



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** JOSE DE DIEGO ELEMENTARY SCHOOL PS 84

14K084

**PRINCIPAL:** SEREIDA S. RODRIGUEZ

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**SUPERINTENDENT:** ALICJA WINNICKI

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Sereida S. Rodriguez	*Principal or Designee	
Mari Caputo	*UFT Chapter Leader or Designee	
Yenny Almonte	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Angela Colaianni	Member/Teacher	
Sandra Santos-Vizcaino	Member/Teacher	
Patrick Combs	Member/Teacher	
Viviana Nieves	Member/Parent	
Jordan Margolis	Member/Parent	
Jennifer Tracy	Member/Parent	
Courtney Smith	Member/Parent	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## 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**

- In order to assure a high-quality teacher in every classroom for every student, enabled by high-quality support for all teachers' ongoing professional development, our school has participated in the Teacher Effectiveness Pilot Program. By June 2013, 100% of teachers will have at least four partial period observations and two formal full-period observations with timely, useful feedback, based on the Danielson Rubric, focused on improving student learning.

### **Comprehensive needs assessment**

- Based on the 2011-2012 Learning Environment Survey, 31% of teachers disagreed that school leaders offer regular and helpful feedback about their teaching practice.

### **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:**
    - The TEP Coach works weekly with school administration to provide professional development and support in observing teachers and targeting professional development to meet their specific needs.
    - The TEP team, as well as staff receive training internally (during working lunches) and externally by the Office of Teacher Effectiveness and the CFN.
  - b) **Key personnel-** Administration, Teachers, TEP Coach, CFN 109 Network Specialists
  - c) **Steps taken to include teachers in the decision making process:**
    - The school TEP team meets monthly to monitor progress and self-reflect on the process involved.
  - d) **Timeline for implementation:**
    - Staff meeting to introduce the pilot will be held in September.
    - Partial observations will begin in September 2012 with immediate and timely feedback.
    - By November 2012, full observations will begin for every teacher with immediate and timely feedback.
    - By February 2013, midyear conversations will be held with each teacher to discuss trends in their practice, along with feedback and next steps.
    - By May 2013, 2 partial and 1 full observation will be conducted for every teacher with immediate and timely feedback.
    - In June 2013, the teachers' professional growth will be summarized through a holistic and formulaic approach of their observations.

### **Strategies to increase parental involvement**

- Not Applicable

### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants      X   Other

If other is selected describe here: ARRA RTT Citywide Instructional Exp.

**Service and program coordination**

- Fiscal resources within the TEP Pilot Program will allow us funding for substitute cover ages that will allow the administration to provide timely feedback, as well as professional development for all staff.
- TEP Pilot Program will be funded using ARRA RTT Citywide Instructional Exp.

## 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**

- To improve overall student attendance. By June 2013, school attendance will increase from 93.7% to 94.1%.

### **Comprehensive needs assessment**

- Based on the 2011-2012 Progress Report, our overall attendance was 93.7% which was in the 55<sup>th</sup> percentile citywide.
- .

### **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:
    - “Warning” letters will be sent home to parents of students who were absent 18 or more days last year
    - Teachers will call home on the day of the student’s absence ( Parent Coordinator will call if parent’s dominant language is Spanish)
    - Teachers will keep monthly logs of telephone calls
    - School offers monthly attendance incentives for whole class and individual students
    - Class attendance is posted daily above the “morning note” in the main office.
    - Teachers will post the number of days of 100% attendance in a row on wipe off board outside the classroom door.
    - Student of the Month assemblies will be held to announce “Class Attendance Winners”
    - Individual monthly awards for perfect attendance will be distributed during PTA meetings
    - Introducing new and motivating initiatives (Trout in the Classroom, Greenhouse Classroom, Education Through Music) to create an environment that encourages the students’ to be engaged and in attendance every day.
  - b) **Key personnel and other resources used to implement these strategies/activities** – Administration, Teachers, Pupil Accounting Secretary, SBST, Parent Coordinator
  - c) **Steps taken to include teachers in the decision-making and evaluation the effectiveness of the strategies/activities:**  
Monthly attendance meetings with teacher representation from the early childhood and upper grade classes scheduled to monitor attendance program. In addition, the SLT created incentives for perfect attendance. Finally, the attendance charts are displayed on a monthly basis to motivate the students.
  - d) **Timeline for implementation.**- September 2012 – June 2013

### **Strategies to increase parental involvement**

The Parent Coordinator will support and provide resources for parents in assisting them in getting their children to school every day. In December 2012, an Incentive Program will be developed with the School Leadership Team.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III      X   Grants      X   Other

If other is selected describe here: General School funds, Fair Student Funding,

**Service and program coordination**

- General School Funds will be used to purchase monthly incentives and student activities to promote attendance
- Trout in the Classroom is funded by a grant provided by the Catskill Watershed Corp.

### **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**

- We will continue to improve writing skills in grades K-5. By June 2013, students in grades K-5 will experience four Common Core-aligned units of study: two in math and two aligned to the literacy standards in ELA, social studies, and/or science. Each unit will provide points of access for all students and culminate in a CCLS aligned writing performance task assessed using the rubrics aligned to the Common Core Learning Standards.

#### **Comprehensive needs assessment**

- Based on the results of the NYS ELA 2012 exam, 38% of the students were proficient in English Language Arts. In addition, student writing samples evidenced the need to improve our students' writing.

#### **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,**
    - The students will have multiple opportunities to demonstrate writing skills by engaging in tasks and related reflections
    - Teachers on each grade level will meet during common planning times, grade meetings, and lunch and learns to modify writing rubrics for each unit of study based on the Common Core Learning Standards
    - Teachers will hold culminating writing celebrations at the end of their units of study that include technology and/or oral presentations
    - CFN Instructional Specialists will meet with K-5 Lead Teachers to provide professional development in instructional strategies so that teachers can turn-key to their grade-level colleagues.
    - The Community Word Project will work with our 3<sup>rd</sup> grade students to improve their writing skills through the Arts
    - The Visual Thinking Strategies Program for our K-5 students will improve the writing skills of our students by using an artist lens to view works of art and then reflect in writing on these pieces
    - Weekly Inquiry Group meetings are held to discuss best practices in writing that can be implemented within the classroom
    - The Wilson Program will be used for students with special needs
    - The Award Reading Program is used with our ESL students
    - Extended Day Morning Tutoring provides additional support in improving the students' writing skills
  - b) **Key personnel and other resources used to implement these strategies/activities** – Administration, Teachers, CBO's
  - c) **Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities** – Grade meetings, Faculty Conferences, Lunch and Learns, Weekly Inquiry Meetings, SLT meetings provide opportunities for the teachers to participate in the decision making process
  - d) **Timeline for implementation** – September 2012 – June 2013

#### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
  - Grade specific monthly newsletters which indicate the Unit of Study in Writing will be distributed to parents as well as downloaded on the school's website
  - There will be Publishing Celebrations after every Unit of Study in Writing
  - Fabulous Friday focus will include a "Writing Museum Walk"

- Parent Curriculum Orientation will inform parents of the Writing curriculum

**Budget and resources alignment**

• Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy \_\_\_\_\_ Title I \_\_\_\_\_ Title IIA   X   Title III \_\_\_\_\_ Grants \_\_\_\_\_ Other

If other is selected describe here: Fair Student funding, TL Children's first Network Support

**Service and program coordination**

- Collaborations with: Community Word Project (Grade 3), YMCA, Learning through an Expanded Arts Program
- Title III funds will support Visual Thinking Strategies for LEP students, a research based program that supports oral language and critical thinking skills.
- CFN Instructional Specialist provide professional development and instructional support.

## 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**

- By June 2013 we will have offered four cultural events and educational workshops for parents, staff, students and community members in order to promote a common understanding of the historical relationships between cultural groups that comprise our PS 84 school community.

### **Comprehensive needs assessment**

- Over the past three years we have seen a shift in our demographics. The percent of Hispanics has decreased from 77.9% in 2009-2010 to 72.4% in 2011-2012; percent of African Americans has decreased from 10% in 2009-2010 to 6% in 2011-2012; percent of Whites has increased from 7.6% in 2011-2012 to 17.2% in 2011-2012. The shift in demographics of our school also reflects the shift in demographics of our neighborhood. Based on this data we recognize the need to evolve our engagement strategies in order to stay relevant to all parts of the community so that families of differing cultural and linguistic backgrounds feel an equal sense of belonging and ownership in our school community.

### **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) 1. Working alongside the school music teacher and parents, students will learn to appreciate music of a wide variety of cultures and begin the process of producing a musical CD.  
2. Saturday Parent Academy where parents will learn English as a Second Language or Spanish as a Second Language  
3. Students will visit El Museo de los Sures on class trips.  
4. School wide Cultural Festival to be held in February.  
5. School community will participate in monthly parent workshops geared towards racial and cross cultural literacy and educational equity.
  - b) **Key Personnel:** Trainers and organizers from the Peoples Institute will provide technical expertise and consultation to support our achievement of this goal, while fellow principals, teachers, parents and students from other schools who have been applying the People's Institute principles of community organizing will partner with PS 84 grade teams to develop and implement racial and cross-cultural literacy projects and classroom activities.
  - c) **Steps taken to include teachers in the decision-making and evaluation the effectiveness of the strategies/activities** School Leadership team meetings provide the opportunity for teachers and parents to participate in the decision making process.
  - d) **Time line:** September 2012 – June 2013

### **Strategies to increase parental involvement**

- The Parent Coordinator, PTA Executive Board and School Leadership Team Parents will support this process by creating flyers, announcements at the PTA meetings and disseminating information through backpack and emails. Workshops and meetings will be held at various times of the day and week to give parents many opportunities to participate.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
\_\_\_\_\_ Tax Levy  Title I \_\_\_\_\_ Title IIA \_\_\_\_\_ Title III  Grants \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Title I Parent Involvement funds will support parent workshops provided by The People's Institute.

### ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA ~ Award Reading (ESL): Grades K-5 ~Wilson (SWD): Grades 1-5 ~Foundations (SWD): Grade K	<ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Shared Reading</li> <li>• Interactive Writing</li> <li>• Literacy Centers (word study, listening, writing)</li> <li>• Y after school tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• One-to-one</li> </ul>	<ul style="list-style-type: none"> <li>• 37.5 minutes before school</li> <li>• During the Literacy Block (Tier I with Classroom Teacher)</li> <li>• After School (Y after school tutoring)</li> </ul>
Mathematics ~ ST Math Grades 3-4, (ESL & SWD)	<ul style="list-style-type: none"> <li>• ST Mind Research</li> </ul>	<ul style="list-style-type: none"> <li>• Individual one-to-one (computer based program)</li> </ul>	<ul style="list-style-type: none"> <li>• 37.5 minutes before school</li> <li>• During the school day</li> </ul>
Science Enrichment ~ Trout in the Classroom: Grades K-5 ~Greenhouse Classroom: Grades K-5	Enrichment: <ul style="list-style-type: none"> <li>• Trout in the Classroom</li> <li>• Green House Classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• 37.5 minutes before school</li> </ul>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> <li>• Student Council</li> <li>• Lunch Club</li> <li>• Individual and group counseling sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group</li> <li>• One-to-one</li> </ul>	<ul style="list-style-type: none"> <li>• 37.5 minutes before school</li> <li>• During the school (lunch time clubs)</li> </ul>

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

**Recruitment:**

- Attend Teacher Job Fair in the Spring 2013
- Partner with Colleges/Universities for student teachers
- Advertise in the New Teacher Finder

**Retention:**

- New Teachers receive two hours of mentoring per week
- Mentors are trained by the University of California, Santa Cruz Teacher Mentoring Institute (Grant provided by CFN109)
- Teachers and Administrators are participating in the Teacher Effectiveness Pilot program – providing timely and actionable feedback to teachers
- Support is provided by the Instructional Support Specialists from CFN 109
- SBO to include Lunch and Learns providing opportunities for professional growth
- Common Preparation Periods 2-3 per week allow teachers to collaborate and share best practices
- BEDS is completed annually to ensure that teachers are highly qualified as defined by NCLB

**Assignments:**

- Provide Preference Sheets for teachers in the Spring 2013
- Hold end-of-year one-to-one conversations with teachers regarding professional goals

## **THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

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### **PARENT INVOLVEMENT POLICY (PIP)**

P.S. 84 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

- **PARENT TEACHER ASSOCIATION:** Our goal is to have parents take an active role in their child's educational and social growth. To increase parent involvement in our school, our PTA has formed the following committees. Parent volunteers will head each committee and serve as the members.
- **BUDGET COMMITTEE:** is responsible for overseeing the PTA's financial matters and ensuring that all PTA guidelines are followed. The committee also created the PTA's budget for each school year.
- **HOSPITALITY COMMITTEE:** Assists in the preparation and dismantling for various school and PTA events. The committee provides refreshments and a warm welcome to the parents when they arrive.
- **MEMBERSHIP COMMITTEE:** This is the initial contact forming a relationship between the parents and the PTA. The committee informs parents of the PTA's role and how they can be an active participant in the PTA.
- **GRANTS WRITING COMMITTEE:** Applies for funding for extra programs and materials not covered by the school budget and fundraising. Parents and Teachers join together, fostering a strong parent-teacher relationship.
- **COMMUNITY OUTREACH:** Is the liaisons between school community and community based organizations

P. S. 84 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- **LEADERSHIP COMMITTEE:** includes parents who work along with staff to implement CEP and discuss needs and means of improvement.
- **P.T.A. EXECUTIVE BOARDS:** Includes President, Vice President, Treasurer, Corresponding Secretary, and Recording Secretary. They adhere to regular schedule meetings to discuss issues concerning the school. They implement an Open Door Policy and suggestion Box for parents with ideas and suggestions to create a positive and an inviting environment for the school community.

1. P.S. 84 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- **PARENT LENDING LIBRARY** in English and Spanish to be established.
- **PARENT WORKSHOPS:** How to help children with homework studying and specific subject area activities to help parents work with their children.

2. P.S. 84 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:

- **PARENT COORDINATOR WORKSHOPS:** Discussed by Parent Coordinator. Principal and PTA Executive Board.
- **LEARNING LEADERS:** Parents become certified to volunteer their time with students in the classroom. Teaching parents strategies to apply at home with their own children.

- PARENT WORKSHOPS: Curriculum workshops in Literacy and Math to better understand what their children are learning during the school day.
  - NUTRITION WORKSHOPS: To provide parents the benefit of a balanced diet for their children and how it affects their ability to learn.
3. P.S. 84 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
- In September, the PTA sends a bilingual letter to parents, a survey on volunteering and what types of workshops they would like to have. Topics will be available for the following workshops: Asthma, Appropriate Discipline Techniques, How to Improve Child's reading skills, Questions to Ask at Parent/Teacher Conferences, Obtaining a GED, ESL Classes you can do with your children, How to Improve Child's Math Skills, Writer's Process, or other suggestions that they might be of some interest to them.
4. P.S. 84 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
    - i. the State's academic content standards
    - ii. the State's student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
      - HOLD PARENT-TEACHERS CONFERENCES biannually at which time the parents can speak to the teachers regarding their child's strengths and areas that need improvement.
      - PROVIDE ASSESSMENT REPORTS ON CHILD'S PROGRSS AS FOLLOWS:
        - Report Cards will be given each student three times a year in November, March and June.
      - PROVIDE PARENTS REASONABLE ACCESS TO STAFF: SPECIFICALLY, STAFF WILL BE AVAILABLE FOR CONSULATION WITH PARENTS AS FOLLOWS:
        - Staff will be available at school to parents on a daily basis. Teachers will publish their schedule for parents as to specific times they are available. This information will be distributed to parents in September during orientation.
      - PROVIDE PARENTS OPPORTUNITIES TO VOLUNTEER AND PARTICIPATE IN THEIR CHILD'S CLASS and observe classroom activities as follows:
        - Mid September parents are invited to an Orientation to their child's class for an overview of the school year. Teachers discuss goals and objectives for the upcoming school year. In November, parents are given the opportunity to observe their child's class in action during our Open House.

- b. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- LEARNING LEADERS: Parents become certified to volunteer their time with students in the classroom. Teaching parents strategies to apply at home with their own children.
  - PARENT WORKSHOPS: Curriculum workshops in Literacy and Math to better understand what their children are learning during the school day.
    - Topics will be available for the following workshops: Asthma, Appropriate Discipline Techniques, How to Improve Child’s Reading Skills, Questions to Ask at Parent/Teacher Conferences, Obtaining GED, ESL, Crafts You Can Do with Your Children. How to Improve Child’s Math skills, Writer’s Process, or other suggestions that they might be of some interest to them.
  - PARENT LIBRARIES: Included with the different research on the academic development of a child.
  - PARENT MONTHLY NEWSLETTERS: Curriculum, Events and Tips for Assisting their children at home
- c .The school will work together with parents with to improve communication and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- Parents can assist in school through our Learning Leaders program where they become certified volunteers.
  - Parents are welcome to come help our classes celebrate special events such as Holidays, Cultural Activities, Publishing Parties and other celebrations.
- d .The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- PTA MEETING LETTERS are sent home to parents both in English and Spanish and posted in lobby.
  - CELEBRATIONS AND EVENT LETTERS are sent home in both English and Spanish.
  - OUR PARENT CORRINATOR TRANSLATES ALL CORRESPONDENCE THAT IS SENT HOME.

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 <b>CFN 109 / Maria Quail</b>	District <b>14</b>	Borough <b>Brooklyn</b>	School Number <b>084</b>
School Name <b>Jose De Diego</b>			

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

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

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

### D. School Demographics

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

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

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

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

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

The languages spoken in our school are:

Languages / Number of Students:

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

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

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

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

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

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

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

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

**This school serves the following grades (includes ELLs and EPs)**  
Check all that apply

K  1  2  3  4  5   
6  7  8  9  10  11  12

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

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

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

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

### B. ELL Years of Service and Programs

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

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

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

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

### C. Home Language Breakdown and ELL Programs

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

**Transitional Bilingual Education**

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

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

**Dual Language (ELLs/EPs)**

**K-8**

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

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

**Dual Language (ELLs/EPs)**

**9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 4

Asian: 4

Hispanic/Latino: 70

Native American: 1

White (Non-Hispanic/Latino): 30

Other: 5

## Freestanding English as a Second Language

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

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

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

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

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

## A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

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

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

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

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

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

TOTAL ELLs : 110

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

## A. Programming and Scheduling Information

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

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

### Targeted Intervention:

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

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

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

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

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

Grade	Listening & Speaking				Reading & Writing			
1	B-0	I-3	A-7	P-6	B-12	I-4	A-0	P-0
2	B-2	I-0	A-9	P-5	B-7	I-5	A-4	P-0
3	B-1	I-3	A-5	P-10	B-5	I-7	A-7	P-0
4	B-1	I-3	A-5	P-10	B-3	I-5	A-11	P-0
5	B-6	I-1	A-10	P-4	B-8	I-8	A-5	P-0

After the careful studying of data, our school implemented Award Reading Program to accelerate development of reading and writing skills of our ELLs. The program has exciting and engaging narrative texts, and informational texts that appeal to students' diverse interests. There are interactive CD-ROMs that allow students to discover things for themselves, that promote rapid reading development. The program increases students' exposure to genre and text features, more challenging vocabulary and high-frequency words.

(please read Part IV, section B, for more on targeted instruction)

## Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

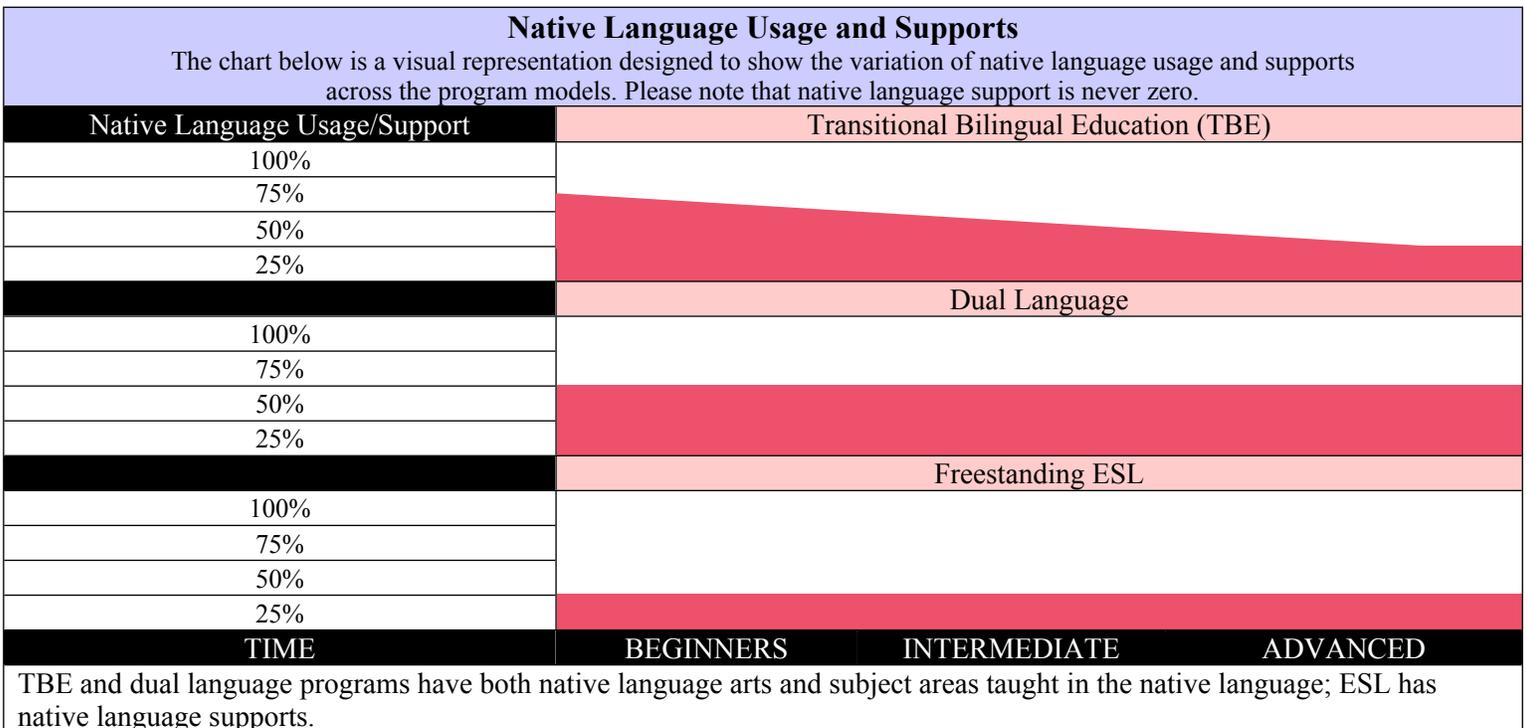
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			
Social Studies:			

Math:	
Science:	


NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day





## B. Programming and Scheduling Information--Continued

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

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

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

### 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)?

In our Kindergarten, 1st, 2nd, and 3rd grade Dual Language classes, the instruction in content areas is delivered in English and Spanish (50%-50%). Our Dual Language classes are self-contained, with daily alternating of the two languages. Reading, writing, math, and all content areas are taught using the two languages equally. Extra 5 periods a week of Science, Art, Social Studies, Health and Physical Education are taught to Dual Language students in the English language. In our Dual Language program, the ELLs and EPs are integrated throughout the whole day and no content areas are taught separately. Both languages are taught simultaneously. ESL teachers provide additional support to ELLs in dual language classes.

### D. Professional Development and Support for School Staff

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

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

~Workshops on Language Acquisition

~Scaffolding instruction in Literacy and Math

~Balanced literacy: considerations for ELLs

~Network Workshops

~After School Study Groups

\*\*\*\*\*

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

# All teachers are sent regularly to PD / workshops

# Secretaries are provided with opportunities to attend training / workshops

\*\*\*\*\*

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

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

## E. Parental Involvement

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

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

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

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

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

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

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

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

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) |    |    |    |    |    |    |   |   |   |   |    |    |    |       |
|---------------------------------------------------------------|----|----|----|----|----|----|---|---|---|---|----|----|----|-------|
|                                                               | K  | 1  | 2  | 3  | 4  | 5  | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B)                                                   | 1  | 13 | 7  | 6  | 5  | 9  |   |   |   |   |    |    |    | 41    |
| Intermediate(I)                                               | 2  | 4  | 5  | 7  | 5  | 8  |   |   |   |   |    |    |    | 31    |
| Advanced (A)                                                  | 10 | 0  | 4  | 7  | 11 | 6  |   |   |   |   |    |    |    | 38    |
| Total                                                         | 13 | 17 | 16 | 20 | 21 | 23 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 110   |

| NYSESLAT Modality Analysis |                   |    |   |   |    |    |    |   |   |   |   |    |    |    |
|----------------------------|-------------------|----|---|---|----|----|----|---|---|---|---|----|----|----|
| Modality Aggregate         | Proficiency Level | K  | 1 | 2 | 3  | 4  | 5  | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING /SPEAKING        | <b>B</b>          | 1  | 0 | 2 | 1  | 1  | 6  |   |   |   |   |    |    |    |
|                            | <b>I</b>          | 2  | 3 | 0 | 3  | 3  | 1  |   |   |   |   |    |    |    |
|                            | <b>A</b>          | 10 | 7 | 9 | 5  | 5  | 10 |   |   |   |   |    |    |    |
|                            | <b>P</b>          | 0  | 6 | 5 | 10 | 10 | 4  |   |   |   |   |    |    |    |

**NYSESLAT Modality Analysis**

| Modality Aggregate  | Proficiency Level | K  | 1  | 2 | 3 | 4  | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------|-------------------|----|----|---|---|----|---|---|---|---|---|----|----|----|
| READING/<br>WRITING | <b>B</b>          | 13 | 12 | 7 | 5 | 3  | 8 |   |   |   |   |    |    |    |
|                     | <b>I</b>          | 0  | 4  | 5 | 7 | 5  | 8 |   |   |   |   |    |    |    |
|                     | <b>A</b>          | 0  | 0  | 4 | 7 | 11 | 5 |   |   |   |   |    |    |    |
|                     | <b>P</b>          | 0  | 0  | 0 | 0 | 0  | 0 |   |   |   |   |    |    |    |

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

|                        | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                        | English | NL | English | NL | English | NL | English | NL |       |
| 4                      | 2       | 2  | 0       | 2  | 6       | 3  | 1       | 0  | 16    |
| 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<br>(based on percentiles) |                        |                        |                        | # of EPs (dual lang only) scoring at each quartile<br>(based on percentiles) |                        |                        |                        |
|----------------------------|--------------------------------------------------------------|------------------------|------------------------|------------------------|------------------------------------------------------------------------------|------------------------|------------------------|------------------------|
|                            | Q1<br>1-25 percentile                                        | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile                                                        | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>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.

Assessment tools we use to assess the early literacy skills of our ELLs are:

\* Kindergarten Assessment that consists of four components:

- letter recognition
- shape recognition
- numbers
- colors

\* Also, the weekly and unit assessments are used in K-5 to measure:

- phonemic awareness
- vocabulary
- comprehension

Other assessments used are ECLAS, 'Work Sampling', Fountas and Pinnell and DRA.

In addition to the above mentioned assessment tools, our Dual Language classes use EL SOL assessment (Spanish).

According to the data collected, our ELLs acquire phomenic and phonetic awareness and basic vocabulary before, naturally, gaining overall comprehension skills. Therefore, our schoolwide goal is to focus on word study, academic vocabulary and guided reading, while implementing scaffolding techniques and ESL methodologies. As for EPs in Dual Language classes, the same patterns apply - they develop reading skills in Spanish, yet lack comprehension. There are no State and City Assessments for our K, 1 and 2 Dual Language classes.

Considering the NYSESLAT four modalities and Periodic Assessments, great majority of our students regardless of their grade, have developed speaking and listening skills (apart from a small number of this and last year's newcomers in our school), and a number of our ELLs have actually reached the proficient level regarding these two modalities. However, as for the reading and writing skills, most of our ELLs reach the advanced level, but take time to become proficient (for the instructional decisions, please refer to Part IV, Section B).

We study data and implement our Dual language program and ESL programs accordingly. Our seven-year experience, including the data to support that, shows that a push-in model is more successful with lower grade ELLs and a pull-out program / small group instruction works well with upper grade students. In other words, it is evident that our ELLs have been making steady progress over the past 7 years, with the above-mentioned ESL models implemented.

## Additional Information

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

NOTE!!!

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

## Part VI: LAP Assurances

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

## LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

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

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

Cluster: DSSI 01 Network: CFN 109

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

### **Part A: Needs Assessment Findings**

---

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

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

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

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

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

## Part B: Strategies and Activities

---

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

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

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

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

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

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

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

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

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### 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 Jose De Diego                                                                                                                                                                  | DBN: 14K084                 |
| Cluster Leader: Douglas Knecht                                                                                                                                                                       | Network Leader: Maria Quail |
| This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below)<br><input type="checkbox"/> NOT conceptually consolidated (must complete part E below) |                             |

| Part B: Direct Instruction Supplemental Program Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The direct instruction component of the program will consist of (check all that apply):<br><input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: Visual Thinking Strategies                                                                                                                                                                                                                                         |
| Total # of ELLs to be served: 106<br>Grades to be served by this program (check all that apply):<br><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<br><input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: 5<br># of certified ESL/Bilingual teachers: 5<br># of content area teachers: 0                                                                                                                                                                                                                                                                                                                                                                                                                        |

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

We will have two direct instruction supplemental programs that will be funded with Title III funds. First, we will have a Saturday Academy. The purpose of the Saturday Academy is to provide supplemental instruction to our English Language Learners (ELLs) in grades K-5. The program will provide additional instruction in English Language Arts as well as Mathematics. This program is required to support student academic achievement. Based on the state tests, last year only 11 % of our ELLs were proficient in ELA (as compared to the NYC average of 11.6%) and only 20% were proficient in math (as compared to the NYC average of 37%). Additional data which supports our need for supplemental programs is our students' performance on the NYSESLAT. Only 44.3% of our ELLs qualified for English Language Learner Progress on our 2011-2012 New York City Progress Report.

The language of instruction will be English. Instruction will be provided by 5 teachers who are certified in English as a Second Language or Bilingual Education. The program will run for eight-four hour sessions starting in January. Sessions will take place on Saturdays from 9-1. Materials for instruction will include Rally's Math Solutions (Open-Ended Problem Solving) and Rally's Essential Skills for Reading Success.

The second direct instruction supplemental program that will be funded with Title III funds is the Visual Thinking Strategies Program (VTS). VTS is a teaching method and curriculum which centers on open-ended yet highly-structured discussions of visual art, significantly increasing students' critical thinking, language and literacy skills along the way. Through VTS' rigorous and engaging individual and group 'problem-solving' process, students cultivate a willingness and ability to present their own ideas, while respecting and learning from the perspectives of their peers. VTS meets the New York State College and Career Readiness Anchor Standards for Speaking and Listening.

All ELLs K-5, as well as Non-ELLs who are in Dual Language classrooms will participate in VTS. VTS instruction takes place as a supplemental program in sessions before school and after school and is not included in the CR Part 154 mandated services. The costs associated with VTS include the materials (sets of posters which provide the art to be examined). Additionally the program uses a web-site which has additional materials and resources to supplement the poster sets. No Title III funds are being used to fund teacher salaries or supplemental teacher salaries.

## 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

### Part C: Professional Development

- name of provider

Begin description here:

Our school's professional development program for Title III program teachers will be centered around the VTS program (described in part A). Our rationale for providing this instruction to our staff is to support the successful implementation of the VTS program which is designed to promote critical thinking skills and language development.

Training will take place on multiple days. It will be provided by VUE, the parent organization of the VTS curriculum. Topics to be covered during the training sessions will focus on learning to facilitate VTS image discussions effectively, and refining that practice over time. Specifically, the training will help the teachers implement the program because it will focus on improving questioning and discussion strategies which are necessary for the successful implementation of the program. For example, teachers will be coached on the use of open-ended questions, and prompting techniques to promote critical-thinking and student to student interaction.

Teachers who are new to VTS will take place in one full-day training in the month of October. Teachers in their second year of the program will also take part in a more advanced training for one day in the month of October. All teachers will receive a VTS professional development session on November 6th. VTS will also be providing on-going coaching visits where they will send coaches in to observe and team teach with our teachers in order to promote the success of the program as well as continue the professional development of the teachers who are implementing it.

### 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:

In order to make the school-wide implementation of the VTS curriculum (described in Part A) more effective, we will be holding a VTS Parent Session. By training our parents in the strategies and language of the VTS curriculum, we aim to promote among our parents a better understanding of what their children are doing in school. We also hope to promote the use of the same language and questioning strategies the teachers are using in school to develop language and critical thinking skills through the VTS curriculum. The topics covered at VTS Parent Session will be nearly identical to the topics covered in the professional development for our teachers, with the goal that parents will be able to use the language and strategies from VTS on family trips to museums, or while reading stories together at home.

### Part D: Parental Engagement Activities

The VTS Parent Session is scheduled for the morning of Friday January 18th. It will be a 90 minute session. The training will be provided by VUE staff. VUE is the parent organization behind the VTS curriculum. Language translation services will be provided by members or our PTA. Parents will be notified of this activity through the PTA, as well as our parent coordinator. Additionally, flyers in English and Spanish will be sent home in students' backpacks leading up to the event.

Another Parent Engagement activity that is open to parents of our English Language Learners is the P.S. 84 Parent Academy. The Parent Academy takes place on Saturday's from 9 am-1 pm and it operates in 10 week cycles. The first cycle begins on January 12, 2013 and the second will begin in the spring. The Parent Academy offers English Language classes which are taught by members of our school community. Other offerings include citizenship classes and a G.E.D.course. Parents have been notified of the Parent Academy in Spanish and English postings and through informational packets sent home with students.

We are also offering Common Core Parent Workshops during the month of January. The workshops are being held by grade level beginning January 22, 2013. K-2 workshops will happen on January 22, 23, and 24th. Grades 3-5 will hold their workshops on January 28, 29, and 30th. Each workshop will be facilitated by our Parent Coordinator and teachers from our staff. Parents will be notified by the Parent Coordinator and by English and Spanish postings.

### 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<br>(schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>                                     |                 |                                                                                                     |
| Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>                                                           | ????            | <u>0</u>                                                                                            |
| Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul> |                 |                                                                                                     |

**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. |
|-------------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------|
|                                           |                 |                                                                                                     |
| Educational Software<br>(Object Code 199) |                 |                                                                                                     |
| Travel                                    |                 |                                                                                                     |
| Other                                     |                 |                                                                                                     |
| <b>TOTAL</b>                              |                 |                                                                                                     |