their native language to help translate content and academic vocabulary when needed. A variety of native language fiction and non-fiction books are in all classrooms with ELLs. To further support the native language students are grouped whenever possible with other ELLs with similar native languages.

In dual language classes leveled libraries (Fiction and non-fiction) in both French and Spanish are provided to support native language. Fiction and non-fiction work books and trade books are also used for instruction in science, social studies, mathematics and reading in the French and Spanish Dual Language classes. The Teachers College Reading and Writing units of study are translated into French and

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

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?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

1. In Dual Language classes 50% of the time is for English, except in Kindergarten and Grade 1, where 60% is in the targeted language and 40% is for English instruction.
2. The instructional day is 100% integrated. No content areas are taught separately. All EPs and ELLs are integrated all day from 8:30 A.M. - 2:50 P.M. This is a self contained DL school and one teacher teaches both English and the second language. It is NOT a side by side.
3. The classroom teacher provides all instruction in both languages in the Dual Language program. Instruction is divided by days: Mondays, Wednesdays and half days on Friday instruction is in English all day , Tuesdays, Thursdays and half days on Friday instruction is in the 2nd language (French or Spanish)in grades 2-4 all day. In K and 1st grades Mondays, and Wednesday instruction is in English all day and Tuesdays, Thursdays and Fridays instruction is in Spanish or French all day except for the cluster instruction (Art, Music, Gym, etc...).
4. The Dual Language model used at P.S. 84 is the self-contained model/Block.
5. Both Languages are taught simultaneously in the Dual Language program.

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

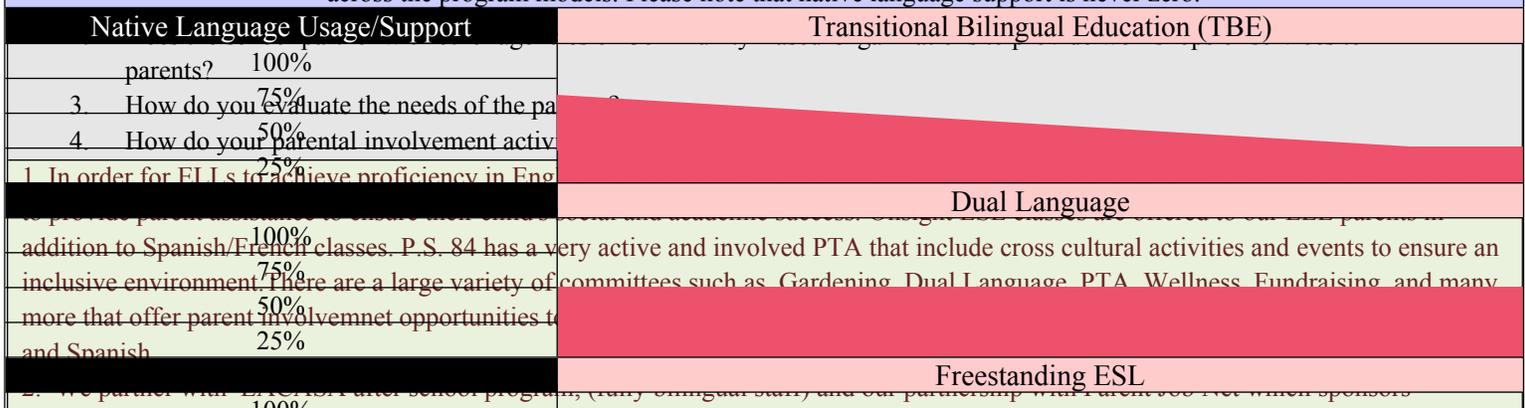
D. Professional Development and Support for School Staff

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.

1. Teachers of ELLs attend various workshops sponsored by TC, OELL, and the Network (CFN 406) to keep them current on methodologies, strategies and techniques used to increase success with ELLs throughout the academic year. Workshops for staff include math and literacy. Workshops staff will attend include; Thinking Across the Year with an Eye to Supporting English Language Learners, Thinking Through Language Goals and Vocabulary Development: Making Plans that Support English Language Learners Across Units of Study(TC), Building Academic Language, Instructional Expectations for ELL's, Looking at Student/Teacher Work, Authentic Assessments for ELLs. The Ass't Principals also attend these workshops. The ESL teacher attends workshops through the Office of English Language Learners (OELL), and BETAC, to keep current on new methodologies, laws and mandates.
2. At P.S. 84 we provide the staff with a guidance counselor knowledgeable about Middle Schools, a parent coordinator, and bilingual Assistant Principals to assist teachers, parents and students. The guidance counselor and ass't principal hold several orientation meetings to familiarize the parents the process of entering middle schools. All of these meetings provide a translator. All documents are translated to meet parent need.
3. Staff at P.S. 84 attend professional development sessions focused on ELLs at Teacher's College, Network, DOE, and in house and upon return to the school turn key all information attained to the whole staff on PD Mondays after school and during Faculty Conferences as needed to meet the requirements of Jose P. Teachers also participate in monthly dual language cohort meetings.

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.



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?

1. In order for ELLs to achieve proficiency in English, parent involvement is crucial. P.S. 84 offers several workshops to parents of ELLs to provide parent assistance to ensure their child's social and academic success. Onsite ESL classes are offered to our ELL parents in addition to Spanish/French classes. P.S. 84 has a very active and involved PTA that include cross cultural activities and events to ensure an inclusive environment. There are a large variety of committees such as, Gardening, Dual Language, PTA, Wellness, Fundraising, and many more that offer parent involvement opportunities to all parents including ELL parents. All PTA communications are translated in French and Spanish.

2. We partner with LACASA after school program, (fully bilingual staff) and our partnership with Parent Job Net which sponsors ESL, SSL, and GED classes for parents of ELLs, job readiness courses and career assistance.

3. Parents needs are evaluated through the Parent Coordinator who communicates with parents on an on going basis to bridge parents and school community. We have monthly coffee klatches with the principal and parents to discuss issues and concerns in an open forum. During this forum, parents openly address concerns, and issues with the principal, other parents and ass't principals. During this time we have our parent coordinator and other parents who may translate for other parents as needed. In addition the PTA holds regular meetings, as well as SLT meetings.

4. Parents indicate their strengths or interests and are recruited by the PTA and parent coordinator to assist in various activities such as the annual school fair, the international pot luck dinner, movie night and various fund raisers etc. It creates an inclusive school culture for all and focuses on networking, fundraising and community building.

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?

8. Targeted Interventions for ELLs vary for the ELLs according to proficiency level and grade. Students in K-2 are offered Foundations for phonemic awareness and reading skills. Foundations may also be used for a beginner proficiency level ELL in upper grades. Leveled Literacy is also used in K-2 grades but may also be used to with a beginner in grades 3-4. Wilson is used for upper grades 3-5 as a reading intervention. In addition to these programs students are placed in guided reading or strategy groups based on their needs. ELL students participate in extended day programs that target ELA and math. In addition, reading buddies, programs provided through an outside organization of trained volunteers from the J.C.C. (Jewish Community Council), Gift of Literacy, Great Leaps. Currently we are exploring Achieve 3000 as another possible program for our ELL students. The ESL teacher also has a flexible extended day group to provide targeted and focused instruction.

9. Continuing transitional support is offered for up to two years for ELLs reaching proficiency on the NYSESLAT. The ESL teacher continues to work with these students as an enrichment activity. Students are invited to participate in all extended day activities as well as after school activities. Testing accommodations remain in place for these students.

10. A fourth grade dual language class will be added this year in French.

11. No programs will be discontinued for the upcoming school year for ELLs.

12. Equal Access is afforded to all ELLs by inclusion into mainstream classrooms, self contained special education classes, integrated collaborative teaching classes and all related services. ESL students are included and participate in all school programs and activities.

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?

8. Targeted Interventions for ELLs vary for the ELLs according to proficiency level and grade. Students in K-2 are offered Foundations for phonemic awareness and reading skills. Foundations may also be used for a beginner proficiency level ELL in upper grades. Leveled Literacy is also used in K-2 grades but may also be used to with a beginner in grades 3-4. Wilson is used for upper grades 3-5 as a reading intervention. In addition to these programs students are placed in guided reading or strategy groups based on their needs. ELL students participate in extended day programs that target ELA and math. In addition, reading buddies, programs provided through an outside organization of trained volunteers from the J.C.C. (Jewish Community Council), Gift of Literacy, Great Leaps. Currently we are exploring Achieve 3000 as another possible program for our ELL students. The ESL teacher also has a flexible extended day group to provide targeted and focused instruction.

9. Continuing transitional support is offered for up to two years for ELLs reaching proficiency on the NYSESLAT. The ESL teacher continues to work with these students as an enrichment activity. Students are invited to participate in all extended day activities as well as after school activities. Testing accommodations remain in place for these students.

10. A fourth grade dual language class will be added this year in French.

11. No programs will be discontinued for the upcoming school year for ELLs.

12. Equal Access is afforded to all ELLs by inclusion into mainstream classrooms, self contained special education classes, integrated collaborative teaching classes and all related services. ESL students are included and participate in all school programs and activities during and after school. P.S. 84 has many arts programs including City Center, Alvin Ailey, year book club and band that take place during school hours. All our after school programs are inclusive and enrollment is open to all PS 84 students including ELLs. We also offer a part time after school program LaCasa that is fully bilingual (Spanish) and is housed in our school. Community based after school programs such as Oasis, Dehostos, YMCA and Goddard Riverside programs are also offered. After school community reading programs such as the Gift of Literacy and Steven Gaynor are also offered for ELL participation. In order to insure ELL participations translated notices are sent home. In addition our bilingual (Spanish) Parent Coordinator is available to assist parents with these programs. Our school website also keeps parents abreast of activities occurring at PS 84, and the website may be translated online into multiple languages.

13. Both the classroom and ESL teachers work collaboratively and use a variety of instructional materials across the content areas to support ELLs. Core Curriculum materials in Science and Social Studies are used in the classroom by both the classroom teacher and the ESL teacher. The ESL teacher using the push-in method of instruction uses the classroom materials such as textbooks (Mathematics & Social Studies), Big books, glossaries, dictionaries, fiction and non-fiction books to support language acquisition. All classes are scheduled on a weekly basis into the computer lab to support language development through the use of technology. The technology teacher in collaboration with the classroom teacher and the ESL teacher supports the ELLs by scaffolding his instruction and using websites in the ELLs native language when available. Dictionaries (word for word) and glossaries (Science, and mathematics) are available in all classrooms to support native language and English language development. Dictionaries and glossaries are also available in students' native language. In K-2 grade the students use Investigations for Mathematics. In grades 3-5 students use Everyday Mathematics (Spanish and English copies), in literacy students use fiction and non-fiction books to support the units of study in Reading and Writing, in Science the school uses Harcourt's blended model with workbooks & trade books in both Spanish and English. Students with other languages are supported through translations done by the classroom teacher in collaboration with the ESL teacher.

14. Native language support is provided in the ESL program by providing students with dictionaries and glossaries in their native language to help translate content and academic vocabulary when needed. A variety of native language fiction and non-fiction books are in all classrooms with ELLs. To further support the native language students are grouped whenever possible with other ELLs with similar native languages.

In dual language classes leveled libraries (Fiction and non-fiction) in both French and Spanish are provided to support native language.

Fiction and non-fiction work books and trade books are also used for instruction in science, social studies, mathematics and reading in the

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?

8. Targeted Interventions for ELLs vary for the ELLs according to proficiency level and grade. Students in K-2 are offered Foundations for phonemic awareness and reading skills. Foundations may also be used for a beginner proficiency level ELL in upper grades. Leveled Literacy is also used in K-2 grades but may also be used to with a beginner in grades 3-4. Wilson is used for upper grades 3-5 as a reading intervention. In addition to these programs students are placed in guided reading or strategy groups based on their needs. ELL students participate in extended day programs that target ELA and math. In addition, reading buddies, programs provided through an outside organization of trained volunteers from the J.C.C. (Jewish Community Council), Gift of Literacy, Great Leaps. Currently we are exploring Achieve 3000 as another possible program for our ELL students. The ESL teacher also has a flexible extended day group to provide targeted and focused instruction.

9. Continuing transitional support is offered for up to two years for ELLs reaching proficiency on the NYSESLAT. The ESL teacher continues to work with these students as an enrichment activity. Students are invited to participate in all extended day activities as well as after school activities. Testing accommodations remain in place for these students.

10. A fourth grade dual language class will be added this year in French.

11. No programs will be discontinued for the upcoming school year for ELLs.

12. Equal Access is afforded to all ELLs by inclusion into mainstream classrooms, self contained special education classes, integrated collaborative teaching classes and all related services. ESL students are included and participate in all school programs and activities during and after school. P.S. 84 has many arts programs including City Center, Alvin Ailey, year book club and band that take place during school hours. All our after school programs are inclusive and enrollment is open to all PS 84 students including ELLs. We also offer a part time after school program LaCasa that is fully bilingual (Spanish) and is housed in our school. Community based after school programs such as Oasis, Dehostos, YMCA and Goddard Riverside programs are also offered. After school community reading programs such as the Gift of Literacy and Steven Gaynor are also offered for ELL participation. In order to insure ELL participations translated notices are sent home. In addition our bilingual (Spanish) Parent Coordinator is available to assist parents with these programs. Our school website also keeps parents abreast of activities occurring at PS 84, and the website may be translated online into multiple languages.

13. Both the classroom and ESL teachers work collaboratively and use a variety of instructional materials across the content areas to support ELLs. Core Curriculum materials in Science and Social Studies are used in the classroom by both the classroom teacher and the ESL teacher. The ESL teacher using the push-in method of instruction uses the classroom materials such as textbooks (Mathematics & Social Studies), Big books, glossaries, dictionaries, fiction and non-fiction books to support language acquisition. All classes are scheduled on a weekly basis into the computer lab to support language development through the use of technology. The technology teacher in collaboration with the classroom teacher and the ESL teacher supports the ELLs by scaffolding his instruction and using websites in the ELLs native language when available. Dictionaries (word for word) and glossaries (Science, and mathematics) are available in all classrooms to support native language and English language development. Dictionaries and glossaries are also available in students' native language. In K-2 grade the students use Investigations for Mathematics. In grades 3-5 students use Everyday Mathematics (Spanish and English copies), in literacy students use fiction and non-fiction books to support the units of study in Reading and Writing, in Science the school uses Harcourt's blended model with workbooks & trade books in both Spanish and English. Students with other languages are supported through translations done by the classroom teacher in collaboration with the ESL teacher.

14. Native language support is provided in the ESL program by providing students with dictionaries and glossaries in their native language to help translate content and academic vocabulary when needed. A variety of native language fiction and non-fiction books are in all classrooms with ELLs. To further support the native language students are grouped whenever possible with other ELLs with similar native languages.

In dual language classes leveled libraries (Fiction and non-fiction) in both French and Spanish are provided to support native language. Fiction and non-fiction work books and trade books are also used for instruction in science, social studies, mathematics and reading in the French and Spanish Dual Language classes. The Teachers College Reading and Writing units of study are translated into French and

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.

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?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

1. In Dual Language classes 50% of the time is for English, except in Kindergarten and Grade 1, where 60% is in the targeted language and 40% is for English instruction.

2. The instructional day is 100% integrated. No content areas are taught separately. All EPs and ELLs are integrated all day from 8:30 A.M. - 2:50 P.M. This is a self contained DL school and one teacher teaches both English and the second language. It is NOT a side by side.

3. The classroom teacher provides all instruction in both languages in the Dual Language program. Instruction is divided by days: Mondays, Wednesdays and half days on Friday instruction is in English all day, Tuesdays, Thursdays and half days on Friday instruction is in the 2nd language (French or Spanish) in grades 2-4 all day. In K and 1st grades Mondays, and Wednesday instruction is in English all day and Tuesdays, Thursdays and Fridays instruction is in Spanish or French all day except for the cluster instruction (Art, Music, Gym, etc...).

4. The Dual Language model used at P.S. 84 is the self-contained model/Block.

5. Both Languages are taught simultaneously in the Dual Language program.

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.

1. Teachers of ELLs attend various workshops sponsored by TC, OELL, and the Network (CFN 406) to keep them current on methodologies, strategies and techniques used to increase success with ELLs throughout the academic year. Workshops for staff include math and literacy. Workshops staff will attend include; Thinking Across the Year with an Eye to Supporting English Language Learners, Thinking Through Language Goals and Vocabulary Development: Making Plans that Support English Language Learners Across Units of Study (TC), Building Academic Language, Instructional Expectations for ELL's, Looking at Student/Teacher Work, Authentic Assessments for ELLs. The Ass't Principals also attend these workshops. The ESL teacher attends workshops through the Office of English Language Learners (OELL), and BETAC, to keep current on new methodologies, laws and mandates.

2. At P.S. 84 we provide the staff with a guidance counselor knowledgeable about Middle Schools, a parent coordinator, and bilingual Assistant Principals to assist teachers, parents and students. The guidance counselor and ass't principal hold several orientation meetings to familiarize the parents the process of entering middle schools. All of these meetings provide a translator. All documents are translated to meet parent need.

3. Staff at P.S. 84 attend professional development sessions focused on ELLs at Teacher's College, Network, DOE, and in house and upon return to the school turn key all information attained to the whole staff on PD Mondays after school and during Faculty Conferences as needed to meet the requirements of Jose P. Teachers also participate in monthly dual language cohort meetings.

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?

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?

1. In order for ELLs to achieve proficiency in English, parent involvement is crucial. P.S. 84 offers several workshops to parents of ELLs to provide parent assistance to ensure their child's social and academic success. Onsite ESL classes are offered to our ELL parents in addition to Spanish/French classes. P.S. 84 has a very active and involved PTA that include cross cultural activities and events to ensure an inclusive environment. There are a large variety of committees such as, Gardening, Dual Language, PTA, Wellness, Fundraising, and many more that offer parent involvement opportunities to all parents including ELL parents. All PTA communications are translated in French and Spanish.

2. We partner with LACASA after school program, (fully bilingual staff) and our partnership with Parent Job Net which sponsors ESL, SSL, and GED classes for parents of ELLs, job readiness courses and career assistance.

3. Parents needs are evaluated through the Parent Coordinator who communicates with parents on an on going basis to bridge parents and school community. We have monthly coffee klatches with the principal and parents to discuss issues and concerns in an open forum. During this forum, parents openly address concerns, and issues with the principal, other parents and asst principals. During this time we have our parent coordinator and other parents who may translate for other parents as needed. In addition the PTA holds regular meetings, as well as SLT meetings.

4. Parents indicate their strengths or interests and are recruited by the PTA and parent coordinator to assist in various activities such as the annual school fair, the international pot luck dinner, movie night and various fund raisers etc. It creates an inclusive school culture for all and focuses on networking, fundraising and community building.

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	4	0	1	0	1								7
Intermediate(I)	3	2	3	2	2	2								14
Advanced (A)	0	1	4	6	2	3								16
Total	4	7	7	9	4	6	0	0	0	0	0	0	0	37

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	3	4	0	8
4	1	5	0	0	6
5	1	2	1	0	4
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	1		3		4				8
4	1		3	1	2				7
5			3		1				4
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	1		1	1					3
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. All interim assessments as well as all other data indicate that reading/writing develops slower than listening/speaking therefore instructional decisions are made to increase opportunities for time on task for reading/writing . Content area curriculum instruction must insure that prior knowledge is activated for ELL's so they can comprehend content and material. Prior knowledge is assessed for individual students through the Teachers College Reading and Writing assessment tools. The skills assessed through this tool include letter and sound knowledge concepts about print, vocabulary, word, spelling, sight words, decoding and comprehension. Data can be assessed through

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.

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Robin Sundick	Principal		1/1/01
Mary A. Acosta	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 03M084 **School Name:** P.S. 84

Cluster: 4 **Network:** CFN 406

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.

As part of the culture of our dual-language school, all written correspondence, including report cards, are automatically translated into Spanish and French and other languages as needed to communicate with parents. At the beginning of every academic year teachers survey parents in their class for the language of preference. Every department in our school maintains a strong bilingual staff who can communicate in most of the languages of the school population and programs. All written communications sent home must first be proof read by administration to ensure that information is accurate and comprehensible for the parents. Staff will also ensure that translation is done whenever necessary.

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.

Our school has no major findings relating to written translations. One minor finding is there is insufficient people to do oral translations. It is especially apparent during parent teacher conferences. Staff is deployed throughout the building to assist but at times, parents must wait a few minutes longer for a translator. The finding was reported to us by both staff and parents.

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.

We are able to accommodate all translation needs of the school through our in-house school staff. Teachers and parents needing any written translation must make requests to the Assistant Principal a minimum of two days in advance. The Assistant Principal will assign a teacher or translate it herself.

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.

We will continue to offer services in-house by school staff. We will set up appointments in advance in order to ensure sufficient coverage during evenings such as parent-teacher conferences and curriculum night.

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>.

All parents are provided a copy of the Parents' Bill of Rights, ispeak card, preferred language form and language identification guide, upon registering their child. Posters and flyers provided by the DOE (in 8 languages) are also displayed throughout the building. Parents are also informed that they may bring adult friends and/or family to assist with language and translation services if they wish.

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: PS 84	DBN: 03M084
Cluster Leader: Chris Groll	Network Leader: Sandra Litrico
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 checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 40
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input 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: 4
of certified ESL/Bilingual teachers: 2
of content area teachers: 2

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:

In order to better support progress and performance on the upcoming New York State ELA and Math exams of mandated and transitional English Language Learners in grades 3 to 5, we will create an after school enrichment program focusing on literacy and math instruction for students in grades 3 to 5 (approximately 45 students.) In addition, English Language Learners in grades 3 to 5 did not make sufficient progress on the 2011 exams for the school to receive additional credit on the school Progress Report, indicating the need for targeted and differentiated support in literacy and math instruction. This program will focus on rigorous academic language, vocabulary development, concept formation and language transference. Reading comprehension, writing strategies and critical thinking skills will be embedded into the learning. Students will use informational and non-fiction content based literature and texts, with the additional support of dual language dictionaries and glossaries. The program will be delivered in English - two bilingual teachers and two common branch teachers; it will be from 3:30-5:00 PM on Tuesdays and Thursdays (twice a week) beginning January 17 until May 10, 2012 for a total of 30 sessions.

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: Staff will be supported through:

-Teachers College workshops for teachers of English Language Learners focusing on using ESL classroom strategies to support and accelerate English language acquisition in all classrooms. some topics include: Thinking Across the Year with an Eye to Supporting English Language Learners; Thinking Through Language Goals and Vocabulary Development: Making Plans that Support ELLS across Units of Study.

-Monthly Network professional development opportunities for ESL and classroom teachers: Topics include: Authentic Assessments for ELLS, Instructional Expectations for ELLS, Building Academic Language, Looking at Student Work, Persuasive to Argument Writing, Using Technology Tools in the Classroom.

-Workshop offerings through the Office of English Language Learners for Dual Language, ESL and classroom teachers.

-Throughout the year during professional conference days and during monthly grade conference meetings all teachers will participate in school based professional development focusing on Depth of Knowledge as a tool for rigorous instruction and conceptual understanding.

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:

Research indicates that parent involvement is a strong indicator of student achievement. At PS 84, parents have multiple opportunities to strengthen the school/home connection. The school offers ESL, SSL and FSL for adults to support dual language learning at home. this program is provided by Parent/Job/Net. There is a PTA coordinated Dual Language Committee open to all parents of second language learners. Parents, teachers and administrators meet frequently to discuss school related topics regarding all aspects of second language instruction.

A variety of parent workshops are offered, including, but not limited to, Helping Parents Chart and Track Student Progress using ARIS Parentlink and ACUITY, Understanding the new Common Core Learning Standards and the Implications for Instruction; Literacy and Assessments, The Components of Balanced Literacy.

Communication with parents is crucial and the school employs many methods of communication so as to insure clear and timely information. All communication is translated as necessary. Information is communicated as follows: backpacked home with students, via email, by phone messenger, and can be found in class newsletters, PTA website and newsletter as well as Parent Coordinator correspondences.

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 		

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.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		