



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: JOSE DE DIEGO ELEMENTARY SCHOOL PS 84

DBN (i.e. 01M001): 14K084

Principal: SEREIDA S. RODRIGUEZ

Principal Email: SRODRIG12@SCHOOLS.NYC.GOV

Superintendent: ALICJA WINNICKI

Network Leader: MARIA QUAIL

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

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	
Monique Hernandez	Member/ Teacher	
Patrick Combs	Member/ Teacher	
Courtney Smith	Member/ Parent	
Monalisa Colon	Member/ Parent	
Jordan Margolis	Member/ Parent	
Molly Findlay	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

In order to assure high-quality teaching in every classroom for every student, we will develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by a research-based, common teaching framework that is engaging and aligned to curricula and meets the needs of all learners. By June 2014, 100% of teachers will use the Advance Danielson's Framework for planning, teaching and reflecting.

Comprehensive Needs Assessment

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

Based on the 2012-2013 Quality Review we received a "Developing" on Indicator 1.2.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. The administration will participate in trainings to understand the new system of teacher evaluation and development (including measures of student learning) leading to Principal Certification and accurate use of Danielson's Framework for teaching.
2. Administration, CFN Achievement Coaches and School-based Instructional Coaches will plan for and implement required trainings on the new system of teacher evaluation and development for all appropriate members of the school community.
3. School-based Instructional Coaches will participate in the New Teacher Center Mentoring Program to hone their knowledge of the Danielson Framework, support teachers in establishing instructional goals, and create professional development action plans.
4. Teachers will engage in activities that build a shared school-wide understanding of what effective teaching looks like in all content areas by participating in common planning sessions, attending in house and CFN professional development sessions and class inter-visitations.
5. Mid-Year conversations will be held with each teacher to discuss trends in their practice, along with feedback and next steps.

B. Key personnel and other resources used to implement each strategy/activity

1. Administration, Advance Coach, CFN Specialists using Engage NY, ARIS Learn, Advance Website
2. Administration, CFN Achievement Coaches and School-based Instructional Coaches
3. School-based Instructional Coach and Danielson Framework
4. Teachers, School-based Instructional Coaches used Danielson Rubric and Inter-visitation Observation Form
5. Teachers, Administration, Danielson Rubric, Student Data Binders

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Advance Teacher Rating System and Advance Danielson Framework Rubric
2. Aris Learn, Teacher Self-Evaluation forms, Engage NY, Advance Website
3. Professional Development action plans, Mentoring meeting attendance, Collaborative Assessment Logs
4. Planning Agenda and notes
5. Collection of teacher artifacts; self-reflection form; student action plan template

D. Timeline for implementation and completion including start and end dates

1. September 2013 through June 2014
2. Summer 2013, Fall 2013
3. August 2013 through June 2014
4. September 2013 through June 2014
5. February 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Advance Danielson Rubric, Advance Coach
2. ARIS, Advance Website, Per-Session
3. School based coaches, mentoring forums
4. Substitute teachers will cover classroom teacher for planning and inter-visitations.

5. Substitute teachers will cover classes for mid-year conversations.

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).

Not applicable

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Annual Goal #2

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

We will continue to improve writing skills in grades K-5. By June 2014 students in grades K-5 will experience six Common Core-aligned units of study. Each unit will provide multiple entry points and opportunities for all students to demonstrate higher order thinking and standard mastery.

Comprehensive Needs Assessment

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

Based on the results of the NYS ELA 2013 exam, 14% of Grades 3-5 students were proficient in English Language Arts. Feedback from the school's 2012-2013 Quality Review indicated a need to improve instructional practices. In addition, student writing samples evidenced the need to improve our students' writing.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

- School based Instructional Coaches will work with the CFN Achievement Coach to provide professional development in instructional strategies so that coaches can turn-key to grade level lead teachers and model best practices.
- 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.
- The Community Word project will continue to work with our third grade students to improve their writing skills through the arts.
- The Visual Thinking Strategies program will support all of our students in order to focus on improving the writing skills by using an artist lens to view and respond to works of art through higher order thinking questions.
- Weekly Inquiry Group meetings are held to evaluate and discuss student writing to guide and modify instruction.
- Rubrics will be developed to provide students with next steps and strategies to achieve writing benchmarks.
- The Fountas and Pinnell Intervention Kit will be used for students with special needs.
- Extended Day Afternoon Tutoring provides additional support in improving the students' writing skills.

2. Key personnel and other resources used to implement each strategy/activity

- School based Instructional Coaches, CFN Achievement Coach, Grade Level Lead Teachers
- Teacher aligned ReadyGen Reading/Writing Units with modified units of studies.
- Teachers, Instructional Coaches, Administration
- Community Word Project Liaison and Third Grade Teachers
- Visual Thinking Strategies Coordinator, Art Teachers, Classroom Teachers
- Administration, Coaches, Teachers
- CFN Achievement Coach, Instructional Coaches, Administration and Teachers
- SETTS Teachers, ICT Special Education Teachers

9. Classroom Teachers and other support staff
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. Professional Development Action Plan; teacher evaluation forms 2. Student writing folders 3. Agendas, notes, rubrics and student work 4. Agendas, lesson plans, collaborative mural, culminating celebration at Museum of Modern Art 5. Student writing portfolios 6. Lesson plans, student action plan, inquiry notes 7. Student work, rubrics 8. Fountas and Pinnell running records and benchmark assessments 9. Extended day writing folders, lesson plans, action plans
4. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. September 2013 through June 2014 2. Every six weeks starting September 2013 through June 2014. 3. September 2013 through June 2014 4. November 2013 through June 2014 5. The first Tuesday of every month October 2013 through June 2014 6. Thursday of every month October 2013 through June 2014 7. On a monthly basis October 2013 through June 2014 8. September 2013, January 2014 and June 2014 9. September 2013 through June 2014
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 6. Grade Level common planning time 7. Writing Units of Study with child-friendly rubrics 8. SBO for lunch and learns 9. Provide additional planning time 10. Professional Development at Brooklyn Museum and VTS school-wide schedule 11. SBO for Extended Day Thursdays After-noon 12. Assessment Calendar, Common Planning Time, SBO lunch and learn 13. Purchase Fountas and Pinnell Intervention Kit 14. SBO to provide Extended Day Afternoon

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).
<ul style="list-style-type: none"> • Grade Specific monthly newsletters which indicate the units 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. • Parent Curriculum Orientation will inform parents of the instructional shifts in writing

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	Tax Levy		X	Title IA		Title IIA	X	Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.											
PTA funds; Instructional Leadership Funds											

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, we will have offered five 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

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

Over the past four years we have seen a shift in our demographics. The percent of Hispanics has decreased from 72.4% in 2011-2012 to 61.8% in 2012-2013; the percent of African Americans has decreased from 6% in 2011-2012 to 2.7% in 2012 - 2013; the percent of Whites has increased from 17.2% in 2011-2012 to 27.9% in 2012-2013. This 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 different cultural and linguistic backgrounds feel an equal sense of belonging and ownership in our school community.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

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 with Education Through Music.
2. Celebration of Hispanic Heritage Month with a Culminating Event where all cultures are celebrated.
3. School-wide reading of "Everybody Cooks Rice" and student reflections presented at the CEC Cultural Celebration.
4. Family Feast Potluck Celebration during Wonderful Wednesday
5. School-wide cultural Festival

2. Key personnel and other resources used to implement each strategy/activity

1. Music Teacher, classroom teachers, ETM coordinator
2. Classroom teachers, students, parent coordinator, administration, parents
3. Students, classroom teachers, parents, CEC members, Superintendent
4. Parents, students, classroom teachers, parent coordinator, Wellness Committee, Cafeteria Staff
5. SLT, PTA, parents, students, teachers, administrators

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Spring Musical and ETM teacher and student surveys
2. Attendance Sheets, pictures, student work
3. Student work
4. Environmental Survey, Attendance Sheet
5. Environmental Survey,

4. Timeline for implementation and completion including start and end dates

1. January 2013 through March 2014
2. September 15, 2013 through October 15, 2013
3. December 2013
4. November 2013
5. February 2014

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

6. Hire an ETM music teacher and coordinator; revise school schedule
7. Parents invited during Wonderful Wednesday (8:40 – 9:40)
8. "Everybody Cooks Rice" book purchased for every teacher. Schedule school-wide reading time.
9. Wonderful Wednesday lunch periods where parents donated cultural dishes and helped serve.
10. Permit for afterschool activity; SLT planning meetings

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).

- Class Lead Parents reach out to families.
- Flyers sent home about major events.
- PS 84 Website
- PS 84 Blog
- Parent Coordinator parent workshops
- SLT and PTA Meetings

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Annual Goal #4

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

In order to establish a school wide system for conflict resolution, by June 2014, 100% of the school staff will be involved in implementing the Positive Behavior Intervention System (PBIS).

Comprehensive Needs Assessment

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

In keeping with the ASD Nest philosophy of positive conflict resolution, there is a need to implement a school wide program that directly reflects the ASD Nest's approach to social emotional learning. Also, Based on the 2012-2013 Learning Environment Survey, 13% of the teachers disagreed that there is a person or program that helps students resolve conflicts.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- Strategies/activities that encompass the needs of identified subgroups**
 - Develop a school PBIS team. PBIS team attends workshops to learn more about how to start the PBIS program.
 - PBIS team meets with the faculty to develop a school wide commitment, expectations and rules.
 - Classroom teachers develop a universal understanding of positive reinforcement within the school
- Key personnel and other resources used to implement each strategy/activity**
 - PBIS Team: Administration, Teacher, Guidance Counselor, SETTS Teacher and ASD Nest Speech Teacher
 - PBIS Team, PBIS Trainer and CFN staff
 - PBIS Team, school faculty and administration
- Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 - Agendas and attendance at PBIS training sessions.
 - Faculty Professional Development workshop and PBIS team's school needs assessment survey.
 - Danielson Framework Domain 2 observations and PBIS Teaching Matrix
- Timeline for implementation and completion including start and end dates**
 - September 2013 through December 2013.
 - November 5, 2013
 - January 2013 through June 2014.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- 1. Substitute Teachers to cover classes, PBIS training manual and CD
- 2. Faculty survey, PBIS power-point presentation
- 3. PBIS Teaching Framework, Danielson Rubric

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).

Parent meeting will be held in January 2014 to introduce the purpose and expectations of the PBIS school wide plan.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1.

2. Key personnel and other resources used to implement each strategy/activity

1.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

4. Timeline for implementation and completion including start and end dates

1.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

6.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Wilson, Balanced Literacy (guided reading, interactive writing), Fountas and Pinnell Intervention Kit,	Small Group, one-to-one, extended day tutoring	During the school day and after school and Saturday Academy.
Mathematics	Constructivist approach, ST Math	Small group, independent work on computer	During the school day and after school and Saturday Academy.
Science	Repeated reading, Interactive and shared reading and writing,	Small group and one-to-one, smart board interactive instruction	During the school day and after school.
Social Studies	Repeated reading, shared reading	Small group and one-to-one	During the school day and after school.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individual and group counseling, targeted lessons within the classroom, PBIS strategies.	Individual and small group.	During the school day, inside the classroom, cafeteria and recess.

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- 10. All elements of the *All Title I Schools* section must be completed*.
- 10. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 11. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

Recruitment:

- Attend Teacher Job Fair in the Spring 2014
- 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 New Teacher Center and CFN Achievement Coaches
- Teachers and Administrators are participating in Advance – 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 2014
- Hold end-of-year one-to-one conversations with teachers regarding professional goals

High Quality and Ongoing Professional Development

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

CFN 109 provides professional development for both administrators and teachers. School-Based Instructional Coaches provide year long professional development geared towards teacher created goals. School-Based Instructional Coaches plan on a weekly basis with teachers K-5 to ensure instruction is aligned to the CCSS. SBO for weekly Lunch and Learns to provide time for looking at students work. Inquiry time is allotted for review and implementation of Advance Danielson Framework.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Funds are coordinated and integrated to support overall academic achievement and school improvement including the use of Title III funds to improve oral language development and Title I funds to provide parental involvement opportunities. Also to maintain effective classroom teachers through professional development opportunities. Fair Student Funding assist to supplement classroom intervention programs and general school supplies.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

In order to support PreK students and their families as they transition into our school community, teachers provide a parent PreK orientation. Our parents are encouraged to stay and participate in daily activities with their child until the child has transitioned smoothly. At the end of the year, PreK parents are invited to a "meet and greet" hosted by our Kindergarten staff. During this informational session, parents will learn about Kindergarten expectations and how to support their child's transition into the new grade. In addition, the PreK teachers prepare the students for Kindergarten by reading books and having group discussions. This helps build a bridge from their PreK world to a wonderful new adventure known as Kindergarten. The students are given an opportunity to see the Kindergarten classes and meet the teachers by going on a walking tour led by their teachers.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

During the Spring of 2013, teachers and administrators selected a Measures of Student Learning (MOSL) team. The team attended Advance Danielson Training and MOSL training during the summer. The MOSL team met with the faculty and made assessment decisions.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- hosting monthly Wonderful Wednesdays where parents are invited to their child's classroom;
- hosting events to support the diversity of families on our school.
- encouraging more parents to become Learning Leaders;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school calendars and grade specific monthly newsletters for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 14	Borough Brooklyn	School Number 084
School Name Jose De Diego		

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

Principal Sereida Rodriguez	Assistant Principal Matt Berkshire
Coach Monique Hernandez	Coach Angela Colaianni
ESL Teacher Valentin Djokic	Guidance Counselor Marysol Ayala
Teacher/Subject Area E. Nunez/ Kindergarten	Parent Yenny Almonte
Teacher/Subject Area type here	Parent Coordinator Lydia Ruiz-Ferreira
Related Service Provider Llorna Jacobs	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	13	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	619	Total number of ELLs	101	ELLs as share of total student population (%)	16.32%
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Part II: 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): Spanish

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	5	2	2	2	1	1	0	0	0	0	0	0	0	13
Freestanding ESL														
Push-In	1	0	2	1	0	1	0	0	0	0	0	0	0	5
Pull-out	1	1	0	1	1	1	0	0	0	0	0	0	0	5
Total	7	3	4	4	2	3	0	0	0	0	0	0	0	23

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	101	Newcomers (ELLs receiving service 0-3 years)	81	ELL Students with Disabilities	10
SIFE	0	ELLs receiving service 4-6 years	20	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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	39	0	0	1	0	0	0	0	0	40
ESL	42	0	5	19	0	0	0	0	0	61
Total	81	0	5	20	0	0	0	0	0	101

Number of ELLs who have an alternate placement paraprofessional: 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
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

*EP=English proficient student

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	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP
Spanish	8	107	9	62	8	41	9	36	4	12	2	15	0	0	0	0	0	0	40	273
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	8	107	9	62	8	41	9	36	4	12	2	15	0	0	0	0	0	0	40	273

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: <u>4</u>	Asian: <u>8</u>	Hispanic/Latino: <u>117</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>132</u>	Other: <u>0</u>

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	8	6	12	6	6	9								47
Chinese	1		1											2
Russian														0
Bengali		2												2
Urdu														0
Arabic	2		2		1									5
Haitian														0
French	1													1
Korean														0
Punjabi														0
Polish	1													1
Albanian														0
Other		2				1								3
TOTAL	13	10	15	6	7	10	0	0	0	0	0	0	0	61

Part III: Assessment Analysis

Assessment Breakdown

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

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)	11	2	4	4	2	2	0	0	0	0	0	0	0	25

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	1	5	16	4	5	1	0	0	0	0	0	0	0	32
Advanced (A)	9	12	3	7	4	9	0	0	0	0	0	0	0	44
Total	21	19	23	15	11	12	0	0	0	0	0	0	0	101

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	6	0	0	13
4	14	0	0	0	14
5	10	1	0	0	11
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	8	0	4	0	2	0	0	0	14
4	12	0	2	0	1	0	0	0	15
5	11	0	1	0	0	0	0	0	12
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	1	4	0	5	0	0	0	12
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math 0	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other 0	0	0	0	0
Other 0	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Our school uses Fountas & Pinnell Running Records to assess the progress of our ELL's literacy skills in the early grades. On Fountas & Pinnell, the results show that our ELLs are reading below the grade level of their non-LEP peers. This trend is visible in grades K-5, but the gap between Beginner ELLs and their LEP peers is the most significant in grades 2-5. Intermediate and Advanced levels ELLs in those grades score closer to grade level on average. We have used this information to focus our professional development and materials purchasing. We have focused on guided reading in these grades in order to improve the students scores on this assessment.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
A review of the NYSESLAT proficiency results (withholding LAB-R for new admits) shows that 25/101 students are beginners, 32/101 are intermediate and 44/101 are advanced. The largest number of beginners is in kindergarten. Each other grade has less than 5 students who are beginners. The largest group of intermediate level students are in second grade, with each other grade having 5 or fewer students at that level. We have groups of Advanced students ranging from 7-12 in grades K, 1, 3, and 5. Grades 2 and 4 has the fewest number of Advanced ELLs.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))

Due to the changes in NYSESLAT score reporting, we are currently unable to provide this information.

4. For each program, answer the following:
 - a. 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?

ESL

- a. A review of the NYSESLAT proficiency results (withholding LAB-R for new admits) shows that 25/101 students are beginners, 32/101 are intermediate and 44/101 are advanced. The largest number of beginners is in kindergarten. Each other grade has less than 5 students who are beginners. The largest group of intermediate level students are in second grade, with each other grade having 5 or fewer students at that level. We have groups of Advanced students ranging from 7-12 in grades K, 1, 3, and 5. Grades 2 and 4 has the fewest number of Advanced ELLs.
- b. Teachers/administration are using the results of the ELL periodic assessments to focus their instruction. For example, an item analysis is done to show the performance indicators from each modality tested that the students are strong or weak in. Administrators use this data to project ELLs who will show progress on the NYSESLAT. This information is used to project student progress scores for our school Progress Report. Teachers use this information to support the planning and preparation component of the Danilerson Framework.
- c. From the periodic assessments the school is learning how prepared our students are for the Common Core State Standards in Math and ELA. For example, we have seen a large drop in the % of questions answered correctly on the diagnostic periodic assessments from last year to this year. We are focusing instruction on our ELLs as well as Non-LEP students in order to meet these new standards. Periodic assessments we are using this year are being evaluated with Common Core aligned rubrics so that we are able to measure our students' progress in relation to achievement on the Common Core Standards.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)

Targeted intervention is carried out based on our school's RTI plan. Tier I intervention for ELLs in ELA and mathematics takes place in the classroom, either with the classroom teacher or the ESL teacher. Tier II intervention takes place in after school programs or during the 37.5 minute intervention periods in the morning. Planning and communication between the ESL teacher and classroom teacher is mandatory. Tier III intervention is delivered in a pull-out setting if it is deemed necessary. The language of instruction in these interventions is English. Our school's RTI plan is constructed to address the needs of learners from all sub-groups (SIFE, Newcomers, ELLs with Special Needs). Teachers and the RTI team make instructional decisions based on data that is generated from student work. Data examined includes running record results, rubrics from student work, periodic assessments results and conference notes.

6. How do you make sure that a child's second language development is considered in instructional decisions?
We make sure that a child's second language development is considered in instructional decisions by training our teachers on the second language acquisition theory so that it can be applied to all situations. This training is part of our professional development plan for new teachers and for all teachers under the mandated Jose P training.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- English Proficient students are assessed in the target language using assessment pieces from the Descubre Spanish Curriculum our teachers in the Dual Language classes use.
 - As would be expected, the level of proficiency in the target language for EPs improves correspondingly with the number of years they have been in the Dual Language Program. For example, the level of proficiency in our 5th grade dual language EP students is higher than those in 1st grade. However, our students in the upper grades have not achieved proficiency in the target language, especially in reading in writing.
 - EPs in Dual Language programs are generally outperforming our students in non Dual Language classes on state-wide assessments. For example, 4/43 (9%) of 4th graders in a non Dual Language program scored proficient on the ELA exam last year. 5/17 (29%) of 4th graders in Dual Language scored a level 3 or 4. This is consistent across all grades with and with past results.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
6. We evaluate the success of our ESL program by measuring student progress toward english proficiency. We keep our goals in line with the city and state wide results, while keeping in mind the level of each students native language skills. Our students who arrive with little to no native language literacy skills often struggle more, and we are cognizant of that fact. We understand that these students will not, on average, make progress as quickly as a student who is on grade level in their native language. However, for us, progress is the operative term. Keeping in line with NYCDOE policy, we measure the success of our program on the progress our students make from one year to the next on the NYSESLAT. Based on our NYC Progress Report, last school year 64% of our ELLS moved from one proficiency level to the next. This is an improvement over last year where only 45% of our students progressed from one proficiency level to the next.

Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 - Initial identification of ELLs is done through a rigorous process. First, during registration a Home Language Identification Survey (HLIS), along with an informal parent interview is completed. Based on othe information provided on theHLIS, if the home language code assigned indicates a language other than language English, then the student is administered the LAB-R within 10 days of their registration. Two certified ESL teachers, Terezia Chlebovcova, and Valentina Djokic are responsible for reviewing the home language forms, conducting interviews, and administering the LAB-R. They are also responsible for reviewing the NYSESLAT results to determine continued eeligibility for services. If the newly enrolled student scores below the cut-off scores for their respective grade, they are deemed eligible for bilingual services. The parents of these students receive entitlement letters, and invitations to the parent orientation. In order to idenfity students who are eligible for continuation of

services a review of scores on the spring administration of the NYSESLAT is completed. If a student scores proficient on both sub-tests their parents are notified that their child is no longer mandated to receive services. However, if a student does not score proficient on both sub-tests, then this data is used to determine the frequency and duration of services for the current school year. Those parents then receive a continuation letter!

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.

The next step in the process involves parental choice and it is through this process that we make sure our parents understand each of the three program choices available to them (Transitional Bilingual, Dual Language, or Freestanding ESL). A number of structures are in place in order to ensure that the parents of our ESL students at P.S. 84 understand all of the program choices, options, and rights they are entitled to. Each parent of a newly enrolled student who qualifies for ESL services is invited (via written invitation and telephone in their preferred languages)) to an ESL parent orientation session. These are held in our school on an ongoing basis and scheduled at a time that enables at least one parent or guardian of each new student to attend. At the parent orientation session, informational materials are provided and a NYCDOE video is viewed by the parents in the language of their choice. In addition, an ESL teacher or other bilingual school personnel offers additional counsel to parents in the language of their choice in order to clearly present the information and to ensure the parents understand the options that are available to them as the parents of an ELL in the New York City Public Schools. The parent coordinator and the ESL teachers assist in the completion of parent survey and program selection forms, to ensure that all parents complete them accurately and timely. When the program selection process is complete, the school sends out placement letters to confirm placement of students in appropriate programs

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

Our school ensures that entitlement letters are distributed by tracking student results on the LAB-R. We use a template on which we record each student who is tested. This template records the date tested and the student's score. The score is then compared to the cut-off scores for the appropriate grade level. If a student falls below the cut-off score for their grade level then their name is highlighted and they are placed on a list of students who are going to receive entitlement letters. The entitlement letter template from the nyc.schools.gov website is then prepared for each student on that list. The ESL coordinator hand delivers each letter to the students and it is placed in their parent communication folder.

We ensure that Parent Surveys and Program Selection forms are returned by inviting each parent to a Parent Orientation Session. Parents are contacted by telephone and in writing to schedule a time which works for them. At the Parent Orientation session, the Program Selection forms and the Parent Surveys are completed. The ESL teachers keep a checklist which shows the parents we have received completed Parent Surveys and Program Selection forms. These completed documents are stored in room 237 with all of our ESL/Bilingual Education compliance materials.

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.

Identified ELLs are placed in bilingual or ESL instructional programs based on the parent choice which is indicated on the parent survey and program selection form. These forms are completed during parent orientation sessions which are held multiple times throughout the school year. At the parent orientation session, informational materials are provided and a NYCDOE video is viewed by the parents in the language of their choice. In addition, an ESL teacher or other bilingual school personnel offers additional counsel to parents in the language of their choice in order to clearly present the information and to ensure the parents understand the options that are available to them as the parents of an ELL in the New York City Public Schools. The parent coordinator and the ESL teachers assist in the completion of parent survey and program selection forms, to ensure that all parents complete them accurately and timely. Once the program selection form is complete, we act accordingly to ensure that a child is placed in the program that their parents have chosen. If the program is not available in this school, we inform parents that "due to insufficient numbers at this time, the program is not available at our school, but we can assist you in finding one to meet your choice." If we have a sufficient number of parents who select a program that we do not offer, then we must open a section of that class and satisfy the choice of our parents.

Paste response to question here:

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

In order to administer all section of the NYSESLAT to our students each year, we begin by running an RLER report in ATS. We

cross check the information on that report with our in-house student rosters to ensure that each child who is eligible to take the NYSESLAT is tested. The NYSESLAT sub-tests are scheduled within the testing window, and parents are notified of the dates. We administer each sub-test, and after each test is given we cross check our student rosters to make sure that there is a completed answer document for each student on that roster. The final step is to run another RLER report to make sure that all students are accounted for, even students who may have registered for our school during the NYSESLAT administration window.

6. 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.) 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. 

A review of the parent choice and program selection forms reveals that the our parents choose either Dual Language Spanish or Freestanding ESL 99% of the time. Over the past three years, we have only had one parent who selected TBE. In 2011-2012 11 parents selected ESL and 9 chose Dual Language Spanish. In the 2012-2013 school year 15 parents chose ESL and 10 parents chose Dual Language Spanish. For the 2013-2014 school year 13 parents of newly enrolled students chose Freestanding ESL while 8 chose Dual Language Spanish. Looking at this information, it can be seen that the trend remains constant that our parents choose either ESL or Dual Language, with ESL being slightly favored.

The program models at our schools are aligned with parent choice. We have been able to accommodate parent choice due to our offerings of Dual Language Spanish classes in grades K-5 and our Freestanding ESL program. Students whose parents do request a bilingual or dual language program that we don't have sufficient numbers to support will be referred to the website programtransfers@schools.nyc.gov. A record of students whose parents requested TBE, or a dual language program that we don't offer because of insufficient numbers is kept on file in room 237. If there are 15 or more of these students with the same home language in two contiguous grades, then the school will open a bilingual program to serve those students.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - a. Our ELL programming includes ESL services which are provided using the push-in and pull-out instructional model.
 - b. Students are grouped and placed in a class according to their grade level. This results in classes with heterogeneous English Proficiency levels.
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)?

LEP/ELL students in TBE or Dual Language programs are mandated to receive the same amount of specific units of ESL as students in the Freestanding ESL model. Under no circumstances may a LEP/ELL student be denied mandated ESL support. Three hundred and sixty (360) minutes a week are provided to all students at the beginning and intermediate levels and one hundred and eighty (180) minutes a week of service is provided to students who are at the advanced levels. The levels are determined by performance on the NYSESLAT.

The staff of P.S. 84 makes many considerations and adjustments in order to comply with the mandated service minutes required for each language proficiency level and the needs of our ELLs. The ESL teacher provides services to all eligible students. Three hundred and sixty (360) minutes a week are provided to all students at the beginning and intermediate levels and one hundred and eighty (180) minutes a week of service is provided to students who are at the advanced levels. The levels are determined by performance on the NYSESLAT. In addition to serving the students according to the state mandates, students also receive attention during the 37.5- minute intervention period.

In order to meet the linguistic needs of our ELLs, as well as comply with parental choice and CR Part 154, P.S. 84 provides ESL instruction through push-in and pullout programs. This allows students at the intermediate and beginner levels to be seen twice a day; once in a pullout period and once in a push-in period or in two push-in periods. Where scheduling allows, beginners and intermediate students are serviced during two pullout periods. Also, the administration of P.S. 84 makes every attempt to group ELLs together in their classrooms in order to make push-in scheduling and servicing as efficient as possible. ELLs mandated ELA instruction is delivered by the classroom teacher.

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 foster language development and meet the demands of the Common Core Learning Standards.

Literacy instruction on the Dual Language program takes place through a Balanced Literacy approach which is taught based on units which were developed to address the New York State Common Core ELA standards. Teachers use various techniques and approaches taken from the balanced literacy program including Word Study, Guided Reading, Shared Reading, and Read Aloud. Mathematics instruction is carried out using a curriculum developed by CFN 109 which is based on the New York State Common Core Math standards. Science and Social studies are taught by integrating them into literacy units. In the Dual Language classroom, these content areas may be taught in either English or Spanish, depending on the time or the day, or the needs of the learners. All Native Spanish speakers who qualify for services in Dual Language Programs or ESL are assessed in their native language using the Spanish LAB-R.

Freestanding English as a Second Language Program

The staff of P.S. 84 makes many considerations and adjustments in order to comply with the mandated service minutes required for each language proficiency level and the needs of our ELLs. The ESL teacher provides services to all eligible students. Three hundred and sixty (360) minutes a week are provided to all students at the beginning and intermediate levels and one hundred and eighty (180) minutes a week of service is provided to students who are at the advanced levels. The levels are determined by performance on the NYSESLAT. In addition to serving the students according to the state mandates, students also receive

attention during the 37.5- minute intervention period.

In order to meet the linguistic needs of our ELLs, as well as comply with parental choice and CR Part 154, P.S. 84 provides ESL instruction through push-in and pullout programs. This allows students at the intermediate and beginner levels to be seen twice a day; once in a pullout period and once in a push-in period or in two push-in periods. Where scheduling allows, beginners and intermediate students are serviced during two pullout periods. Also, the administration of P.S. 84 makes every attempt to group ELLs together in their classrooms in order to make push-in scheduling and servicing as efficient as possible. ELLs mandated ELA instruction is delivered by the classroom teacher. For newcomers, PS 84 has native language materials available as part of our ESL library as well as a large selection in the school library. These texts are used to maintain native language literacy.

The ESL Program serves as a focal point of reinforcement for ELLs and provides them with the opportunity to acquire English through ESL methodologies. Teachers use various techniques and approaches taken from the balanced literacy program including Word Study, Guided Reading, Shared Reading, and Read Aloud. Various ESL techniques and approaches employed include Total Physical Response, Language Experience Approach, Cooperative Learning, and the Cognitive Academic Language Learning Approach. Materials being used to teach the ELLs include books on tape, picture dictionaries, guided reading libraries, ESL classroom libraries, texts in native languages, and recently, a new Leap Frog interactive book program has been introduced to ELL students. ELLs in grades K-3 use the Award reading program to support early literacy development. Language is taught in the content areas through integration with Language Arts. Social Studies, Science, and Health are taught in our school by integrating the Common Core ELA standards with the New York State Social Studies and Science standards. We have worked to align our curriculum in such a way.

In order to plan effectively, the ESL teachers meet with the classroom teachers of their students on a regular basis. This promotes continuity between ESL instruction and regular classroom instruction.

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

ELLs in ESL programs are not evaluated in their native language through the year because by definition ESL instruction is English only instruction. ELLs in Spanish Dual Language programs are evaluated in their native language throughout the year using Etrellitas and Descubre assessment materials.

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

ELLs are evaluated in all four modalities throughout the school year through assessment that is built into the school's Balanced Literacy English Language Arts Program. Balanced Literacy, by definition addresses the four modalities of speaking, listening, reading, and writing. These are assessed through running records, rubrics, conference notes, class discussion checklist, and formal assessments.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. Students with interrupted formal education (SIFE) require special attention in order for them to succeed in our educational system. Currently we have no students who are classified on the BESIS as SIFE. However, if one were to be enrolled we know that instructional approaches used to reach SIFE pupils will vary depending on factors such as native language and the level of native language literacy skills.

Besides after school programs and additional academic intervention, our plan to service these students includes teaching grade level content as well as the numerous skills that SIFE students are often lacking. Therefore language classes will be structured in order to address both past content objectives and current content objectives. For example, a SIFE in third grade may need instruction in order to develop literacy skills that his or her peers received in earlier grades. Additionally, a SIFE will receive the opportunity to practice these skills in an age appropriate environment. SIFE students will also be grouped together with peers in order to provide motivation, support, and language acquisition opportunities.

b. Newcomer students at P.S. 84 are serviced with the intention of giving them the language skills they need to function successfully in their new country, community, and school. As is the situation with SIFE students, newcomers will also be placed with English speaking peers in an age appropriate environment in order to present them with language acquisition opportunities and extrinsic

motivation as well as support from their peers.

Since many newcomers arrive with little to no English in any of the four language skill areas and often with little to no literacy skills in their native language, our newcomers will receive ESL services that are intended to provide both content area and second language instruction with the intent of developing both Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). Literacy and language development will take place through student participation in the reading and writing workshops in their classrooms as well as further more specialized instruction from their ESL teacher. ESL teachers will work to make content area and language instruction accessible to students by employing sheltered English content instruction as well as scaffolding techniques. In addition to these supports newcomers should also receive extra attention through after-school programs and additional academic intervention.

c. Students who have been receiving services for 4 to 6 years will receive services based on their level of language proficiency. A student who is at the beginner level will receive support fo reaching the common core and be given access to lessons which are designed to meet the Common Core Standards. Students in this subgroup will also be given attention according to our school's RTI plan.

d. We will service long term ELLs under the belief that each student progresses at his or her own rate through the language acquisition process. Furthermore, we believe any group of learners will be made up of students who are at different stages in their language acquisition and cognitive development. Following the natural order of language acquisition presented by theorists many students will develop BICS first and CALPS second. Accordingly, our primary focus for long term ELLs will be to develop CALPS so that students can achieve mastery of reading, writing, speaking and listening skills for application in academic content areas. In order to provide them with the extra instruction necessary for success, long term ELLs will also receive instruction in after-school programs and in some cases individualized intervention plans.

e. Former ELLs will receive support for two years after they test proficient on the NYSESLAT. These students will receive support during the 37.5 minute intervention period. They will also be offered seats in our after-school programs and Saturday Academy.

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

Our school uses the Balanced Literacy approach to reading to provide access to academic content and to accelerate English Language Development. Falling under the umbrella of Balanced Literacy, instructional strategies include shared reading, guided reading, independent reading as well as shared writing and independent writing. Balanced Literacy also includes the use of oral language to discuss texts as well as ideas in writing.

Materials include Pearson's ReadyGen curriculum as well as our school's guided reading library.

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

We have used curricular, instructional and scheduling flexibility to enable diverse ELL-SWD's to achieve their IEP goals and attain English proficiency within the least restrictive environment. For example, we have opened ICT classes in grades K-3 in order to accommodate students with IEPs and to keep them in the least restrictive environment. Additionally, our students with IEPs receive SETSS as mandated on their IEPs.

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
Native Language Arts:	0
Social Studies:	0
Math:	0

Class/Content Area	Language(s) of Instruction
0	0
0	0
0	0

Courses Taught in Languages Other than English *i*

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

Science:	0		0	0

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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. 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.

Targeted intervention is carried out based on our school's RTI plan. Tier I intervention for ELLs in ELA and mathematics takes place in the classroom, either with the classroom teacher or the ESL teacher. Tier II intervention takes place in after school programs or during the 37.5 minute intervention periods in the morning. Planning and communication between the ESL teacher and classroom teacher is mandatory. Tier III intervention is delivered in a pull-out setting if it is deemed necessary. The language of instruction in these interventions is English. Our school's RTI plan is constructed to address the needs of learners from all subgroups (SIFE, Newcomers, ELLs with Special Needs).

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

Keeping in line with NYCDOE policy, we measure the success of our program on the progress our students make from one year to the next on the NYSESLAT. Based on our NYC Progress Report, last school year 64% of our ELLs moved from one proficiency level to the next. This is an improvement over last year where only 45% of our students progressed from one proficiency level to the next. An examination of the NYS tests in Mathematics and ELA show that our ELLs are scoring below the state average in terms of students who scored level 3 or 4 in both areas. However, our students in the lowest third of test takers, which includes nearly all of our ELLs scored in the 78th percentile city-wide progress on math and at that the 74th percentile on city-wide progress on the ELA state test.

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

New programs this year include Pearson's RedyGen and Houghton Mifflin's GoMath. These programs are Common Core aligned. We are also expanding the use of ST Math into the second grade so that now, all students in grades 2-5 will use the program.

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

We will discontinue the use of the Award Reding program during push-in periods. This program will still be used as the basis for instruction in pull-out programs.

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

ELLs are afforded equal access to all school programs. They are offered seats in our Saturday Academy and YMCA after-school tutoring program. Also, ELLs participate in our Education Through Music Program, Visual Thinking Strategies, Greenhouse Classroom, Trout in the Classroom, Community Word Project, and Circus Arts. According to the Danielson Framework for teaching, all teachers are required to create multiple access points in their lessons for different students, including ELLs. This allows for ELL students to participate in lessons throughout the school.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Instructional materials from Pearson ReadyGen, and Houghton Mifflin's GoMath Curriculum are used to support ELLs. Additional materials used to support ELLs include but are not limited to our guided reading book room, big books, lap tops, and computer lab. Specifically, ELLs use technology through the MIND Research STS math program in grades 2,3, 4 and 5 as well as in the Award Reading program in grades K-3.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

In the dual language program, native language support is delivered in a variety of ways. The following strategies and programs are used to support native language instruction:

- total physical response
- visual prompts
- realia
- repetition
- leveled libraries
- guided reading
- authentic literature in the native language
- small group instruction
- Estrellitas program for phonetic support

- Descubre literacy program online activities

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Yes, required services support, and resources correspond to ELLs ages and grade levels. ELLs at P.S. 84 are always placed in age appropriate grade levels for instruction. The materials and services provided here are appropriate for each students needs.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

The parents of newly enrolled students are provided with materials in their native language in order to assist them before the school year. Additionally, our Parent Coordinator works during summer registration and is there to assist them.

18. What language electives are offered to ELLs?

No language electives are offered to LEP or Non-LEP students at P.S. 84.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

a. In kindergarten through second grade the target language is used for EP's and ELL's fifty percent (50%) of the time. The dual language classes in kindergarten through second grade follow an A/B schedule which means that they teach in the target language of Spanish on one day (the A day) and in English on the following day (the B day). In third grade through fifth grade the target language is used for EP's and ELL's forty percent (40%) of the time.

b. During the instructional day EP's and ELL's are integrated one hundred percent (100%) of the time. None of the content areas are taught separately.

c. Each dual language class is taught by a bilingual teacher. He/she instructs the class in the target language and in English in each subject area. Each subject is taught fifty percent (50%) of the time in grades kindergarten through second grade and forty percent (40%) of the time in third through fifth grade.

d. Our dual language classes in grades kindergarten through fifth grade follow a self contained model.

e. In dual language, emergent literacy is taught at the same time (simultaneously).

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. The professional development plan for all personnel at the school is designed to support the implementation of the New York State Common Core Standards(CCS). Professional development designed to support the CCS begins with guidance in designing common core aligned units in math and English Language Arts. All teachers, including ESL teachers, dual language teachers, and teachers of students with disabilities receive guidance from our school's team of instructional specialists. Planning sessions are held during working lunch sessions as well as during per-diem blocks and common preparation periods. Units are designed along with ESL teachers as well as classroom teachers to allow for collaborative planning that will promote more effective planning for push-in periods.

Additionally, professional development is tied to the language of the Danielson Framework for teaching. This area of professional development at PS 84 focuses on the topics of planning and preparation, managing classroom procedures, classroom environment, instruction, and professional responsibilities. Specifically, topics include questioning and discussion techniques, creating lessons with multiple access points for all learners, and aligning lesson procedures with lesson objectives. Our two instructional specialists, along with administration have facilitated this work.

Administrators observe teachers and provide focused feedback on instruction and all other domains of teaching. Through this process of observation and feedback, teacher and administrator agree on areas of focus. Based on the individual needs of a teacher, they can choose from a menu of professional development activities. For example, teachers visit the classrooms of colleagues and debrief the instructional support specialist using language from the Danielson Framework. This process is ongoing throughout the year.

Our professional development plan for new teachers includes a mentoring component. New teachers, including teachers of ELLs receive support from an assigned mentor. Mentees receive at least two hours a week of time with their mentor. Mentors guide new teachers in all the domains of the Danielson Framework.

2.

Professional development which is specifically targeted towards ELL personnel and Bilingual teachers is offered in our school as well as out of the building. Within our building, administration and instructional support specialists provide staff with PD on guided reading, constructivist math problem solving methods, and the components of balanced literacy. This support is provided as described in question number 1 of this section.

Outside of our building, teachers attend meetings at Fordham University on strategies for ELLs facilitated by Dr. Dr. Ivannia Soto on December 9th and 10th. These sessions will demonstrate specific strategies for adapting instruction to increase student engagement and increase academic talk. Personnel will attend other meetings sponsored by our Network as announced. New teachers are also trained in Visual Thinking Strategies (VTS) as a method to increase authentic opportunities for the use of oral academic language.

3. In order to train our staff in supporting ELLs as they transition from Elementary to Middle School our fifth grade teachers work with the 6-8 math and ELA and Math CCS. They plan their 5th grade units according to levels of text complexity

4. The minimum of 7.5 hours of ELL training mandated by Jose P are met at grade level meetings, half day workshops, and through ELL department updates provided by the ESL teachers.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?
 - . Parental involvement at P.S. 84 is strong. Our parents are involved through the following programs:
 - Learning Leaders- parents assisting in the classrooms/library/cafeteria
 - Parent Academy- ESL./Spanish/Citizenship classes are held on Saturday mornings in 8 week cycles.
 - Wonderful Wednesdays- Once a month, all parents are invited into the building to participate in a themed activity in their child's classroom
 - Parent Common Core Standards Workshops- Facilitated by the Parent Coordinator, this series of classes introduces parents to the language and expectations of the New York Common Core State Standards
 - School Leadership Team Meetings, School Safety Committee Meetings
 2. The school partners with the YMCA to provide programs to parents of all of our students, including ELLs. Family workshops include curriculum, creative activities, and cultural gatherings.
 3. The needs of our parents are evaluated by communication. First, we closely examine the results of our Annual Parent Survey which communicates to us our parents wishes, perspectives, and positions. Secondly, parent communication takes place through our Parent Teacher Association which meets every month. Parents also communicate their needs through members of our School Leadership Team. Finally, our parent coordinator is available for parents to communicate their needs to.
 4. Our parental involvement activities address the needs of parents because we plan them to address the questions, concerns, or interests that the parents of our school voice. For example, with the new implementation of the New York State Common Core Standards, many parents had questions as to what the new expectations were going to be for their children. As a result, our parent coordinator planned a series of workshop to introduce the language and expectations of the new standards.

E. 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.

Paste response to question here:

Part VI: LAP Assurances

School Name: PS 84 Jose De Diego

School DBN: 14K084

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 14K084 School Name: Jose De Diego

Cluster: KNECHT Network: CFN109

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 619 students, 61.7% are English-speaking, 31% are Spanish-speaking, 1.7 % are Arabic and the remaining 5.6 % speak Bengali, Albanian or Chinese. There are a few bilingual parents / students who speak German, Serbian, Swedish, Bulgarian, Russian and French, but have indicated their preference to receive information and communicate with the school in English.
> In the beginning of the school year, the whole school community is informed of exact numbers of speakers (parents and students) of English and other languages. This information is also included in our Language Allocation Policy. Teachers and administrators are made aware of the 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.

> 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) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input 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
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 5
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 (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	????	<u>0</u>
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		

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 (Object Code 199)		
Travel		
Other		
TOTAL		