

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):**

**14K084**

**School Name:**

**JOSE DE DIEGO**

**Principal:**

**SEREIDA S. RODRIGUEZ-GUERRA**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Elementary School Number (DBN): 14K084  
School Type: Magnet School Grades Served: PreK – 6  
School Address: 250 Berry Street, Brooklyn, New York 11249  
Phone Number: 718-384-8065 Fax: 718-302-2313  
School Contact Person: Lydia Ruiz-Ferreira Email Address: LRUIZFERREIRA@schools.nyc.gov  
Principal: Sereida S. Rodriguez-Guerra  
UFT Chapter Leader: Mari Caputo  
Parents' Association President: Andrea Hopmann  
SLT Chairperson: Angela Colaianni  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 14 Superintendent: Alicja Winnicki  
Superintendent's Office Address: 215 Heyward Street - Room 246 Brooklyn, NY 11206  
Superintendent's Email Address: AWinnic@schools.nyc.gov  
Phone Number: (718) 302-7600 Fax: 718-302-7978

**Cluster and Network Information**

Cluster Number: 1 Cluster Leader: Chris Groll  
Network Number: CFN109 Network Leader: Maria Quail

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Sereida S. Rodriguez-Guerra	*Principal or Designee	
Mari Caputo	*UFT Chapter Leader or Designee	
Andrea Hopmann	*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	Teacher	
Monique Hernandez	Teacher	
Carol Marsh	Teacher	
Adriana Grullon	Parent	
Monalisa Colon	Parent	
Gloria Colon	Parent	
Jessamyn Lee	Parent	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
<ul style="list-style-type: none"> <li> <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and </li> </ul>	

administrators value each other.

## **The Quality Review and the Capacity Framework**

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### **Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school’s community and its unique/important characteristics, including your school’s mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

1. PS 84 is a unique school community comprised of a multiculturally diverse group of students. We pride ourselves on fostering a culture of collaboration and respect amongst our parent community, teachers, students and the administration. The successful partnerships and initiatives we have sustained in our building are evident of the positive and trusting relationships we have developed with all our stakeholders.

Our mission at PS 84 is for students to become lifelong learners. Our child-centered, diverse environment fosters self-confidence and mutual respect. Our vigorous, dynamic and standards-based curriculum delivered by dedicated and qualified teachers ensures that all children meet their full potential. Working closely with parents and with Williamsburg’s talented community, we nurture the social, emotional, and educational lives of all students.

In order to accomplish what we set forth in our mission statement, we have developed and sustained several strategic partnerships and collaborations:

- Through Community Word Project our 3<sup>rd</sup> grade students express themselves through drama, poetry and painting. Teachers collaborate with residents on a weekly basis during professional development sessions. This year-long residency culminates with a family painting day and poetry reading. Several students are selected to attend the CWP Annual Benefit and represent PS 84.
- Spatial-Temporal (ST) Math is game-based instructional software for K-12 designed to boost math comprehension and proficiency through visual learning. PS 84 has sustained Integrating with classroom instruction; ST Math incorporates the latest research in learning and the brain and promotes mastery-based learning and mathematical understanding. The ST Math software games use interactive, graphically-rich animations that visually represent mathematical concepts to improve conceptual understanding and problem-solving skills. Born out of neuroscience research at the University of California, Irvine, this unique approach accesses the brain’s innate “spatial-temporal” reasoning ability. This ability, which lies at the core of innovative thinking and sophisticated problem-solving, allows the brain to hold visual, mental representations in short-term memory and to evolve them in both space and time, thinking multiple steps ahead. The program consists of language-independent, animated representations of math concepts delivered via the Spatial-Temporal (ST) Math<sup>®</sup> software games.
- We are one of 6 schools nationwide and the only school in New York City participating in “Y Schools Program.” Based on our incident reports there were too many incidents during recess. Therefore, the Y Schools are supporting our students during recess by engaging them in organized play. Through the Y Schools program, our incident reports during recess have decreased. In addition to this support they provide a social worker who has worked collaboratively with our school guidance counselor to create our first student council. The Y has also worked closely with our data specialist in looking at student data such as attendance, reading levels, and state test scores. Y schools use this data to provide tutoring that further aligns with the needs of our students. The Y also sponsors “Mind Up” for students in Kindergarten and 3<sup>rd</sup> Grade. It is a program designed to provide children with the emotional and cognitive tools to help them manage emotions and behaviors, reduce stress, sharpen concentration, and increase empathy and optimism. Students begin by learning about self-awareness, move on to activities that sharpen their ability to focus attention and build self-regulation skills, and then explore how their attitudes and actions affect themselves and others.
- PS 84 was selected to host the only ASD Nest program in District 14. The ASD Nest program is designed to help higher functioning children with Autism Spectrum Disorder. The goal is to design and support a therapeutic

setting within an academic environment. Weekly teacher meetings are held to discuss in detail the specific needs of the individual students. Many of these strategies have been used through the rest of the school population. Eventually our goal will be to implement these strategies school wide.

- We have partnered with a non-profit organization called ETM (Education through Music) in which every child receives music instruction once a week. The program is designed with the same rigor as other academic subjects with a comprehensive and sequential curriculum with clear objectives for student learning outcomes. The goal is to have a full orchestra in three years. This year we will launch our string orchestra as well as the glee club for our sixth grade students. In addition, we will continue to provide the chorus afterschool program for our third through fifth grade students.
2. PS 84 sustains a culture for learning that communicates high expectations to staff, students and families and provides the needed support to achieve those expectations. Through systems such as PBIS (Positive Behavior Intervention System), Wonderful Wednesdays, Monthly Parent Newsletters and Collaborative Team Teacher meetings has maintained its initial goal of building community and trust. Our collaboration with parents and elected officials, has led to the development of our Greenhouse classroom which is a pre-cursor to our Rooftop Greenhouse Laboratory which will be completed by June 215. Throughout this initiative, our students will be engaged in learning about the environment, conservation and eco-systems which will prepare them for a successful college and career path. A challenge that PS84 faces is providing remedial and enrichment afterschool programs for ALL our students.
  3. An area in which PS84 has made the most growth is in student progress of the lowest one third of the students in ELA and Math as rated Excellent on the 2013-2014 School Quality Snapshot Report. In addition, the student progress of our English Language Learners, in Math, was rated Excellent on the 2013-2014 School Quality Snapshot Report. The area of focus for this school year is raising the achievement of all our students in English Language Arts with a focus on writing.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

During the 2013-2014 school year, PS 84 adopted the recommended city-wide curriculum in literacy. To that end, coaches support teachers in the implementation of writing. During weekly Lunch & Learn meetings and common planning time, coaches provide focused support to teacher to ensure that the reading and writing curriculum is linked. Additionally, through modeling, co-teaching, mentoring, and supporting teachers in creating specific lesson plans, teachers receive support that is differentiated according to their instructional needs and the analysis of student work. However, in spite of the varied means of supports being provided and structures that are in place, teachers still may not have a deep understanding of how to teach writing powerfully. Examples of student writing demonstrate lack of depth and breadth of writing across all grade levels and in all content areas as required by the CCLS.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

The goal for this academic school year 2014-2015 is to continue to improve in writing nonfiction in grades K-6. Utilizing the Writing Workshop Model each unit will continue to provide multiple entry points and opportunities for all students. By June 2015 students in grades K-6 will be assessed using collaboratively created rubrics which will be aligned to the ELA Common Core Standards. 85% of students in Grades K-6 will demonstrate growth in Writing. Measured outcomes will be based on rubric scores, and analysis of Pre and Post Performance Based Assessments.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			
<ul style="list-style-type: none"> <li>• Teachers will be engaged in action research focusing on the school wide inquiry question: what impact does increasing student engagement have on writing achievement across the school.</li> <li>• Teachers will further their professional learning through collaborative inquiry during the allotted weekly Professional Learning time.</li> </ul>	All Teachers	September 2014 – June 2015	Administration

<ul style="list-style-type: none"> <li>Teachers will be involved in a school wide book study of: "How's it Going?" by Carl Anderson in order to further develop their conferring skills and provide appropriate feedback to students with next steps.</li> </ul>			
<ul style="list-style-type: none"> <li>Differentiated writing tool kits</li> <li>Guided and Modeled writing</li> <li>Interactive and Shared writing</li> <li>Conferring schedule for students</li> <li>Child-friendly rubrics</li> <li>Paper choices</li> <li>Peer Conferences and feedback</li> <li>Teacher feedback: Glow and Grows</li> </ul>	All students including ELLs and SWDs	September 2014 – June 2015	All teachers including ESL and SETSS teachers, Administration
<ul style="list-style-type: none"> <li>Curriculum Night</li> <li>Publishing Celebrations</li> <li>Parent Newsletters</li> <li>Learning Leaders</li> <li>Parent Engagement Tuesdays</li> </ul>	Parents and students	September 2014- June 2015	Parent Coordinator, Teachers, Administration
<ul style="list-style-type: none"> <li>Wonderful Wednesdays</li> <li>Parent Newsletters</li> <li>Head Class parents</li> </ul>	Parents	September 2014 – June 2015	Teachers, Parent Coordinator, Administration

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Purchase book: How's it Going by Carl Anderson
- Purchase mentor texts to support writing units
- Generation Ready Consultant
- Instructional Coaches
- Per Session for writing curriculum development

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

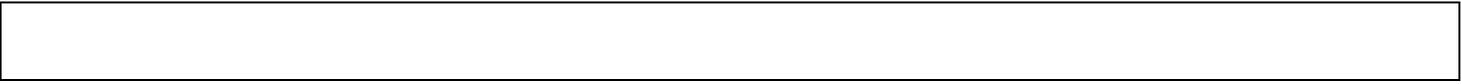
**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015, students would have been engaged in all three writing genres (narrative, opinion, informative). Unit rubric scores will be analyzed to plan for further instruction in all three genres.

**Part 6b.** Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				



## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

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 approach to social emotional learning. Based on the 2013- 2014 Learning Environment Survey, 26% of teachers disagree that there is a person or program that helps students resolve conflicts.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-15 school year, the school will continue to develop a Positive Behavior Intervention System (PBIS) that will result in a 10% reduction in in-school disciplinary conferences with the administration as evidenced through the School Wide Information Tracking System (SWIS).

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>5. Strategies to increase parent involvement and engagement</li> <li>6. Activities that address the Capacity Framework element of Trust</li> </ol>			
Expand our school PBIS team to include teachers and parents. PBIS team will provide workshops to the PS84 community about the goals of the program.	Teachers and parents	September 2014 – June 2015	Administration, PBIS Committee and School Leadership Team.
Best practices from our ASD Nest program are adopted and included in our PBIS framework.	All students including ELLs and SWDs.	September 2014 – June 2015	PBIS Committee, Nest Instructional Coach, Administration.
<ul style="list-style-type: none"> <li>• Workshops will be turn-keyed by parents in the PBIS Committee to the wider school community.</li> <li>• Principal will share monthly PBIS focus at PTA meetings.</li> <li>• Student of the month assemblies will focus on students who exemplify the PBIS mantra.</li> <li>• Student-lead Assemblies including role playing to focus on character development</li> </ul>	Parents and students.	January 2015 – June 2015	Administration, PTA, PBIS Committee

School Leadership Team and PBIS committee will work together to develop a PBIS handbook for students, teachers and parents. The handbook will be shared and available on the school website and every family will receive a hard copy.	All students, teachers and parents	January 2015 – March 2015	PBIS Committee, Teachers, SLT, and administration.
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Substitute teachers to cover classes for PBIS training of new committee members.
- Schedule adjustments for Assemblies.
- Purchase incentives: certificates and school trips
- Smart boards and iPad to keep DOJO points count

**Part 5 – Budget and Resource Alignment**

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

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

PTA funds will be used to create PBIS handbook.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

7. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
8. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, the PBIS Committee will convene to analyze student referrals and data gathered from the DOJO points.

**Part 6b.** Complete in **February 2015.**

9.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	X	No
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10. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

The PBIS Committee will convene to analyze student referrals and data gathered from DOJO points in March to determine if revisions need to be made to the PBIS matrix.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

An analysis of teacher survey developed by the administration determined that common planning time needed to be focused on student achievement and based on the analysis of student work samples.

One of PS84’s strengths is the ability to provide teachers with common planning time embedded within the school schedule. However, to plan strategically and provide multiple points of access for all students, a professional learning committee was developed. This committee is charged with providing professional learning opportunities and supports for all staff members.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-2015 school year, ongoing professional development will be provided for literacy strategies so as to improve instructional practices and promote high levels of engagement that will result in 40% of the teachers improving one HEDI rating in the Danielson Framework.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
11. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 12. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 13. Strategies to increase parent involvement and engagement 14. Activities that address the Capacity Framework element of Trust			
Monthly book study using Carl Anderson’s “How’s it Going?” to support teachers in their work in conferring effectively with their students.	Teachers Administrators	December 2014-June 2015	Administrators
“Parent engagement time scheduled weekly on Tuesdays	Teachers	September 2014-June 2015	Administrators
Teachers conduct action research based on Inquiry and student work	Teachers Coaches	Oct. 2014-June 2015	Administrators

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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

,Carl Anderson’s book, “How’s it Going?”, common planning times in school schedule, laptops ‘pads, parent logs

**Part 5 – Budget and Resource Alignment**

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

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

15. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

16. Specify a timeframe for mid-point progress monitoring activities.

Teachers are inputting their agendas and attendance information in the Dropbox on a weekly basis. The leadership views information weekly and observes teaching practices to find footprints of the action research in the classrooms.

**Part 6b.** Complete in **February 2015.**

17.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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18. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to our 2013-2014 NYC School Survey, 83% of teachers agreed that school leaders give regular and helpful feedback about their teaching.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-2015 school year, the school administration has created a system that will allow for frequent and target observations of teachers based on their professional conversations, collected data and student achievement outcome which will result in a 5% increase of teachers that move their overall rating from Developing to Effective.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
19. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 20. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 21. Strategies to increase parent involvement and engagement 22. Activities that address the Capacity Framework element of Trust			
Monthly book study using Carl Anderson’s “How’s it Going?” to support teachers in their work in conferring effectively with their students.	Teachers Coaches administration	December 2014-June 2015	Administration Coaches
“A Handbook for Professional Learning: Research, Resources, and Strategies for Implementation” is used as a guide in developing our professional learning plan and framework.	Teachers Administrators	September 2014-June 2015	Administration Professional Learning Committee
The book, “Breakthrough” by authors Michael Fullan, Peter Hill and Carmel Crevola is used as a tool in furthering our work towards sustaining a precise and personalized professional learning plan.	administrators	January 2015-June 2015	administrators
The Advance Web Portal is used to input, monitor and gather data on teacher performance and provide a plan for support.	Administrators	September 2014-June	Administrators

Support provided to teachers in developing multiple entry points for SWD's and ELL's so that the lessons are accessible and meaningful.	Coaches	2015 September 2014-June 2015	Administrators
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Copies of Carl Anderson's "How's it Going?", and "Breakthrough", Generation Ready consultant, Instructional Coaches

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
23. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
24. Specify a timeframe for mid-point progress monitoring activities.				
By February, 2015, all teachers will have had a second informal observation with specific feedback and next steps completed by an administrator.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
25.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	X No
26.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			
By February 2015, all teachers have had their formal observation with specific feedback and next steps. The additional two informal observations will be held before June 2015.				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

In recent years we have seen a significant shift in our demographics. In 2011-2012 school year PS 84’s population was 77% Hispanic. In the 2013-2014 school year, PS 84’s population was 63% Hispanic. Simultaneously, the percentage of White students has increased from 12% during the 2011-2012 school year to 27% in 2013-2014. Our population of Black students has also declined from 7% in 2011-2012 to 3% in 2013-2014. This shift in demographics at the school level reflects an ongoing trend in the changing demographics of the surrounding neighborhood. Based on this data, we recognize the need to focus our engagement strategies in order to stay relevant to all members of our community, so that families of different cultural, linguistic, and socioeconomic backgrounds feel welcome and engaged in our school community.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 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 and present-day relationships between cultural groups that comprise the PS 84 community.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
27. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 28. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 29. Strategies to increase parent involvement and engagement 30. Activities that address the Capacity Framework element of Trust			
Celebration of Hispanic Heritage Month w/culminating event where every student’s family has the opportunity to share their cultural heritage	teachers, students, parent coordinator, administration,	September 15, 2014- October 15, 2014	teachers, students, parent coordinator, administration, parents

Family Feast Potluck Celebration during Wonderful Wednesday	students and parents	November 2014	Parents, students, teachers, parent coordinator, cafeteria staff
School wide reading of <u>Garden of Happiness</u> by Erika Tamar, with student reflections presented at the District 14 CEC Cultural Celebration. Additionally, students will further their connections with the surrounding community through service projects in neighborhood community gardens.	students, teachers, parents, community members	April 2015	Parents, students, teachers, parent coordinator, cafeteria staff
Working alongside the music teacher and classroom teachers, students will become familiarized with music of various cultural traditions and begin the development of a school orchestra whose performances will be shared with the community.	students, parents, community members	January 2015 – June 2015	Music teacher, classroom teachers, ETM coordinator
PS 84 will host a school wide cultural festival, known as International Night. A multicultural cookbook of parent-provided recipes will be available to the PS 84 community to further encourage cross-cultural understanding and celebration.	students, parents, teachers	February 2015	SLT, PTA, parents, teachers, students, administrators
PS 84 will host a community wide garden party to develop community partnerships, promote wellness, and embrace the multiculturalism within our community. This event will include a food drive to both support a neighborhood food pantry and foster charitable action within the community.	students, parents, teachers, community members	June 2015	SLT, PTA, parents, teachers, students, administrators

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Multicultural literature/informational books on different Hispanic countries, food donations, schedule adjustments

#### **Part 5 – Budget and Resource Alignment**

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

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

PTA funds will be used.

#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

31. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

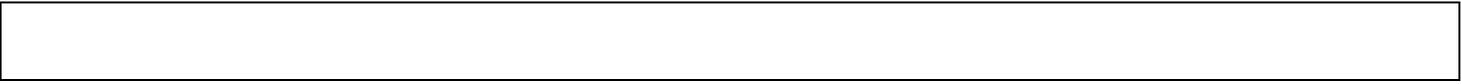
32. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, three school events will have occurred. As evidenced by event flyers, sign-in books and photos.

**Part 6b.** Complete in **February 2015**.

33.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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34. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?



## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	RTI Framework Protocol, Benchmark reading levels	Guided Reading, Wilson, Read 180	One-to-one, small group	Throughout the day and after school
<b>Mathematics</b>	RTI Framework, benchmark exams, state scores	Fluency support using iPad and laptops	One-to One and small group	Throughout the day , lunch periods, after school
<b>Science</b>	RTI Framework Protocol	Lesson review and hands on labs	small group	Throughout the day
<b>Social Studies</b>	RTI Framework Protocol	Repeated readings and Visual Thinking Strategies	small group	Throughout the day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Guidance Counselor School Psychologist observations and teacher referrals	PBIS, Respect for All, "Behavior in the Classroom"	One-to One and small group	Throughout the day, lunch periods

## Section 7: Title I Program Information

**Directions:**

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>Attend Teacher Job Fair in the Spring of 2015</li> <li>Partner with colleges and universities for student-teachers</li> <li>Advertise in The New Teacher Finder</li> <li>New teachers receive mentoring by highly qualified peers</li> <li>Support provided by Instructional Specialists of CFN 109</li> <li>Common preparation time to allow teachers to plan and share best practices</li> <li>BEDS survey is completed annually to ensure that teachers are highly qualified as defined by NCLB</li> <li>Teachers and administrators participate in Advance-providing timely and actionable feedback to teachers</li> </ul>

**2b. 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).
<p>Professional Learning occurs on Mondays and Tuesdays with the teachers conducting Action Research, Inquiry and next steps.</p> <p>CFN 109 provides professional development for administrators, teachers and paraprofessionals. School-based Instructional coaches provide year-long professional development geared towards teacher created goals. The coaches also plan on a weekly basis with teachers to ensure instruction is aligned to the CCLS.</p>

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
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## Part 4: SWP Schools Only

### **4a. 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.).

This transition requires both planning and collaboration. Easing and strengthening this transition is vital to ensuring the ongoing benefits of Pre-K educational experiences. We will initiate meetings to encourage and foster inter and intra staff communication in order to begin planning for this transition.

A smooth transition can be achieved by providing age-appropriate curriculum within all the early childhood grades. Opportunities for communication and cooperation can be facilitated throughout the year. A variety of continuity and transition activities can support the “moving-on” experience.

#### **Communication Tips for Staff**

Pre-K teachers possess important knowledge about their Pre-K students, which could prove helpful to their future Kindergarten teachers. One of the basic ways this information can be shared is through use of a transition form. We will create, adopt and use transition forms.

In addition, transition tools for parents (Parent-School Relationships) will be created and/or shared. We will communicate the requirements of the school system and the resources available.

#### **Transition Activities for Children**

Transition activities for young students should be the same as other experiences that have prepared children for anything new: discussions, stories, games, dramatic play, and trips. In addition:

- Create a calendar to highlight important events such as classroom, lunchroom visits, good-bye party, and “Moving Up” celebration.
- Provide literature and read books that focus on transition.
- Encourage children to ask questions.
- Provide students with transition activity bags.

#### **Tips for Involving Parents in Transition**

Some transition practices should be organized around the needs of at-risk children; special needs children and their families. Organize family/teacher meetings, and Moving-On to Kindergarten meetings with Pre-K parents, Kindergarten teachers, and school support staff.

Provide family room with copies of *How to Prepare Your Child for Kindergarten: Building Bridges to Kindergarten*. This resource can be used during all parent workshops and meetings

### **4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	510,271	X	9/10, 12/13, 18/19
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	3,594,024	X	9/10, 12/13, 18/19

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS 84, 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. PS 84 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 the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., 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 1<sup>st</sup> 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;

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

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

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### School-Parent Compact

PS 84, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>14</b>	Borough <b>Brooklyn</b>	School Number <b>084</b>
School Name <b>Jose De Diego</b>		

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

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>619</b>	Total number of ELLs	<b>101</b>	ELLs as share of total student population (%)	<b>16.32%</b>
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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	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>	5	2	2	2	1	1	0	0	0	0	0	0	0	13
<b>Freestanding ESL</b>														
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
<b>Total</b>	<b>7</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>23</b>						

## 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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	39	0	0	1	0	0	0	0	0	40
<b>ESL</b>	42	0	5	19	0	0	0	0	0	61

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>81</b>	<b>0</b>	<b>5</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>101</b>
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**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
<b>TOTAL</b>	<b>0</b>													

\*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	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	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
<b>TOTAL</b>	<b>8</b>	<b>107</b>	<b>9</b>	<b>62</b>	<b>8</b>	<b>41</b>	<b>9</b>	<b>36</b>	<b>4</b>	<b>12</b>	<b>2</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>40</b>	<b>273</b>

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>    </u>	Number of third language speakers: <u>    </u>	
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
<b>TOTAL</b>	<b>13</b>	<b>10</b>	<b>15</b>	<b>6</b>	<b>7</b>	<b>10</b>	<b>0</b>	<b>61</b>						

## 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
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	<b>21</b>	<b>19</b>	<b>23</b>	<b>15</b>	<b>11</b>	<b>12</b>	<b>0</b>	<b>101</b>						

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 <u>0</u>	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	0	0	0	0	
Geography	0	0	0	0	
US History and	0	0	0	0	
Foreign Language	0	0	0	0	
Government	0	0	0	0	
Other <u>0</u>	0	0	0	0	
Other <u>0</u>	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:**

- 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:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - 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?

a. 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.

b. 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.

c. 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:

1. 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](#).)
  1. 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 letterl
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. Paste response to question here:

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](http://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 heterogenous 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 throughout 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

**Errellitas 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 through 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?
- Describe your instructional plan for SIFE.
  - Describe your plan for ELLs who have been in US schools less than three years (newcomers).
  - Describe your plan for ELLs receiving service 4 to 6 years.
  - Describe your plan for long-term ELLs (completed 6+ years).
  - 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 for 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	Class/Content Area	Language(s) of Instruction
Native Language Arts:	0	0	0
Social Studies:	0	0	0
Math:	0	0	0
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
<b>FOR TBE /DL PROGRAMS:</b> 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

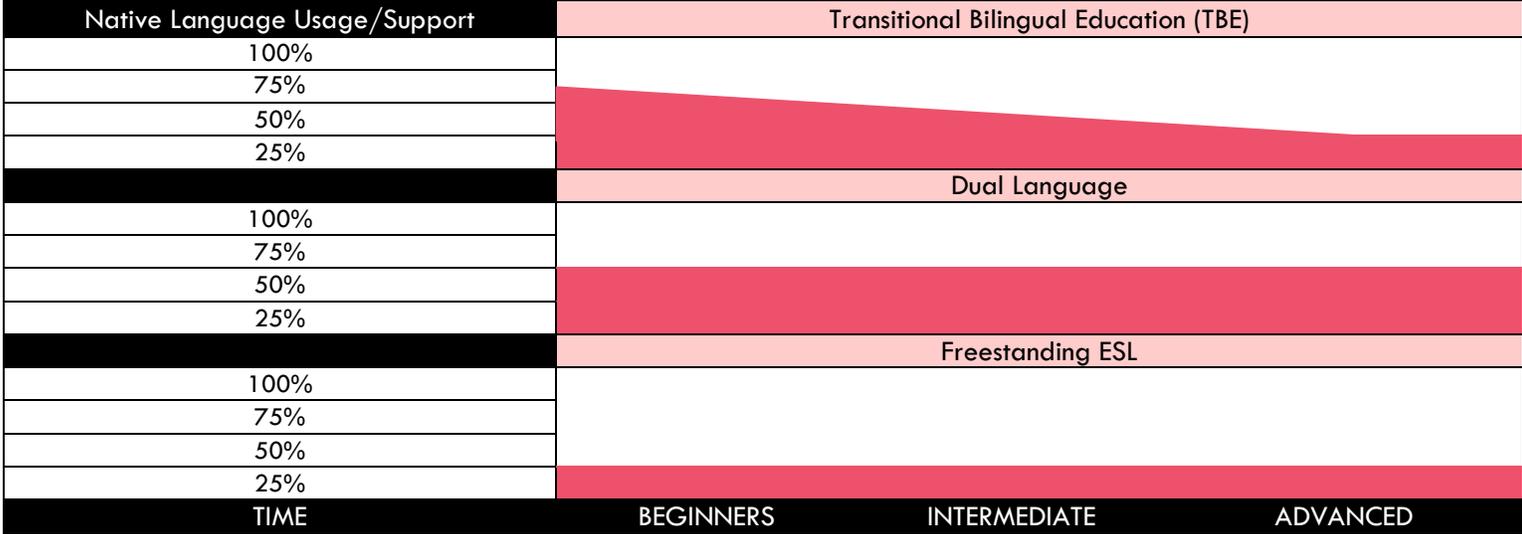
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

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 sub-groups (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 78<sup>th</sup> percentile city-wide progress on math and at that the 74<sup>th</sup> 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**

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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

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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.



**Department of English Language Learners and Student Support**

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**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: PS 84 Jose De Diego	DBN: 14K084
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 checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 107
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

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 5  
# of certified ESL/Bilingual teachers: 5  
# of content area teachers: \_\_\_\_\_

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-6. 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 0 % of our ELLs were proficient in ELA (as compared 3% City-Wide) and only 5% were proficient in math (as compared to 14% City-Wide). Additional data which supports our need for supplemental programs is our students' performance on the NYSESLAT. Based on data generated by our AMAO Estimator tool, 57 out of 77 (74%) of our ELLs made progress on the NYSESLAT.

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. In English Language Arts, the focus will be on the modalities of reading and writing. Teachers will focus on these areas by teaching a reading skills-based curriculum along side instruction in writing as a response to reading. The writing focus will include instruction in organization, transitional and linking words, as well as supporting claims using evidence. In the content area of mathematics, students will focus on developing computational fluency as well as problem solving strategies. There will also be a large focus on the language required to explain mathematical thinking as required by constructed response questions.

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

### Part B: Direct Instruction Supplemental Program Information

'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-6, 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
- 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.

Beginning on October 3rd, teachers who are new to VTS will take place in one full-day training. Teachers will attend the trainings in groups of Teachers in their second year of the program will also take part in a more advanced training on October 21st. All teachers will receive a VTS professional development session on November 4th. Additional trainings will take place during the month of January. 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.

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. VTS training is beneficial to teachers of ELLs because the program provides a structured opportunity for open ended discussion in a setting where students are comfortable taking risks. The students interact

### Part C: Professional Development

with each other during VTS sessions, and this allows for authentic use of English.

### 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 for parents of ELLs. 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 the 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.

The VTS Parent Session is scheduled for the morning of Friday January 24th. 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.

We will hold an additional VTS parent session as part of our Wonderful Wednesday program in March. In this session, parents will participate in a whole group VTS lesson with the class, which will be facilitated by our trained teachers. Then, parents will take those strategies and work in small groups with their children and other ELL students in the classroom to facilitate a VTS discussion. Parents who attended our VTS parent session in January will serve alongside teachers as head facilitators for this event.

Additionally, to provide ongoing support to the parents of our English Language Learners, our Parent Coordinator will be conducting monthly parent workshops. The workshops will take place on Tuesdays and will be an extension of the designated parental engagement time. These workshops will include topics such as the Common Core Learning Standards, testing expectations, supporting your child in math, and supporting your child in English Language Arts.

### 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"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____