

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	DBN: 03M084
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 40
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 5

of certified ESL/Bilingual teachers: 2

of content area teachers: 3

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: Given the importance of providing consistent, coherent, high quality and rigorous instruction to our second language learners, we will create a Saturday morning language Academy. Based on current data, this program will provide students with supplemental instruction in ESL/ELA and math. Additionally, this program will focus on increasing English language acquisition specifically through the development of concept formation, content area academic vocabulary, improving literacy skills (both in reading and writing) as well as integrating these skills into mathematics word problems, accountable talk and problem solving. Based on the results of the most recent NYSESLAT data, students consistently need to improve in the areas of reading and writing in order to reach minimum proficiency levels. In addition, based on 2014 ELA and Math test data, early grade progress in ELA is below proficiency and Math scores for the school's lowest third is an area of improvement. To this end, there will be an additional focus on increasing English language acquisition in support of the skills and strategies needed for success on high stakes tests. The academy will convene on six (6) Saturdays in February and March. Sessions will be four hours in duration, from 9:00AM to 1:00PM. The Academy will serve 50 students in Grades 3 (three) through 5 (five.) The targeted population will include those students in grades 3 through 5 who are mandated English Language Learners and students who tested out on the NYSESLAT in the last two years. The language of instruction will be English. A combination of ESL, bilingual and general education teachers will be responsible for the instructional component. The ESL teacher will rotate for 45 minutes in each content class to provide language support. One hour on alternating weeks, for a total of three (3) hours will be set aside for teacher planning and articulation. Instructional planning design will be based on student entry points with an emphasis on individual areas of improvement. Lessons will include both a language and content component to assure comprehension. Planning time will take place on Wednesday afternoons from 3:30 PM to 4:30 PM. There will be five teachers and one administrator in charge at each session. Teachers will utilize a variety of ESL techniques and materials to ensure student engagement and provide a rich and authentic learning environment for all students. Instruction will be delivered in whole and small group strategy sessions, co-teaching and a pull out/push ESL model with the ESL and bilingual teacher spending two hours in each classroom. Teachers will consistently look at student work to monitor and assess student progress, inform instruction and design differentiation. Teachers will employ pedagogical best practices to engage students in meaningful learning opportunities. 21st Technology tools will be integrated into all instructional sessions.

Materials will be provided to support literacy and math enrichment as well as language and vocabulary acquisition and development.

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: Teachers participate in the following Professional Development Opportunities:

-Teachers College workshops for teachers of English Language Learners focusing on using ESL classroom strategies to support and accelerate English language acquisition in all classrooms. Some topics include: The Intersection of Reading Workshop and English Language Instruction: Using Reading to Teach Language and Vice Versa. Thinking Across the Year with an Eye to Supporting English Language Learners, Incorporating Language Goals and Vocabulary Development, Making Plans that Support ELLS across Units of Study.

-Monthly Network Professional Development opportunities (six have been scheduled) for the ESL teacher: topics include: Instructional Expectations for ELL Students, Assessments and grading for ELL Students, Text Complexity and Academic Language, RTI, Close Reading, Strategies to Improve Student Writing, Using Technology tools in the Classroom, Universal Design for Learning.

-Network Offerings include targeted workshops for Dual Language teachers designed to explore dual language philosophy, policies and elements of language construction.

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

-All five teachers involved in the Saturday Academy program will receive professional learning during the one hour sessions which will occur on three Wednesday afternoons. Teachers will review ESL and language acquisition instructional strategies as well as align language and content instructional goals.

Teachers are provided with opportunities to turn key all relevant information with appropriate staff members during afternoon professional learning time.

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

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider

Part D: Parental Engagement Activities

- how parents will be notified of these activities

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

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

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

For the Saturday Academy - Parents will be invited to an orientation meeting outlining the goals of the program. During one Saturday, parents will be invited to visit and observe instruction.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$8,222	Saturday Academy: 2 ESL/Bilingual and 3CB teachers will be paid at teacher per session for providing instruction to 50 ELLs for 6 four hour sessions (\$6,181) 5 teachers/6 sessions/4 hours/\$51.51 A supervisor will be paid per-session to oversee the program (\$1,268) 1 supvsr/6 sessions/4 hours/\$52.84 The 5 teachers will be paid per-session to attend the 3 one-hour PD sessions (\$773)

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.
		5 teachers/3 sessions/1 hour/\$51.51
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$2,500	\$2,500 will be allocated for the purchase of materials and supplies to support the Saturday Academy program.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	\$478	Parent Involvement cost
TOTAL	\$11,200	_____



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name: LILLIAN WEBER SCHOOL FOR THE ARTS

DBN (i.e. 01M001): 03M084

Principal: ROBIN SUNDICK

Principal Email: RSUNDIC@SCHOOLS.NYC.GOV

Superintendent: ILENE ALTSCHUL

Network Leader: KAREN AMES/RENARDO WRIGHT

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Robin Sundick	*Principal or Designee	
Tova Schwartz	*UFT Chapter Leader or Designee	
Martin Wallace Kathy Hamer	*PA/PTA President or Designated Co-President	
Carol Cepeda	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Kelley Williams	CBO Representative, if applicable	
Peishi Wang	Member/ SLT parent	
Lorna Pruce	Member/ SLT parent	
Ray Shaub	Member/ SLT parent	
Laura Tesch	Member/ SLT parent	

Lester Acevedo	Member/ SLT teacher	
Celine Beloeil	Member/ SLT teacher	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June, 2015, P.S. 84 will exceed their peer school average in ELA by 25% for early grades as measured by the New York State English Language Arts (ELA) scores, and as indicated on the 2013-2014 School Quality Guide.

Comprehensive Needs Assessment

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

P.S. 84 did not receive a Quality Review (QR) in 2013-2014. Based on the New York State ELA scores, our school progress results in ELA were 1.93 as compared to 2.18 peer school average. Our goal is to attain 2.56 in early grade progress in ELA, which will ensure that students will move towards proficiency as measured by the New York State ELA scores. In order to meet this goal, we will make certain that:

1. Curricula are aligned to all content areas, and the school will establish an instructional focus that creates coherence, frames the work to narrow the gap between what the standards describe and what students currently know and are able to do (1.1, 2.2).
2. Move students to higher standards by shifting classroom practice. Grades K to 3 teachers will plan and teach lesson/units that integrate literacy with the Common Core Instructional Shifts (1.2).
3. Actively support teachers' growth. Administrators will strengthen the schools' system for supervising and supporting teacher development; paying particular attention to the instructional focus (1.2, 4.1, 4.2).

Instructional Strategies/Activities

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

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

1. Teachers will meet weekly in teacher teams to review data and student work products to create rigorous instructional performance tasks in ELA.
2. Teachers will plan instruction and tasks focusing on ELA shifts 3 and 4: text complexity, close reading and academic vocabulary.
3. Deliver timely feedback and observation reports with clear next steps that accurately capture the strengths and challenges of teacher practice and its impact on student learning.
4. Monitor teacher team work to ensure and promote that they lead to instructional and curricular next steps, improve teacher practice, and yield student progress.
5. Differentiated staff development/professional learning to build school-wide capacity.

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

1. Instructional staff and supervisory staff
2. Instructional staff, network staff developers, Teacher's College staff developers, professional development workshops, and peer collaboration
3. Supervisory staff and talent coach support
4. Supervisory staff, Teacher's College staff developers, and lead teachers
5. Supervisory staff, Teacher's College staff developers, and lead teachers

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

1. Teacher Teams analysis of a minimum of six pieces of student work to create rigorous instructional performance task
2. Increased use of informational texts, use of strategic scaffolds and increased complex academic language
3. Improved teacher practice as measured by domain three competencies of the Danielson Framework.
4. Improved teacher practice as measured by domains three and four of the Danielson Framework.
5. By March, 2015, there will be an increase of two reading levels of 50% of students in each class as measured by Teacher's College Assesstpro.

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

1. September 2014 to June 2015

2. September 2014 to June 2015
3. September 2014 to June 2015 (based on teacher observation selection)
4. September 2014 to June 2015
5. September 2014 to June 2015

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

1. K-3 teacher teams will meet weekly for 40 minutes sessions for a 10 month period
2. Allocated teacher team weekly sessions for ten month period for teachers, 20 full day school based visits from a Teacher's College staff developer, monthly 80 minutes professional development time for a 10 month period for teacher share-out of professional learning
3. A process of conducting frequent, low-inference observations, minimum of four per teacher, and post-observations that are aligned to the Danielson Framework and build a share understanding of effective teaching.
4. Provide teachers with productive feedback and next steps no later than 15 days following an observation, minimum of four per teacher.
5. Use of the 80 minute professional learning block every Monday for a 10 month period.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- SLT parent involvement in creating and monitoring CEP goals
- PTA meetings and workshops to increase family awareness and participation in in school related opportunities
- Parent workshops regarding student achievement and progress monitoring
- Four scheduled Parent Teacher Conference opportunities for parent engagement as well as weekly forty minute designated parent engagement/communication time.

Budget and Resource Alignment

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

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

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Goal and Action Plan #2

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

Annual Goal #2

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

By June, 2015, P. S. 84 will show a .10 growth in early grade progress in Math as measured by the New York State Math Test.

Comprehensive Needs Assessment

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

P.S. 84 did not receive a Quality Review (QR) in 2013-2014. Our school progress report results in Math were 2.90, meeting our target as indicated by the School Quality Guide. Our goal is to demonstrate an increase in Math early grade Math progress by attaining a 3.0 as measured by the New York State Math Test. In order to meet this goal, we will make certain that:

1. Curricula are aligned to standards in content areas and the school will establish an instructional focus that creates coherence, frames the work to narrow the gap between what the students currently know and are able to do.
2. Move students to higher standards by shifting classroom practice in Grades K to 3. Teachers will plan and teach lessons/units that integrate Math with Common Core Instructional Shifts (1.2).
3. Actively support teacher's growth. Administrators will strengthen the school's system for supervising and supporting teacher development; paying particular attention to the instruction focus (1.2, 4.1, and 4.2).

Instructional Strategies/Activities

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

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

1. Teachers will meet weekly in teacher teams to review data and the quality of student work products to create rigorous instructional performance tasks in mathematics
2. Teachers will plan instruction and tasks focusing on Math shifts 1 through 3: deep learning and transference, and a connection of content throughout the grades.
3. Deliver timely feedback with clear next steps that accurately capture the strengths and challenges of teacher practice and its impact on student learning.
4. Monitor teacher team work to ensure and promote that they lead to instructional and curricular next steps, improve teacher practice, and yield student progress
5. The introduction of a part time math coach to support new teachers and to strengthen key mathematical concepts and practices in all teachers

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

1. Instructional and supervisory staff
2. Strategic collaborative planning session to refine school created Do Your Own (DYO) math curriculum, network staff developers, workshops, peer collaboration, and math coach for support
3. Supervisory staff and talent coach support
4. Supervisory staff and talent coach support
5. Math coach

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

1. Team teams analysis of pre and posttests. Progress monitoring using end of unit assessments, Targeting major math emphasis by grade aligned to the Common Core Standards.
2. Teachers will increase the use of fluency, practice, application and deep understanding of mathematical concepts.
3. Improved teacher practice as measured by Domain three competencies of the Danielson Framework.
4. Improved teacher practice as measured by Domain three competencies of the Danielson Framework.
5. Improved teacher practice as measured by Domain three competencies of the Danielson Framework

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

- 1. September 2014-June 2015
- 2. September 2014-June 2015
- 3. September 2014-June 2015
- 4. September 2014-June 2015
- 5. September 2014-June 2015

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

- 1. K-3 teacher teams will meet weekly for 40 minutes sessions for a 10 month period
- 2. Teachers will work with math coach once a month for 10 months. New teachers will work alongside the math coach using the coaching model of demonstration, side by side teaching, observation and feedback.
- 3. A process of conducting frequent, low-inference observations, minimum of four per teacher, and post-observations that are aligned to the Danielson Framework and build a share understanding of effective teaching.
- 4. Provide teachers with production feedback and next steps no later than 15 days following an observation, minimum of four per teacher.
- 5. Use of the 80 minute professional learning block every Monday for a 10 month period.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

SLT parent involvement in creating and monitoring CEP goals

PTA meetings and workshops to increase family awareness and participation in in school related opportunities

Parent workshops regarding student achievement and progress monitoring

Four scheduled Parent Teacher Conference opportunities for parent engagement as well as weekly forty minute designated parent engagement/communication time.

Budget and Resource Alignment

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

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

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Goal and Action Plan #3

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

Annual Goal #3

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

By June, 2015, all students, including English Language Learners and Students with Disabilities, will increase their attendance from a school wide average of 93.8% to 94.1%

Comprehensive Needs Assessment

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

Attendance impacted the overall quality snapshot for the school. While the school is continuing to make progress, attendance is still slightly below peer index (94.1%). Improved attendance will increase the potential for improved student outcomes.

Instructional Strategies/Activities

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

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

1. Attendance will be monitored daily.
2. Communicate with parents the importance of attending school daily and remind families of the impact of attendance on education.
3. Reduce long term and extended absences addressing pre and post vacation absences

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

1. Attendance will be monitored daily by members of the attendance team comprised of the administration, school family workers, school aides, attendance teacher, and classroom teachers.
2. Administrative staff, Parent Coordinator, and Teachers, weekly homework letters, monthly newsletters, and the dedicated 40 minute parent engagement block of time
3. Chancellor's Regulation A-210

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

1. The analysis and monitoring of attendance data to ensure that children are attending daily.
2. The analysis and monitoring of attendance data to ensure that children are attending daily.
3. The analysis and monitoring of attendance data to ensure that children are attending daily.

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

1. September 2014 to June 2015
2. September 2014 to June 2015
3. September 2014 to June 2015

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

1. Attendance teacher, ATS information, home visits, telephone calls, conferences and entry of attendance data onto ATS iLog
2. Parent/Teacher Association (PTA), Coffee Klutch, and the Department of Education phone messaging system, weekly 40 minute parent engagement block, monthly newsletters, and weekly homework sheets
3. Chancellor's Regulation A-210

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

SLT parent involvement in creating and monitoring CEP goals

PTA meetings and workshops to increase family awareness and participation in in school related issues and opportunities
 Parent workshops regarding student achievement and progress monitoring
 Four scheduled Parent Teacher Conference opportunities for parent engagement as well as weekly forty minute designated parent engagement/communication time.

Budget and Resource Alignment

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

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

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Goal and Action Plan #4

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

Annual Goal #4

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

By June 2015 the number of level one Online Occurrence Reporting System (OORS) reports will decrease by 5%.

Comprehensive Needs Assessment

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

The number of level one OORS reports have increased based on data from 2014 OORS

Instructional Strategies/Activities

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

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

1. Two family workshops led by a Corporate Psychologist on team building
2. Teachers and all staff will participate in Positive Behavior Intervention and Support (PBIS) workshops.
3. Students will participate in Peace First and community service learning projects in collaboration with families and teachers.
4. Teachers in collaboration with the SBST will develop Functional Behavior Assessment (FBA) plans based on anecdotes.
5. Teachers will attend monthly Response to Intervention (RTI) strategy sessions for a period of 10 months.

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

1. Parent Teacher Association (PTA), School Leadership Team (SLT) and Parent Coordinator
2. School Based Support Team (SBST), Administrative Staff and network support
3. Peace First Coordinator, teachers, families, students and community resources
4. Teachers, Administrative Staff, and the SBST
5. Teachers and the RTI team members

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

1. Reduce the number of level one infractions in OORS
2. Reduce the number of level one infractions in OORS
3. Reduce the number of level one infractions in OORS
4. Reduce the number of level one infractions in OORS
5. Reduce the number of level one infractions in OORS

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

1. March 2015 to June 2015
2. September 2014 to June 2015
3. September 2014 to June 2015
4. September 2014 to June 2015
5. September 2014 to June 2015

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

1. Two parent workshops of 1 ½ hours each
2. Monthly 80 minute professional development block totaling 10 for the 2014-2015 school year
3. Teachers will dedicate one period per week to Peace First lessons and projects for a total of 10 months

4. Teachers and SBST will meet as needed
5. Scheduled monthly 80 minute professional development block totally 10 for the 2014-2015 school year

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

SLT parent involvement in creating and monitoring CEP goals
 PTA meetings and workshops to increase family awareness and participation in in school related issues and opportunities
 Parent workshops regarding student achievement and progress monitoring
 Four scheduled Parent Teacher Conference opportunities for parent engagement as well as weekly forty minute designated parent engagement/communication time.

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
---	----------	---	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

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Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
--	-----------------	-----------------	------------------	------------------	------------------	---------------

List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Reading Rescue (phonics, comprehension, decoding, encoding) Gift of Literacy (phonemic awareness) Stephen Gaynor (phonemic awareness) Great Leaps (fluency) Reading Buddies (fluency, comprehension) Foundations (phonemic awareness) Max Scholar (comprehension, fluency)	one-to-one one-to-one and small group one-to-one and small group one-to-one one-to-one small group small group computer based/interactive	During the school day After school After school During the school day During the school day During the school day During the school day During the school day
Mathematics	Gift of Math Math Buddies	One-to-one and small group One-to-one	After school During the school day
Science	Max Scholar (content area reading, writing)	Small group Computer based/interactive	During the school day
Social Studies	Max Scholar (content area reading, writing)	Small group Computer based/interactive	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk SETSS At-risk counseling	One-to-one and small group One-to-one and small group	

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

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).

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

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.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly 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 03	Borough Manhattan	School Number 084
School Name The Lillian Weber School		

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 Robin Sundick	Assistant Principal Mary Acosta
Coach type here	Coach type here
ESL Teacher Laila Lyngstad	Guidance Counselor type here
Teacher/Subject Area Sonia Medrano,Dual Language	Parent type here
Teacher/Subject Area Laura Maruska,4th Grade	Parent Coordinator Anita Hauschild
Related Service Provider Jessica Wisoff,SETTS	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	10	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	515	Total number of ELLs	44	ELLs as share of total student population (%)	8.54%
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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 and French

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>	2	2	2	2	2	2								12
Freestanding ESL														
Pull-out	2	2	1	1	1	1								8
Push-In		1	1		1	1								4
Total	4	5	4	3	4	4	0	0	0	0	0	0	0	24

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	44	Newcomers (ELLs receiving service 0-3 years)	22	ELL Students with Disabilities
SIFE		ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language	29		1	2						31
ESL	9		2	4		3				13

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	
Total	38	0	3	6	0	3	0	0	0	44
Number of ELLs who have an alternate placement paraprofessional: <u>1</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
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP										
SELECT ONE French	2	22	5	19	1	30	2	16	1	27		27							11	141
SELECT ONE Spanish	2	19	2	19	2	12	1	16	1	20	3	20							11	106
SELECT ONE																			0	0
TOTAL	4	41	7	38	3	42	3	32	2	47	3	47	0	0	0	0	0	0	22	247

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
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>16</u>	Number of third language speakers: <u>1</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>23</u>	Asian: <u>9</u>
Hispanic/Latino: <u>80</u>	Other: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u>134</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	1	3	1		2	2								9
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian		1		1										2
Other	1													1
TOTAL	2	4	1	1	2	2	0	12						

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)		2	1	1	1									5
Intermediate(I)	2	5	2	1	1	1								12
Advanced (A)	4	2	6	5	5	2								24
Total	6	9	9	7	7	3	0	41						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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	3	4			7
4	1	1			2
5	1	2			3
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4	1	0			1			6
4	3		1			1		0	5
5	1		1		1				3
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					2				2
8									0

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

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

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

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.
All interim assessments as well as all other data indicate that reading/writing develops slower than listening/speaking therefore instructional decisions are made to increase opportunities for time on task for reading/writing. Content area curriculum instruction must insure that prior knowledge is activated for ELL's so they can comprehend content and material. Prior knowledge is assessed for

individual students through the Teachers College Reading and Writing assessment tools. The skills assessed through this tool include letter and sound knowledge concepts about print, vocabulary, word, spelling, sight words, decoding and comprehension. Data can be accessed through Teachers College Assessment Pro on line. ELL students current teachers have access to prior years assessment. Based on each students results instructional guidelines and support are recommended for both school and home use. In addition to T.C. assessment, the LAB-R and the NYSESLAT data is used for grouping and ESL instruction. In our DL program we use EDL II for our Spanish DL program and GB+ by Beauchemin for our French DL program. The results of these assessment tool inform classroom instruction in Spanish/French by identifying students' strength and weaknesses.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Proficiency levels and grades reveal that approximately 89% of ELL students on all proficiency levels score higher on the listening/speaking portion of the NYSESLAT/LAB-R than on the Reading/writing sections. 61% of our ELL's across grade levels are proficient in listening and speaking- 39% of students reached the advanced level in reading and writing on the NYSESLAT.
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 [AMAQ tool](#))
Based on the patterns across the NYSESLAT modalities the focus of support for ELL student instruction will be focused on reading and writing. The ESL coordinator will inform all service providers and classroom teachers of students strengths and weaknesses on NYSESLAT/LAB-R in order to modify curriculum to meet the needs of the ELLs. Depending on the students needs classroom teachers will have to differentiate instruction. Students will be given multiple opportunities to practice writing using a variety of tools and strategies including notetaking, graphic organizers, scaffolding and repeatedly using oral language to express ideas before writing them.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

4a. After reviewing the results of the ELA for the 3rd, 4th and 5th grades it was revealed that the majority of the students across the proficiency levels and grades, achieved a level 1 or a 2 on the ELA. 28% of the ELLs school and grade wide received a level 3 or higher on the ELA. 37% received a 3 or higher. 0% of 3rd grade ELLs received a level 4, 50% a level 3, 38% a level 2 and 9% a level 1. In grade 4 0% of ELLs achieved a level 3 or 4 and 83% a level 2, and 17% a level 1. In grade 5, 0% achieved a level 4, 25% a level 3, 50% a level 2 and 25% a level one.

4b. The ELL interim assessment was not used during the 2010/2011 school year. Instead, the ESL teacher and classroom teachers, monitors the progress of ELLs on the Teachers College Assessment Pro. This assessment is formally given three times a year, which is given more frequently than the ELL interim assessment. When intervention is needed ELLs are eligible for all AIS programs at P.S.84, including SETSS, reading buddies, Great Leaps reading program, extended day, Gift of Literacy, Steven Gaynor (reading program). In addition students results are used to place students in small groups based on academic needs.

c. As stated before, we use the data from NYSESLAT, LAB-R and TC assessment Pro to study our ELL performance. The ESL teacher meets with the Academic Intervention Liaison to review the results of these assessments.
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](#).)
PS 84 uses the data to guide instruction within the RTI frame work in Tier 1, ELLs participate in a rigorous and evidence based curriculum, where the ESL teachers pushes in with the classroom teacher. If the students are showing signs of needing extra support, they are given extra attention ("Tier 2") through invitations to Extended Day, increased small group work, and additional activities to core instruction. Should ELLs continue to need supports above Tier 2, Intensive Intervention is introduced, where students are pulled in small groups or 1:1 for intensive and individualized instruction.
6. How do you make sure that a child's second language development is considered in instructional decisions?
In P.S. 84 students learn both languages simultaneously. While they are learning their L2, the components of the balanced literacy program are taught in both languages to support language development in both languages.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

a. English Proficient students are assessed in the second language on a daily basis through one to one conferring with the teacher as well as teacher observation and 2 times a year teachers of DL programs are required to assess all students in their classroom using the EDL II assessment tool.

b. The level of language proficiency in the second language for EP varies from beginner, intermediate to advanced in both French

and Spanish.

c. English Proficient students are performing at various levels on State and city tests. In third grade 4% of students tested at a level 4, 45% at level 3, 41% level 2, and 10% level one on the ELA. In grade 4, 0% of the students achieved a level 4, 44% a level 3, 50% a level 2 and 6% received a level 1 on the ELA. In grade 5, 0% received a level 4, 40% received a level 3, 54% a level 2 and 13% received a level 1.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of our programs for ELLs by measuring the data from NYSESLAT, LAB-R, AYP. EDL 2, GB+ by Beauchemin as well as classroom teacher assessments.

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. English Language Learners (ELL) students at P.S.84 are identified upon entering the New York City school through the completed Home Language Identification Survey (HLIS) which is available and translated in the parent's native language when needed. The completion of the HLIS and the informal interview is overseen by our certified E.S.L. teacher Laila Lyngstad, who also conducts an informal interview with parents at this time. We have bilingual staff members fluent in Spanish, French, Korean and Arabic who are available if translation is needed (all others may be provided by contacting the Translation and Interpretation Unit). Translated versions are available in the parent's native language as needed. Within 10 days of the initial enrollment, and based on the review of the HLIS, and the information provided by the parent, the ESL teacher identifies and tests the students that are required to take the Language Assessment Battery Test. The LAB-R will determine eligibility and the ELL's proficiency level and ELL placement. Spanish speaking students determined to be ELLs at this time are also administered the Spanish LAB-R by the ass't principal, Mary Acosta who is bilingual, or by a Spanish speaking bilingual teacher in the building. The New York State English as a Second Language Achievement Test (NYSESLAT) is administered each spring to all ELLs in grades K-5. These scores are obtained by running an RLAT report from ATS and is used to determine the proper service and placement of current and continuing ELLs. A schedule for testing all ELLs for the NYSESLAT is created by the ESL teacher and the Ass't Principal to ensure that each of the four parts are taken by each student. The Speaking section is administered 1:1 by the ESL teacher, Ms. Lyngstad. The reading writing and listening components are administered in groups.
2. 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.
Within the 10 days of an ELL's entry and identification, parents are notified and invited to a Parent Orientation Meeting via a letter. If the parent can not attend, an alternate meeting is set up. If a parent does not respond to the invitation or does not attend, the ESL teacher calls the parent to find out why and to make alternate arrangements. During the Parent Orientation meeting, parents are informed of the three program choices offered. The ESL teacher explains the options and show the parent video which further explains the programs (in their native language. Parents are also given the Parent Brochure explaining the programs (also available in native languages). Translators are made available if a parent does not communicate in English.
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 [\[see tool kit\]](#).)
Entitlement letters are distributed to the student by the ESL teacher. The letter is then returned to the classroom teacher and picked up by the ESL teacher within two days of delivery. If the letter is not returned, the ESL teacher calls the parent to find out if it was received and why it has not yet been returned. After the Parent Orientation, the Parent Survey and Program Selection forms are filled out and given to the ESL teacher. The ESL teacher keeps a copy of both and also puts a copy in the students cumulative record.
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.

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

5. 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.

A schedule is created by the ESL teacher that includes all ELLs and all parts of the NYSESLAT. Make up days are created for students who are absent for any part of the test. Eligible students are monitored used the RLAT and the RNMR ATS acreens to ensure all students are accounted for. After each part of the test is completed, a checklist is used to ensure that each child is administered each part.

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

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

Part 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])?
 1. Instruction at P.S. 84 for ELLs is delivered through two different models: Dual Language (50:50 model) and Free Standing ESL.
 - a. The organizational model used in the Free Standing ESL program is both a push-in and pull-out model based on student need and in collaboration with the main stream teacher in grades K-5. There is one ESL teacher who has five, fifty minute periods available daily for ESL instruction . There is also an additional 37 1/2 minute extended day program available after school 3 days a week for those who tested proficient on the NYSESLAT.
 - b. P.S. 84 offers a Free Standing ESL Program as well as a Dual Language program in both French and Spanish. The Free Standing ESL Program uses both a pull-out and push-in model of instruction in all grades (K-5). Various factors are considered when forming groups for ESL instruction: language proficiency based on NYSESLAT performance level and LAB-R, age, grade and curriculum. Students receive mandated either one or two sessions of ESL instruction daily as per CR Part 154. ESL groups are heterogeneous in with mixed proficiency levels . The other ESL groups are comprised of multi-grade levels and proficiency levels. The Dual Language Program at P.S. 84 is comprised of 10 block classes - five French and five Spanish in grade K-5 , one class of each per grade level. The program will continue to expand by one grade level each year until 5th grade.
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)?

Our school delivers ESL instructional minutes via the mandates of 360 weekly minutes for beginners and intermediate students, and 180 per week for advanced students through our certified ESL teacher who has 6 periods available daily to meet these mandates. The ESL students are either pulled out, or pushed into daily, in order to meet these mandates. Beginners and intermediate students are seen by the ESL teacher for two periods a day. Advanced students instruction is delivered once a day. ELA support is embedded into ESL instructional times. The content area and ESL teachers collaborate in advance regarding lesson planning. Students practice journal writing and essay writing several times a week as well as engage in group activities such as book clubs and guided reading. The ESL teacher provides instruction in Balanced Literacy(writing and reading workshop, shared reading and guided reading), phonics, science, social studies and grammar. Students also learn reading, strategies(drawing conclusions, sequencing and cause and effect)ESL methodologies such as Total Physical Response and scaffolding are implemented in addition to balanced literacy strategies,writing and reading workshops and guided reading)to develop Basic Interpersonal Communicative Skills and Cognitive Academic Language. Higher Order thinking skills for content area learning is used as part of the instructional approach. Students engage in collaborative group work and cooperative learning experiences. They are immersed in lessons that provide explicit instruction in the structure of English,building background knowledge,vocabulary and oral language. The ESL teacher provides books,glossaries and dictionaries in the students Native language to help them learn their content areas. When possible, students are also grouped in partnerships with students speaking the same language.

The Dual Language program uses a 50:50 instructional model in a heterogeneously grouped class (proficiency level and language), in which the amount of instructional time is equally divided between the two languages at each grade level by one certified teacher. The certified Dual Language teacher delivers the mandated ESL instruction of 360 minutes for beginners and intermediates as well as the 180 minutes for advanced. The goals for both EPs and ELLs in the dual language program are as follows:

Students will develop proficiency in their first/native language.

Students will develop proficiency in their second language.

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

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

The students will also meet or exceed CCL standards.

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

Dual Language program, Language Arts is taught daily in the language of the day. Content area is taught in both English, using second-language acquisition strategies such as, TPR, labeling, glossaries, scaffolding, and the target language.

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

4. In order to ensure that ELLs are appropriately evaluated in their native language(Spanish) in grades K-4 the teachers use the EDL II. In grades K-5 on an annual basis the students take the ELE Exam. Teachers of K-5 in French use the GB+ by Beauchemin. These are in addition to the teachers' daily conferences ,observations, and assessments of students.

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.

ELA support is embedded into ESL instructional times. The content area and ESL teachers collaborate in advance regarding lesson planning. Students practice journal writing and essay writing several times a week as well as engage in group activities such as book clubs and guided reading. The ESL teacher provides instruction in Balanced Literacy(writing and reading workshop, shared reading and guided reading), phonics, science, social studies and grammar. Students also learn reading, strategies(drawing conclusions, sequencing and cause and effect)ESL methodologies such as Total Physical Response and scaffolding are implemented in addition to balanced literacy strategies,writing and reading workshops and guided reading)to develop Basic Interpersonal Communicative Skills and Cognitive Academic Language. Higher Order thinking skills for content area learning is used as part of the instructional approachStudents engage in collaborative group work and cooperative learning experiences. They are immersed in lessons that provide explicit instruction in the structure of English,building background knowledge,vocabulary and oral language. The ESL teacher provides books,glossaries and dictionaries in the students Native language to help them learn their content areas. When possible, students are also grouped in partnerships with students speaking the same language.

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

In order to ensure that ELLs are appropriately evaluated in their native language(Spanish) in grades K-5the teachers use the EDL II. In grades 3-5 on an annual basis the students take the ELE Exam. Teachers of K-5 in French use the GB+ by Beauchemin. These are in addition to the teachers' daily conferences ,observations, and assessments of students.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELLs are appropriately evaluated in all four modalities by both formal and informal teacher assesments, conferencing, and class assignments. Students are formally assessed in all four modalities using the NYSESLAT.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

b. ELL students who have been in the US schools less than three years (newcomers) receive instruction based on their mandated needs. Instruction focuses on the development of both social and academic language, to ensure comprehension of all content area instruction in order to better understand and support their social and emotional language. The ESL teacher works closely with the classroom teacher and together develop scaffolding strategies (modeling, bridging, contextualization) to help enhance the student's learning. The ESL teacher will provide the students with test sophistication strategies . Students also receive extra support from additional resources such as reading buddies, high school volunteers, after school programs and extended day programs. All students testing will be in compliance with all testing accomodations.

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

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

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?

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

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?

P.S.84 currently serves five ELL-SWDs. Two of the students are in a general ed. class, 2 in a 12:1:1 and one in an ICT class. The ESL teacher collaborates with the Special Education Teachers and related services providers (occupational therapy,speech and physical therapy and counseling) to ensure that the student's IEP goals are met. In these five cases to provide maximum instruction and meet the students' needs the ESL teacher will push in to the student's classroom. Language instruction is aligned to the curriculum using strategies such as flexible grouping, scaffolding, as well as multi sensory instructional tools (labeling, color coding, repetition) to increase language development and comprehensible input.

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:	Spanish/French		
Social Studies:	Spanish/French/English		
Math:	Spanish/French/English		
Science:			

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

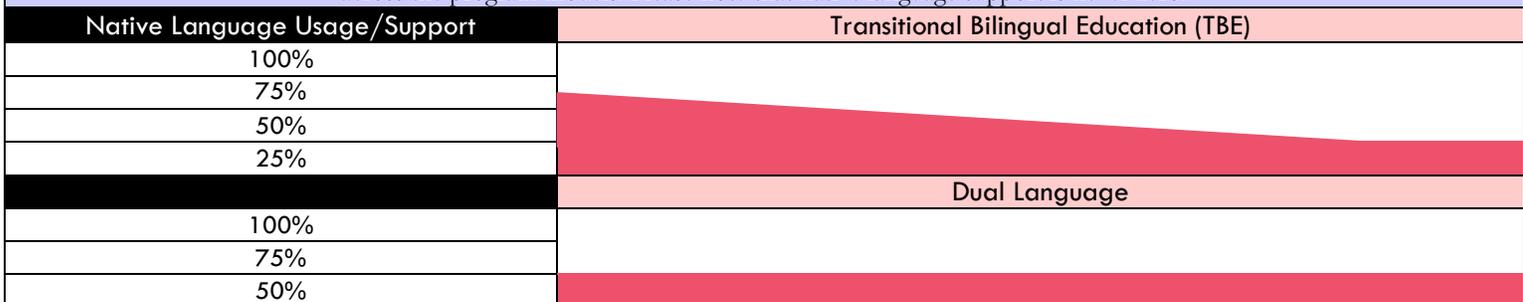
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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 Interventions for ELLs vary for the ELLs according to proficiency level and grade. Students in K-2 are offered Foundations for phonemic awareness and reading skills. Foundations may also be used for a beginner proficiency level ELL in upper grades. Leveled Literacy is also used in K-2 grades but may also be used to with a beginner in grades 3-4. Wilson is used for upper grades 3-5 as a reading intervention. In addition to these programs students are placed in guided reading or strategy groups based on their needs. ELL students participate in extended day programs that target ELA and math. In addition, reading buddies, programs provided through an outside organization of trained volunteers from the J.C.C. (Jewish Community Council), Gift of Literacy, Great Leaps. Saturday School was offered for ELLs and will be offered again this year. Currently we are exploring Max Scholar, a reading/phonics/writing computer program for our ELL students. The ESL teacher also has a flexible extended day group to provide targeted and focused instruction. The dual language teachers also provide students with extended day assistance. Students may receive extra interventions by the dual language teacher in either their native language or English, depending on the students 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.
- Our Current program has been effective in providing early intervention services for students at risk of falling behind in content and language development. By providing targeted and consistent interventions, students are shown to help students make progress towards meeting language and content goals.
11. What new programs or improvements will be considered for the upcoming school year?
- The Saturday Academy will continue. Max Scholar will be implemented with ELLs .
12. What programs/services for ELLs will be discontinued and why?
- N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Equal Access is afforded to all ELLs by inclusion into mainstream classrooms, self contained special education classes, integrated collaborative teaching classes and all related services. ESL students are included and participate in all school programs and activities during and after school. P.S. 84 has many arts programs including City Center, Alvin Ailey, year book club and band that take place during school hours. All our after school programs are inclusive and enrollement is open to all PS 84 students including ELLs. We also offer a part time after school program LaCasa that is fully bilingual (Spanish) and is housed in our school. Community based after school programs such as Oasis, Dehostos, YMCA and Goddard Riverside programs are also offered. After school community reading programs such as the Gift of Literacy and Steven Gaynor are also offered for ELL participation. In order to insure ELL participations translated notices are sent home. In addition our bilingual (Spanish) Parent Coordinator is available to assist parents with these programs. Our school website also keeps parents abreast of activities occurring at PS 84, and the website may be translated online into multiple languages.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Both the classroom and ESL teachers work collaboratively and use a variety of instructional materials across the content areas to support ELLs. Core Curriculum materials in Science and Social Studies are used in the classroom by both the classroom teacher and the ESL teacher. The ESL teacher using the push-in method of instruction uses the classroom materials such as textbooks (Mathematics & Social Studies), big books, glossaries, dictionaries, fiction and non-fiction books to support language acquisition. All classes are scheduled on a weekly basis into the computer lab to support language development through the use of technology. The technology teacher in collaboration with the classroom teacher and the ESL teacher supports the ELLs by scaffolding his instruction and using websites in the ELLs native language when available. Dictionaries (word for word) and glossaries (Science, and mathematics) are available in all classrooms to support native language and English language development. Dictionaries and glossaries are also available in students' native language. In K-2 grade the students use Investigations for Mathematics. In grades 3-5 students use Investigations, Context for Learning and Georgia Math and Go Math (Spanish and English copies), in literacy students use fiction and non-fiction books to support the units of study in Reading and Writing, in Science the school uses Harcourt's blended model with workbooks & trade books in both Spanish and English. Students with other languages are supported through translations done by the classroom teacher in collaboration with the ESL teacher.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is provided in the ESL program by providing students with dictionaries and glossaries in their native

language to help translate content and academic vocabulary when needed. A variety of native language fiction and non-fiction books are in all classrooms with ELLs . To further support the native language students are grouped whenever possible with other ELLs with similar native languages.

In dual language classes leveled libraries (Fiction and non-fiction) in both French and Spanish are provided to support native language. Fiction and non-fiction work books and trade books are also used for instruction in science, social studies, mathematics and reading in the French and Spanish Dual Language classes. The Teachers College Reading and Writing units of study are translated into French and Spanish. Native language is supported in the Dual Language classes through small group instruction, guided reading, read alouds, etc... in the native language whenever possible. All mathematics materials (Everyday mathematics) are in Spanish and English and for the french Dual Language classes, the teachers translate all information for instruction and homework. The mathematics coach is scheduled weekly into all Dual Language classes to support native language through the Everyday mathematics games component of the program. In Science, glossaries are used to support the native language for instruction. In Social Studies, Core Curriculum materials are ordered in both Spanish and English and in the French Dual Language classes the teachers continually translate all

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

All required Services and resources correspond to our students' ages and grade levels accordingly. The ESL teacher pushes into the students classrooms and uses age/grade appropriate materials.

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.

New ELLs are invited to tour the school and meet the classroom teacher as well as the ESL teacher. Parents are informed of the programs offered at PS 84. Parents are also given the opportunity to meet with the principal, assistant principals and the parent coordinator. During the orientation parents are informed of P.S. 84's school website where more information can be accessed. Translators are available upon request.

18. What language electives are offered to ELLs?

Spanish and French.

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

b. The instructional day is 100% integrated. No content areas are taught separately. All EPs and ELLs are integrated all day from 8:30 A.M. - 2:50 P.M. This is a self contained DL school and one teacher teaches both English and the second language. It is not a side by side. All specials like art, music, gym, computers and math are taught in English only.

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

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

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

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. Staff such as the ESL teacher and dual language teachers are scheduled to attend workshops at Teachers College that address reading and writing strategies that assist in the teaching and planning of the ELL population. They also attend OELL workshops and DOE Network workshops.
 2. The OELL and the DOE Network offer workshops for the teachers of ELLs throughout the content areas. These workshops are alligned to the Common Core Learning Standards and are specifically designed for ELL students.
 3. The fifth grade teachers and the Assistant Principal Mary Acosta meet and discuss how they can assist ELLs that are transitioning to middle schools. The assistant principal also meets with the parents to inform them of the middle school applications, choices and procedures .
 4. Staff at P.S. 84 attend professional development sessions focused on ELLs at Teacher's College, Network, DOE. Teachers who have attended the workshops turn key all information attained to the whole staff on PD Mondays after school and during Faculty Conferences as needed to meet the requirements of Jose P. Teachers also participate in monthly dual language cohort meetings.

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?
 1. In order for ELLs to achieve proficiency in English, parent involvement is crucial. P.S. 84 offers several workshops to parents of ELLs to provide parent assistance to ensure their child's social and academic success. Onsite ESL classes are offered to our ELL parents in addition to Spanish/French classes. P.S. 84 has a very active and involved PTA that include cross cultural activities and events to ensure an inclusive environment. There are a large variety of committees such as, Gardening, Dual Language, PTA, Wellness, Fundraising, and many more that offer parent involvement opportunities to all parents including ELL parents. All PTA communications are translated in French and Spanish.
 2. We partner with LACASA after school program, (fully bilingual staff) and our partnership with Parent Job Net which sponsors ESL, SSL , and GED classes for parents of ELLs, job readiness courses and career assistance.
 3. Parents needs are evaluated through the Parent Coordinator who communicates with parents on an on going basis to bridge parents and school community. We have monthly coffee klatches with the principal and parents to discuss issues and concerns in an open forum. During this forum, parents openly address concerns, and issues with the principal, other parents and ass't principals. During this time we have our parent coordinator and other parents who may translate for other parents as needed. In addition the PTA holds regular meetings , as well as SLT meetings.
 4. Parents indicate their strengths or interests and are recruited by the PTA and parent coordinator to assist in various activities such as the annual school fair, the international pot luck dinner, movie night and various fund raisers etc. It creates an inclusive school culture for all and focuses on networking, fundraising and community building.

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: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 03M084 School Name: Lillian Weber School, P.S. 84

Cluster: CFN 406 Network: _____

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

Part A: Needs Assessment Findings

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

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

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

Our school has no major findings relating to written translations. One minor finding is that there are insufficient personnel to do oral translations. It is especially apparent during parent teacher conferences. Staff is deployed throughout the building to assist but at times, parents must wait a few minutes longer for a translator. This finding was reported to the Administration by both parents and staff. We have also communicated with parents in advance to schedule mutually convenient times for a translator, parent and teacher.

Part B: Strategies and Activities

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

We are able to accommodate all translation needs of the school through our in-house school staff. teachers and parents needing any writtemn translations must make a request to the Assistant Principal at least two days in advance. The Assistant Principal will assign a teacher or translate it herself.

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

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

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

All parents are provided a copy of the Parents' Bill of Rights, preferred language form and language identification guide upon registering their child. Parents are also informed that they may bring adult friends and/or family to assist with language and translation services if they wish.

