

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**  
**UPDATED 2014-2015**

**School Name:** P.S. 84, Q. THE STEINWAY SCHOOL

**DBN (i.e. 01M001):** 30Q084

**Principal:** JOHN BUFFA

**Principal Email:** [JBUFFA@SCHOOLS.NYC.GOV](mailto:JBUFFA@SCHOOLS.NYC.GOV)

**Superintendent:** DR. PHILIP COMPOSTO

**Network Leader:** NANCY DIMAGGIO

## 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
John A. Buffa	*Principal or Designee	
Lorraine Masciarelli	*UFT Chapter Leader or Designee	
Jennifer Casas	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Carolyn Haase	Member/ Staff	
Christian Hernandez	Member/ Parent	
Maryann Mazzoli	Member/ Staff	
Karen Phillips	Member/ Staff	
Denise Supon	Member/ Parent	
Maria Vasilakis Blanca Zas	Member/ Parent	

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

<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ 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)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## 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, we will form new ties with at least two new community organizations to further support our new Science Technology Engineering Arts Math (STEAM) philosophy; 50% of our teachers will have a positive rating as measured by a rubric based evaluation at the end of the year.

### **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.

To enhance our educational and social opportunities we offer at our school and to enhance our STEAM philosophy, we have existing partnerships with community organizations such as Urban Advantage, Spoons Across America, CHAMPS, Carnegie Hall and Lincoln Center. This year we are forming two new collaborations with Young Entrepreneurs and city agencies such as the Department of Transportation and the New York Fire Department. As a school community, we strive to create challenging, hands-on learning experiences for our students. The STEAM philosophy integrates various subject areas while making real-life connections. These community collaborations enrich our school community.

### **Instructional Strategies/Activities**

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

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

1. Our third and fourth grades participate in workshops and activities over a seventeen-week time frame with Young Entrepreneurs.
2. Our seventh and eighth graders will participate in workshops with the Department of Transportation.
3. Our whole school will participate in safety lessons provided by the New York City Fire Department.

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

1. Our Administrators formed the partnership with Young Entrepreneurs.
2. Our Assistant Principal and middle school teacher leader will coordinate the workshops for the Middle School and DOT.
3. One of our teacher leaders will plan the schedule of lessons for the school by the FDNY.

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

1. Teacher leaders will survey the teachers at the end of the year to evaluate the effectiveness and value of the collaboration.
2. Follow-up discussions will be held with the middle school students to ensure their ongoing safety while utilizing public transportation and while in public.
3. Classroom teachers will continue to discuss safety in the home with their classes to reiterate the importance of this topic.

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

1. The Young Entrepreneur program takes place over a seventeen-week time frame.
2. The DOT workshops will take place in the fall.
3. The FDNY program will take place in December.

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

1. We received a grant for The Young Entrepreneur's Program. Teacher's schedules will be adjusted to accommodate the workshops.
2. Teachers and administrators will collaborate to form mutually agreeable workshop times for the benefit of the students.
3. A teacher leader created the schedule of lessons for the whole school.

### **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).

- Students share information and work products with their families.
- Parents are invited to school to participate in activities and culminating celebrations.
- Families are invited to informative workshops.

### **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	Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.							

## Goal and Action Plan #2

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

### **Annual Goal #2**

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

By June 2015, we will increase our parental involvement by 3% as measured by attendance at PTA meetings, workshops, and other school events.

### **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.

Students succeed to their highest potential when faculty, administration, parents, and students work together. We believe parental involvement is key to student performance and improvement. In an effort to improve parental and community involvement, we are working towards increasing parental attendance in all school activities. Research shows that by increasing parental involvement, students show gains.

### **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. Our PTA provides meetings in both the morning and evening to accommodate as many families as possible.
2. Our Parent Coordinator holds various workshops focused on curriculum using technology, health and safety, Common Core Standards, crafts, and parental collaboration.
3. Teachers utilize Tuesday afternoon's time to increase parental involvement and communication by emailing parents, calling parents, and creating newsletters to send home.

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

1. Our PTA plans convenient meeting times for families to attend whenever possible. Interested parents are invited to participate in assisting and planning meetings.
2. Our Parent Coordinator plans a variety of workshops and activities to attract families' participation. She collaborates with classroom teachers, administrators, and parents to plan workshop topics based on the needs of our families and students.
3. Teachers make phone calls, send emails, and type newsletters to families.

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

1. Our PTA monitors the attendance at meetings and events. They send out communication to invite all families to participate.
2. Our Parent Coordinator regularly meets with parents regarding their concerns and needs. She plans workshops and meetings to meet the needs of our families based on beginning of the year parent needs survey results.
3. Teacher teams collaborate to utilize various forms of communication including emails, newsletters, websites, etc.

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

1. Our PTA holds monthly meetings and various events throughout the school year.
2. Our Parent Coordinator holds monthly meetings and workshops throughout the school year.
3. Teachers communicate throughout the school year specifically the time on Tuesdays to increase parental involvement.

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

1. Tax Levy and Title 1 funds are used for materials and supplies. Our PTA holds monthly meetings.
2. Tax Levy and Title 1 funds are used for materials and supplies. Our Parent Coordinator holds monthly meetings throughout the school year.
3. The UFT Contract provides time for Parent Engagement every Tuesday afternoon.

### **Strategies to Increase Parental Involvement**

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

- Our Parent Coordinator sends out weekly email blasts.
- Our Parent Coordinator created and updates our School's website to keep families informed.
- A wide range of information is sent home via notices throughout the school year regarding events.
- Parents are invited to participate in workshops, meetings, and trips throughout the year.
- Our PTA sends home notices regarding events and meetings throughout the year.
- Our TV Announcement Monitor at the Security Desk provides information and highlights photographs from events throughout the year.
- Teachers create newsletters, letters, emails to keep families informed and make phone calls home throughout the year.

### **Budget and Resource Alignment**

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

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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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, 60% of our teachers will earn Effective or Highly Effective as measured by component 3D of the Advance System.

#### **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.

As suggested by the Superintendent in our 2013-2014 Quality Review, teachers should work to increase the use of daily assessment in instruction. The use of assessment in instruction provides the teacher with immediate feedback to create next steps and leveled groups. This demonstrates knowledge of students and creates coherent instruction.

#### **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. Professional learning opportunities will be provided to staff focusing on how to incorporate more assessment in instruction using components of Ready Gen, Go Math, and Code X.
2. Formative assessments such as Measures of Student Learning (MOSL) and Performance Series will be utilized to set benchmarks, drive instruction and set teaching points.

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

1. Our Network, teacher leaders, and administrators will provide professional learning sessions.
2. Teachers will administer formative assessments.

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

1. Teachers' use of assessment in instruction should increase as seen in formal and informal observations by Administrators.
2. MOSL and other formative assessment results will be used to design further instruction.

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

1. This will take place throughout the school year during Professional Learning time on Mondays, during Inquiry Team, and common planning periods monthly or as needed per feedback from formal and informal observations.
2. Formative assessments take place periodically throughout the school year in the fall and spring.

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

1. Professional learning time after school on Monday will be utilized. Inquiry Team meetings and common planning periods will be used as well.
2. Teacher teams will meet on common planning periods to discuss assessment results and plan teaching points and next steps.

#### **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.

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

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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.

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

## Goal and Action Plan #5

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

### **Annual Goal #5**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

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

### Academic Intervention Services (AIS)

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

**Description**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<p>The RTI Team utilizes the following strategies: Small group instruction and differentiated learning through formative assessments.</p> <p>Programs and assessments utilized include: Ready Gen, Scholastic Code X, Wordly Wise, and Running Records.</p>	<p>Small group instruction utilizing our RTI model. Tier 1: Takes place in the general education classroom. Teachers will provide supports through differentiation, data driven instruction and cooperative learning. Tier 2: Takes place in a small group. Students receive additional reading instruction through the support of an Academic Support Specialist. AIS will provide students with small group instruction, as well as additional support through the use of technology. Tier 3: Takes place outside of the general education classroom, usually on a 1 to 1 basis. Tier 3 provides frequent progress monitoring and specific tailored instruction.</p>	<p>RTI services are provided during the day.</p>
<b>Mathematics</b>	<p>The RTI Team utilizes the following strategies: Small group instruction and differentiated learning through formative assessments.</p> <p>Programs and assessments utilized include: Go Math and CMP3.</p>	<p>Small group instruction utilizing our RTI model. Tier 1: Takes place in the general education classroom. Teachers will provide supports through differentiation, data driven instruction and cooperative learning. Tier 2: Takes place in a small group. Students receive additional reading instruction through the support of an Academic Support Specialist. AIS will provide students with small group instruction, as well as additional support through the use of technology. Tier 3: Takes place outside of the general education classroom, usually on a 1 to 1 basis. Tier 3 provides frequent progress monitoring and specific tailored instruction.</p>	<p>RTI services are provided during the day.</p>

<p><b>Science</b></p>	<p>The RTI Team utilizes the following strategies: Small group instruction and differentiated learning through formative assessments.</p> <p>FOSS program and assessments are utilized.</p>	<p>Small group instruction utilizing our RTI model. Tier 1: Takes place in the general education classroom. Teachers will provide supports through differentiation, data driven instruction and cooperative learning. Tier 2: Takes place in a small group. Students receive additional reading instruction through the support of an Academic Support Specialist. AIS will provide students with small group instruction, as well as additional support through the use of technology. Tier 3: Takes place outside of the general education classroom, usually on a 1 to 1 basis. Tier 3 provides frequent progress monitoring and specific tailored instruction.</p>	<p>RTI services are provided during the day.</p>
<p><b>Social Studies</b></p>	<p>The RTI Team utilizes the following strategies: Small group instruction and differentiated learning through formative assessments.</p> <p>Programs and assessments utilized include: Houghton Mifflin Harcourt program used for grades K – 5 and Holt McDougal for grades 6 – 8.</p>	<p>Small group instruction utilizing our RTI model. Tier 1: Takes place in the general education classroom. Teachers will provide supports through differentiation, data driven instruction and cooperative learning. Tier 2: Takes place in a small group. Students receive additional reading instruction through the support of an Academic Support Specialist. AIS will provide students with small group instruction, as well as additional support through the use of technology. Tier 3: Takes place outside of the general education classroom, usually on a 1 to 1 basis. Tier 3 provides frequent progress monitoring and specific tailored instruction.</p>	<p>RTI services are provided during the day.</p>
<p><b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b></p>	<p>Our Guidance Counselor utilizes peer mediation and conflict resolution.</p>	<p>The Guidance Counselor utilizes small group and one-to-one support to meet the needs of our students.</p>	<p>Guidance is provided during the school day.</p>

**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.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.

Our staff is comprised of highly qualified teachers whom are placed in their teaching positions based on the needs of our students and school community. Teachers are placed in teaching assignments to best fit the needs of our students. Professional development is provided to all teachers to equip them with the necessary skills and information to excel in their assignments.

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

Prior to hiring a candidate, their credentials are verified by our Network's HR Director to ensure that the candidate holds a valid NYS certification in that license area. The BEDS Survey is reviewed by the Principal and the HR director who work with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualifies on the BEDS survey.

Strategies and activities used to attract HQT to our school include:

- Frequent communication with our Network HR Director when vacancies occur.
- Central Office of Talent and Recruitment partners with colleges and the Network HR Director partners with Central for assistance and guidance for candidate referrals.
- Participating in Central Hiring Fair events where pre-screened HQT candidates are interviewed and recruited.
- Establishing a partnership with a local college to support the grooming of student teachers in our search of HQT candidates.
- Interviewing HQT candidates from the Open Market Hiring System and The Absent Teacher Reserve pool.
- Establishing a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and NYS certification/licensing.
- Maintain a teacher resource center and professional library to promote promising and effective practices.
- Teachers will be provided with curriculum maps, instructional resources and professional learning opportunities.

Individualized PD plans are created for teachers to ensure continued improvement.

**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).

A variety of Professional Development is available to teachers both in-house and off-site. Teachers set their personal PD goals for the year and are welcome to schedule PD sessions throughout the year to reach their goals. A calendar is displayed in the Principal's office for all to monitor and collaborate. In-house PD is provided on an on-going basis pertaining to Danielson, Common Core and inquiry work.

To meet the PD requirement for Danielson, a variety of sessions are held in-house. Faculty conferences and grade conferences are used for group activities. Webinars are provided for individualized, focused learning opportunities. Teachers also have the opportunity to attend DOE sponsored PD sessions.

Teams of teachers attend PD sessions for Common Core aligned curriculum throughout the school year. For instance, our Ready Gen Curriculum Team attends five training sessions throughout the school year. A similar team attends for Scholastic Code X, Go Math, and CMP3.

Teachers and administrators collaborate to plan our in-house PD sessions based on the needs of our teachers and staff. Trainers from curriculum companies are invited to our school for personalized training sessions.

Our Data Inquiry Team creates guiding questions and templates for teacher teams to utilize during their inquiry work, which provides assistance towards enhancing learning experiences and reaching all students.

**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.).

Translation and interpretation funding is utilized to support materials and services required for translation.

Title III funds are used to support and supplement programs for ELLs.

Tax Levy funds are used to provide academic programs to support students after school.

Title I Parent Involvement funding is utilized to support parental involvement.

Title I and Title IID funding is used to support professional development initiatives.

**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.).

Common planning periods are provided for Pre-Kindergarten and Kindergarten teachers to discuss student outcomes and curriculum alignment. Inquiry teams meet on a weekly basis to review data and discuss instructional focus. Weekly PD is provided to align instruction and meet the growing needs of all students. Our Parent Coordinator plans workshops and activities to keep parents informed and involved. Pre-Kindergarten teachers utilize the (ESI-R) Early Screening Inventory Revised to target specific areas of instruction, which is documented with our (WSS) Work Sampling System, which is shared with the Kindergarten teachers. Our speech and language teacher and our Pre-Kindergarten social worker assist our teachers with students who require early intervention services.

**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.

Our MOSL Committee which is comprised of both administrators and teachers meet to discuss the use of formative and summative assessments across all curriculum areas. Our curriculum including Go Math, ReadGEN, CodeX and CMP3 are utilized for both formative and summative assessments. Teacher teams meet to discuss the results and form small leveled groups for further learning opportunities. Our Professional Development committee meets on a regular basis to plan upcoming PD sessions based on the needs of both our staff and students. In particular, we incorporate the elements using assessment in 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**II. Parent/Guardian Responsibilities:**

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

**III. Student Responsibilities:**

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

**DBN: 30Q084**

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$141,900.66	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$116,668.00	X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,602,905.00	X	See action plan

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

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

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

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

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

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

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

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

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



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

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**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.

<b>Part A: School Information</b>	
Name of School: PS 84, The Steinway School	DBN: 30Q084
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

<b>Part B: Direct Instruction Supplemental Program Information</b>
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 35
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

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

6   7   8   9   10   11   12

Total # of teachers in this program: 3  
# of certified ESL/Bilingual teachers: 3  
# of content area teachers: 2

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: PS 84, Q strives to have our ELL students succeed. We will provide an after-school Title III program for our all our ELL students grades K to 8, consisting of one class per grade band: K-1, 2-3, 3-4, and 5-8 for 90 minutes per session. The program will be after school from 2:30-4:00pm for 10 sessions, beginning February, 2015 until May, 2015 . This after-school Title III program will help students master the English language. Sessions will include the following: speaking, listening, reading, and writing activities which will also prepare students for the NYSESLAT. Included in this program is support for ELLs as they transition from elementary to middle school, as well as middle school into high school. During the school day, the Guidance Counselor and other staff members are available to assist ELLs transition from elementary to middle school, and from middle school into high school. All of our service providers are experienced and certified ESL teachers.

Program Description:

- On Mondays, ELLs in Grades K-1, will receive 45 minutes of Content Area: Social Studies instruction and 45 minutes of strategies for building Academic Language Development in Literacy from the ESL certified teacher.
- On Tuesdays, ELLs in Grades 2-3, will receive 45 minutes of Content Area: Social Studies instruction and 45 minutes of strategies for building Academic Language Development in Literacy from the ESL certified teacher.
- On Wednesdays, ELLs in Grades 5-8, will receive 45 minutes of Content Area: Social Studies instruction and 45 minutes of strategies for building Academic Language Development in Literacy from the ESL certified teacher.
- On Thursdays, ELLs in Grades 3-4, will receive 45 minutes of Content Area: Social Studies instruction and 45 minutes of strategies for building Academic Language Development in Literacy from the ESL certified teacher.

These ESL Certified and Content Area teachers have participated or will participate in the Professional Development listed below, which are aligned with Title III activities and goals.

## Part B: Direct Instruction Supplemental Program Information

## Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

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

Begin description here: Our staff is supported with ongoing professional development from our Network support specialist who visits our school on a regular basis. Additional ELL training for all staff (including non-ELL teachers) will be provided during our Monday PD block. Additionally, our ELL team will attend many of the professional developments which are offered online with an emphasis on instruction and methodology.

## Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parental Involvement is one of our School Wide Goals for 2014-2015 school year. Our Parent Coordinator reaches out to parents and explains school policy, educational programs, and expectations. Also our Parent Coordinator facilitates Parental Workshops which provide our parents with additional support ex: learning the English language, the CCLS learning standards etc. This year her workshops have included the following: CCLS, the NYS Assessments and Arts and Crafts.

Parents are invited to participate in PTA meetings/functions. Translation services are provided when needed and available. Our PTA President speaks fluent Spanish and provides translation when needed.

In addition, we have many partnerships which also welcome parent involvement. Urban Advantage supports learning of the students and their families in Science and Social Studies with a strong emphasis on experimental learning. Families attend museums, aquariums and cultural institutions. CASA: the Queens Museum provides an art program for our students and involves the parents to participate at an end of year program so students can share and present their work. Our students will also participate in the Tomorrow's Entrepreneurs Program from LEAP which enables students to create their own

**Part D: Parental Engagement Activities**

invention. Our students/parents will work with real inventors so that they can make an idea come to life.

Also, our ELL staff will be working jointly with our PTA to plan an international food festival as an end of year celebration.

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	\$1,496.70	Title III After School/Saturday Program. Teacher Per Session - 1 Teacher @ \$49.89/hr X 3hrs/wk X 10 weeks = 30 hours. Total with Fringe = \$1,496.70
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	\$1,600.00	LEAP - Four (4) Parent/Student Workshops @ 400 per workshop. \$1,600.00
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	\$8,103.30	Educational Supplies to Support Program-Trade Books/Paper/Classroom Materials = \$8,103.30
Educational Software (Object Code 199)	\$0	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	<b>\$11,200.00</b>	_____



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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

## Part I: School ELL Profile

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

District <b>30</b>	Borough <b>Queens</b>	School Number <b>84</b>
School Name <b>P.S. 84Q</b>		

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

Principal <b>John A. Buffa</b>	Assistant Principal <b>Dominic Armano</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Despina Anastasi</b>	Guidance Counselor <b>Cami Meyer</b>
Teacher/Subject Area <b>Margret Nguyen/5<sup>th</sup> Grade</b>	Parent <b>Jennifer Casas/PTA President</b>
Teacher/Subject Area <b>Anna Tsikitas / Technology</b>	Parent Coordinator <b>Andrea Achilles</b>
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	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	2	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)	325	Total number of ELLs	30	ELLs as share of total student population (%)	9.23%
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	30	Newcomers (ELLs receiving service 0-3 years)	14	ELL Students with Disabilities	10
SIFE	0	ELLs receiving service 4-6 years	15	Long-Term (completed 6+ years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	14	0	2	15	0	6	1	0	1	30

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	14	0	2	15	0	6	1	0	1	30
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish			1	1		2	3	2	1					10
Chinese														0
Russian														0
Bengali					1	1								2
Urdu						1								1
Arabic	1	2	2		2	1	1	2	1					12
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		2	1			1		1						5
<b>TOTAL</b>	<b>1</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>6</b>	<b>4</b>	<b>5</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>30</b>

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	2	0	1	2	0	0	0	0					6
Intermediate(I)	0	0	2	0	1	2	0	1	0					6
Advanced (A)	0	1	2	0	0	5	4	4	2					18
Total	1	3	4	1	3	7	4	5	2	0	0	0	0	30

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
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.  
The assessment tools that our school uses in order to assess the early literacy skills of our ELLs include NYC Performance Assessment, NYC Periodic Assessments, Performance Series and Thinkcentral Go Math Chapter Assessments, Acuity, IPA, schoolnet and DYOs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The data patterns on the LAB-R and NYSESLAT reveal that 60% or 18 out of our 30 students have acquired advanced proficiency levels, 20% or 6 of our 30 students are in the intermediate level, and also 20% or 6 of our 30 students are in the beginner level.
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](#))  
Within our school's curriculum instruction, ELLs are provided with a rich language instruction method that includes specialized content area differentiation supported by our intervention teachers and our ELL teacher. When in the classroom setting, classroom teachers align their curriculum based teaching method approach in a tailored manner that reaches all ELLs at a differentiated structured setting which includes and is not limited to instruction from the intervention teacher as well as the ELL teacher.  
Withing the push in/pull out model the ELL teacher provides ELL students with specific skill target instruction within the four NYSESLAT modalities: reading/writing/listening/speaking skills in order to strenghten decoding skills, comprehension and listening skills, writing and speaking. Lessons are conducted within small group instruction that taps into the students' multiple intelligences. Within the push-in/pull-out ESL model, the ELL teacher implements self-created curricula that are aligned to the current programs used (Ready Gen, Code x, Go Math, Social Studies content studies, science content and so on). The vocabulary, content and curriculum mapping is strictly aligned to the school's educational map patterns and content based core curriculum standards. Within the instruction, the ELL teacher uses approved internet media, story books, big books and books on tape, that supplement the curriculum, reviews the curriculum content and blends in the required language of the lessons by including self created unit studies, assessments and art based creative projects that enable ELLs to express their language acquisition through their own richly imagined and carefully crated artifacts that are tastefully displayed on bulletin boards and within the classroom in order to promote the self appreciative feeling of success, recognition and respect for the ELLs' strives that will empower them and lead them to a strong and rich educational plateau of success during their current school year and within their future endeavors such as their high school years and their preparation for succesful college work.
4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- Our students in grades 6, 7 and 8 scored mostly a one level on the ELA, and a two level on the Math.  
We do not have any native language test scores for grades 6, 7 and 8.  
Our school leadership views the current ELL Periodic Assessments and decides whether to add further curriculum programs and/or enrichment classes that will aid in the students' language acquisition.  
Our students have demonstrated significant gains according to our Periodic Assessments results.  
Native language is used in accordance with the needs of the ELL student when taking a Math or content area test.
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](#).)  
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Students are provided with native language books and native language tests. Example: Students are provided with math books in their predominnat native language and are given the option of participating in an native language standardized exam.  
Witin ELL instruction sutdents are encouraged to scaffold their language skills by tapping into their prior first language knoweledge, such as writing within the native language. This enables the students to bridge the gap of their English language acquisition process and empowers them to strenghten their newly learned language skills in a way that does not constitute their first language skills as detrimental or negatively affecting their English language acquisition process.  
All content area teachers align the curriculum to meet the ELL students' needs in collaboration with the ESL teacher and in sync with the ELL teachers' guides content that is included within all Ready Gen, Go Math, and Code X curriculum standards.  
Base like assesments are used including the formative assessments within the curriculum, acuity, IPA, school net DYO's and performance based periodic assessments.
7. For dual language programs, answer the following:
- 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?

Paste response to questions here:

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

Paste response to question here:

## 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](#).)

All parents/guardians are provided with the Home Language Identification Survey upon entering our school system. Once the student registering is identified as a potential ELL students by a trained pedagogue (langage indicators have been checked accordingly: questions 1-4 one checkmark, questions 5-8 2 checkmarks) an interview is conducted.

Trained pedagogues, such as the assistant principal Mr. Dominic Armano, the certified ESL teacher Ms. Despina Anastasi, the guidance counselor Ms. Cami Meyer, provide the parents/guardians with an oral interview and if needed translation services are provided by our multilingual pedagogues with a vast array of languages spoken that include Arabic, Chinese, Greek and Spanish. (Ms. Mliek-paraprofessional, Ms. Chen-paraprofessional, Ms. Anastasi-ESL teacher and Ms. Lopez-paraprofessional).

After the school secretary Ms. Marie Locastro with the assistance of one of our trained pedagogues mentioned as above have completed all paperwork, within 10 school days the student is tested with the LAB-R, in accordance with the HLS indicator regulations, by Ms. Anastasi, the ESL teacher.

If the child does not test out of the LAB-R which is hand scored by Ms. Anastasi, the child furthermore receives the Spanish LAB-R if the child is a Spanish speaker.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

The process that we follow in order for the parents to understand all three program choices are: Within our 10 day timeline, after the certified ESL teacher, Ms. Despina Anastasi has administered the LABR and the test has been hand scored and the students has been identified as in need of services, the parents/guardians are notified via the Parent Entitlement letter on school letterhead (sent home with the student) and phone calls to attend an orientation workshop about the identification process, placement and their final program choices. If the parents/guardians do not respond within the next day, a follow-up phone call is made by Ms. Anastasi and a translator if necessary in order to inform the parents/guardians of the necessity of their attending the meeting. On the day that the parents/guardians attend the orientation they are shown the video in their language as provided by the NYC Department of Education on line ELL video orientation series and are also provided with a translator as needed. If the language of the parent is not represented with our school pedagogues, the translation unit is notified so that a trained translator for the parent's specific language can be present during the meeting.

The three programs of transitional bilingual, dual language and freestanding ESL are explained to the parents, and the parents make their selection and sign the form during this time. If parents request more time they are allowed to review the form at their leisure and they further return the form within the next school day. If the selection form is not returned Ms. Anastasi calls the parents and reminds them of the importance of returning the form. Once the form is returned, the original is stapled on the back of the student's HLS form and kept in their cumulative folder. Copies are kept by Ms. Anastasi and stored in a secure ESL file cabinet. We have had 100% selection choices as Freestanding ESL up to now and none of our parents have chosen any transitional bilingual or dual language programs. If a parent does choose a TBE/DL program within the future we will make sure to keep the parent informed and the communication open when the program becomes available and also the locations where the program/s are currently available by contacting our ELL liaison, Ms. Janet Farrell who will advise us of the programs in accordance to the parent/guardians' choices.

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 [\[see tool kit\]](#).)
- The entitlement letters are distributed right after the student(s) have been tested and the LAB-R has been reviewed and hand scored by the ESL Teacher/Coordinator, Ms. Despina Anastasi, with records kept in order to determine the eligibility of a student's entitlement or non-entitlement. This is conducted within the first ten day after the student(s) enrollment in the school system. Once the student(s) are determined to be in need of services the entitlement letters are sent home inviting the parents to an orientation session. The meeting is held by the ELL Teacher/Coordinator, Ms. Despina Anastasi, the Parent Coordinator/Ms. Andrea Achilles and the school's administrators, Mr. John Buffa, the principal, and Mr. Dominic Armano the assistant principal.
- The on line informative video is presented in each parent's language of choice and enables the parent to understand their educational options and rights for their child. Parents are encouraged to ask questions and are provided with clear answers in regards to the choices that are available for them in making a sound educational decision that will help their child succeed in their language acquisition process. The parent selection forms are distributed by Ms. Anastasi in the native language of the parents. If needed, a translator is available to explain all selection choices. The forms are returned to the ELL Coordinator who stores them in a secure file cabinet. If not returned during the orientation meeting, Ms. Anastasi ensures that parents are contacted in order to reschedule a meeting that will ensure the return of all forms.
- Continued entitlement letters are also given out by the ESL teacher/coordinator, Ms. Despina Anastasi who utilizes the RLAT and HISE on ATS in order to determine continued entitlement for all ESL students. The continued entitlement letters are distributed within the first 10 days of students's attendance and the collection is maintained with copies in the secure ESL file cabinet in room 204 that is maintained by Ms. Anastasi.
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.
- Placement letters are distributed by the ELL teacher/coordinator within the first ten days of the ELL identification process. Parents are notified by the initial placement letter that their child(ren) has/have been identified as an ELL learner. The parent is further invited to attend an orientation meeting that will culminate in the parent's choosing of a bilingual or an ESL instructional process approach. During this orientation meeting, the parents are given all the existing information of all programs designed to help their child's English Language Acquisition. It is at this orientation workshop that parents choose the program that they would like for their child. The placement letter records are maintained by Ms. Anastasi in the designated ESL file cabinet in room 204. Objective presentations of the Language Acquisition Models are demonstrated through the onl line videos by the NYC Dept of Education and parents are encouraged to ask questions and provided with translators if needed. Once they have made their decisions they are provided with the mandated parent program survey that they can fill out and sign right away or review at their leisure and return to the ELL Coordinator/Ms. Despina Anastasi in a timely fashion so that their choice can be honored and the students placed timely and appropriately within the program that fits their needs. Once all final records have been collected originals are returned to the student's cumulative folder and copies are furthermore secured by Ms. Anatasi in room 204.
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.
- The ELL teacher/Coordinator Ms. Despina Anastasi ensures that all ELL students present during the NYSESLAT administration are grouped accordingly within the given grade testing bands and are administered all NYSESLAT sections: The RLAT report from ATS is utilized as well as the HISE for new admits who are not right away included within the RLAT in order to double check that all information on student data is accurate and all studetms are tested in accordance to the NYSESLAT procedures. Students are grouped accordingly and each test section is administered in a timely and organized fashion: The four components of the NYSESLAT are administered in the advised order: 1<sup>st</sup>-Speaking, 2<sup>nd</sup>-Listening, 3<sup>RD</sup>-Reading, and 4<sup>th</sup>-Writing. Only one section of the test is administered during the school day for each corresponding testing grade band. Students that are absent are given a make up test during the make-up test dates.
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. 
- The way that we monitor our parent choice trends is as follows: The ESL Coordinator, Ms. Despina Anastasi, collects and maintains secure copies of all parent choice selection forms and informs the principal, Mr. John Buffa, of the selection that the parent/s have made for their children. Our ESL program has been very popular withing our current year and previous school years, and about

98%-99% of our parents/guardians have chosen a free standing ESL program. The trend is monitored by Ms. Anastasi, and our principal, Mr. Buffa is informed when a parent chooses a program that we do not offer in our school. This year we have had no parents at all choosing a different program other than our offered ESL program.

We currently have 30 students with a vast array of languages represented. We do not have the numbers for a bilingual class, or a self-contained class therefore we engage our students in an academically rich ESL push in/pull out model that fosters a significant advantage: small group instruction that enables students and teachers to reinforce content based academic learning.

## 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])?

In our school, we value the quality education that our ELLs receive on a daily basis and we have high performance expectations that are aligned to grade level standards. Our students use critical thinking techniques that are modeled by our highly qualified classroom teachers, ITR teacher, content area teachers and the ELL teacher.

Our population numbers dictate our program delivery, since we are only funded for one ELL teacher, and the practice that we choose has to carefully service all ELLs towards their utmost high performance targets. Therefore, we utilize the push-in-pull out model. Our administration has carefully organized the program models in a way that equalizes the services provided for all students in small instructional groups that are heterogeneously grouped within their progress levels.

Our push-in model pertains to the service of our 7<sup>th</sup> graders during Math instruction. The ELL teacher pushes in the Math class twice a week and is able to deliver the Math content in supplement to the Math teacher's instruction, thus enabling the students to have a rich understanding of the content of the class. The ELL teacher provides students with vocabulary (Mathematical terms) enhancement and explanations. Also, she helps them with the steps to their logical thinking that leads to a thorough understanding of the Math concepts being taught.

Our pull-out model is utilized with mostly all the other grade spans, from grades K-8. Since we only have thirty ELL students our grouping models are heterogeneously mixed within the grade spans and homogeneously mixed within their proficiency levels. We have our beginners and intermediates from K-4 in one group, our advanced 5-6 students in another group, and our advanced 7-8 students in yet a different group. Our intermediate and beginner students also get the second instructional period

within a group setting that stresses quality language acquisition by keeping our numbers low in order for each student to receive the maximum attention they need in order to thrive during the instructional comprehension of the lessons. (Our smallest group has two students while our largest group has seven students).

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 Beginner and Intermediate students receive 360 minutes of ESL instruction per week and our Advanced students 180 minutes of ELL instruction per week as well as 180 minutes of ELA instruction per week. NLA support is given to our students through materials in their native language such as native language dictionaries and content area workbooks, native language translation websites, and native language expression through writing (native language projects, picture to description work, and translation practices within the lesson that the ELL teacher utilizes in order for the student(s) to bridge the language acquisition gap.

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.

In our school, we do not offer the models of Transitional Bilingual English or Dual Language. We only offer the free standing ESL model in which the content areas are delivered in collaboration and careful planning of all classroom teachers with Ms. Despina Anastasi the ESL teacher with emphasis given to Phonics instruction, Reading comprehension and decoding, Social Studies content, Science and Math content. The current materials that we are utilizing are the Ready Gen, Code X, Go Math, Social Studies and Science school based curriculum. The ELL teacher creates original assessment and study guides for all students in order to bridge the learning gaps due to the new language acquisition process. The Ready Gen word content is blended in within all instructional lessons and the ELL teacher incorporates the Common Core Standards vocabulary and critical thinking strategies techniques within all lessons.

Since a lot of students are auditory and/or visual learners, song instruction is incorporated within many ESL lessons.

Realia are used during vocabulary noun enrichment, visual images through technology and interactive internet programs on the smartboard enable students to be active participants within all ESL lessons.

The ELL teacher aligns all ESL lessons with the Common Core Learning Standards. The pacing calendar is utilized within all lesson planning and a strong communication practice is essentialized with all classroom teachers in order to facilitate congruent teaching goals that enable the students to achieve their learning goals.

The ELL teacher also incorporates Native language(s) usage during the deliverance of an ESL lesson.

Newcomers and Intermediate students, are brought back on track by the re-stating of the lesson content in the student's native language. Sheltered English is utilized and Ms. Anastasi provides the students with individualized instruction including and not limited to flash card reinforcement techniques for scaffolding skills such as letter recognition, consonant and vowel recognition, decoding skills reinforced and so on.

Content area support is provided within the Ready Gen and Code X lesson intervals, as well as the Go Math, and Social Studies and Science curriculum. Ms. Anastasi groups the students accordingly to their instruction needs and provides the support needed within each area of instruction within the pull-out model by utilizing copies of each grade's teaching guides, chart stands and smartboard teacher typed lessons which include comprehension question techniques as well as interactive supplementary support instruction with tools as brainpop.com or starfall.com. Also, original literature is richly provided, illustrated and explained to the students within the blending of the curriculum requirements that are included within the teaching guides such as sequencing of folktales and character analysis of fairytales that culminate in English language acquisition enhancement that includes the four modalities of speaking, listening reading and writing.

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

Students are given the opportunity to take the standardized math exam, science exam and social studies exam in their native language. A translator is present if the student needs additional help during the exam time.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The diagnostic assessments used for our ELL students include the formative assessments of the as required LAB-R and yearly NYSESLAT. The ELL periodic assessments as per formal frequency, the yearly standardized ELA, Math, Social Studies and Science exams. The Acuity, IPA schoolnet, DYOs and Performance Based Periodic Assessments are administered as per formal frequency rate and informal assessments are created by the ESL teacher, Ms. Anastasi, and administered on a bi-weekly frequency rate.
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).

Our instructional plan for SIFE students includes utilizing hands-on activities, such as project making, letter to sound recognition with alphabet cards, vocabulary cards with pictures and meanings printed front to back, students working in pairs, utilization of technology with appropriate programs, individualized instruction with the ESL teacher and classroom teacher, as well as beginner level reading and writing activities. The ESL minute instruction for our SIFE students is 360 minutes.

Our newcomers also receive the 360 minute instruction requirement within the ESL model. We utilize Ready-Gen, Go-Math, our phonics program as well incorporate these instructional experiences with interactive websites and Smart Board lesson instruction while students utilize their notebooks during an activity to enhance their writing skills.

Our students that are here for 4-6 years receive the 180 or 360 minute mandate per week in agreement with their Nyseslat level. The Ready-Gen, Go Math and Phonics programs are also followed in collaboration with the classroom teachers planning and in alignment with all RL Common Core Standards

Our long term ELLs also participate in our ESL program accordingly within their minute mandates and are provided with extra support on test taking techniques, adequate explanation of the Code X literature program that includes step by step guidance through many required writing processes and vocabulary enrichment through the use of websites and technology.

Also, the Social Studies and Science content area lessons are incorporated within the ESL instruction.

Our former ELLs are also given the extra support within the classroom setting and are provided with reading and writing workshops as well as content area support within all subject areas as well as vocabulary enrichment through the classroom instruction and the utilization of technology. The test accommodations for our former ELLs are adhered and followed through in advise from our ELL coordinator Ms. Despina Anastasi and our testing coordinator Ms. Carol Drucker.

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

Our related service providers are: Ms. Carla Bentley and Ms. Daniella Cleghorn- IEP providers, Ms. Mariam Poulad - Speech Provider that utilize the push in model when they service our ELL-SWDs students. Within a small group setting, our students are immersed within the Ready-Gen, Code-X lessons with experience chart utilization methods and differentiated instruction that includes chunks of reading lessons and hands-on techniques. The materials used are grade and age appropriate since they are the same ones that are already being used in the classroom of the students. Mr. Dominic Armano, our assistant principal ensures that all ELL-SWDs receive all mandated IEP services, including the ESL instruction provided by the ESL teacher, Ms. Anastasi. The technology used to support our ELL-SWDs students is: approved curriculum websites such as Ready Gen, and Go Math that ensure content area, grade appropriate instruction for all our students in conjunction with the grade appropriate classroom materials that are reinforced within the related service providers' instructional time within collaboration with all classroom teachers.

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?

All ELL-SWDs are exposed and included to all curriculum areas within a non-restrictive, flexible environment. Participating in all classroom instruction with the extra support of the special Ed teachers within the classroom experience, they are able to reach their academic potential in a setting that challenges their language acquisition to reach its maximum potential without any exclusions or setbacks since they participate in every single aspect of the curricula with the extra support they are entitled to with exceptional results that instill pride and recognition of their accomplishments.

The flexible programming is in place within every classroom setting and students are paired with non-disabled peers at all times of instruction giving both student categories, disabled and non-disabled, the opportunity to learn from each other and augment their academic and social growth as well.

### 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**

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### Courses Taught in Languages Other than English

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

Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

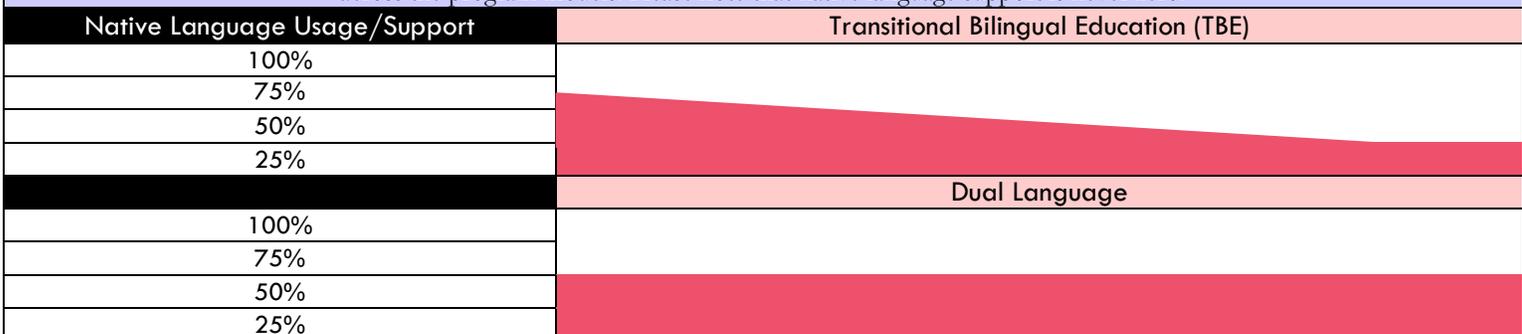
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

### Native Language Usage and Supports

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.
- Our ELLs receive a vast amount of intervention program within ELA, Math, Social Studies and within all content area instruction: The licensed early childhood reading/spec. ed. teacher and the upper grade reading/special ed licensed teacher provide our ELLs with small group differentiated support instruction by incorporating the ELA and Math curriculum within their teaching strategies that include decoding skills as well as fluency and comprehension skills practice, listening comprehension, computer lab projects with one-to-one support from the teachers, and interactive smart board lessons. All ELL subgroups are targeted in a non-restrictive environment since we do not have self-contained classrooms and students are mainstreamed within all subject areas. Specifically, within our instruction of the 5<sup>th</sup> and 6<sup>th</sup> bridge class, the ESL teacher, Ms. Anastasi, targets both grades within the Social Studies content areas. In collaboration with Ms. Maria Tsiros, the classroom teacher, the ESL teacher reviews the Social Studies curriculum and guides the students to comprehend the content by utilizing ESL methodology. Students are also provided with teacher created study and test materials that are modeled and guided study guides. Classroom tests within content are also administered and assessed. Within the science curriculum content, Ms. Anastasi, pushes in the science classroom, and utilizes the driven data that guide instruction in a push-in model with specific grouping of the ELL students in collaboration with the science teacher, Mr. Trevor Licausi. Data is utilized in all content area instruction, including Math, where the push-in model is also utilized in collaboration with the Math teacher, Mr. Henry Lee.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- P.S./M.S 84 Q has a small population of only 30 ELL students. This is a plus towards the delivering of ESL services and success we have accomplished in every previous school year and the ones we anticipate in the upcoming years. We pride ourselves in delivering instruction in very small group settings, ranging from as small as two students and not exceeding fifteen students per instructional group. This is a wonderful experience for the students to grow in a nurturing, tutor-like environment that enables them to reach their utmost potential and prepare for college. The ELL teacher meticulously maintains alignment of all Core Curriculum Standards including and not being limited to Ready-Gem, Code X, Go Math and extra curricula support from self created materials that contain additional rich language enrichment through projects and activities. All of our classroom teachers have received and are constantly replenishing their ESL professional development hours, as they are fully aware that they are also teachers of ELLs and deliver the lessons in such ways as to incorporate ESL methodology as well. Data is reviewed on a weekly basis by the classroom teachers/inquiry team members in order to sustain the academic plan course that ensures successful content area and language acquisition.
11. What new programs or improvements will be considered for the upcoming school year?
- We plan to replenish our technology programs for extra support for our SIFE students, early admit students as well as our newcomers and 4-6 years students. We will utilize the Rosetta Stone program, and add many more interesting, department approved websites during computer lab instruction as well as within the ELL differentiated instruction setting. We also will purchase additional test practice Nyseslat materials and instill a data clearinghouse in our building in order for all teachers to be able to align their instruction and keep up with the educational progresses of our students through a data center that will drive instruction.
12. What programs/services for ELLs will be discontinued and why?
- We do not plan to discontinue any of our programs/services since we have had a great amount of success in all of our previous school years and our students have thrived continuously.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All of our ELLs are included and invited to participate in all of our school programs:  
We offer test prep classes in ELA and Math for grades 3-8, our Title III ELL afterschool programs, the CHAMPS afterschool program, the CASAS-Queens Museum program, the BOKS physical education program as well as the extended day differentiated instruction.  
We ensure that our ELLs are always offered all of the services our school provides by sending home the invitation letters in English as well as the students/parents native languages. Parents are also individually informed about the programs we offer by our Ms. Andrea Achilles, our parent coordinator.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- We utilize our Ready-Gen, Code X and Go Math programs, our Social Studies nonfiction and fiction Core Curriculum, our Nyseslat

and Beyond curriculum program, our rich classroom library fiction and non-fiction books, our LeapFrog Technology for our early grades, the Rosetta-Stone program and various websites such as starfall.com and other ELL aligned websites as well as technology programs including dictionary.com and smart board interactive lessons.

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

Within our ESL program and classroom settings we provide students with native language workbooks in content areas such as Math, Social Studies and Science. During test taking students are allowed to take their standardized exams in their predominant language with a pedagogue present to aid them with translation at that time. Also, we provide our students with translation dictionaries and websites they can use as a resource guide during instruction as well as encouraging students to express themselves in their native language.

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

We carefully place our students in groups of grade bands that are age appropriate and level based and support instruction within the ESL push/in-pull out model as well as within the classroom setting.

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.

We keep our newly enrolled Students engaged in various activities and we support our parents in many ways: We have parnterships with many community based organizations such as: Urban Advantage that supports learning for students and their families in Science and Social Studies by enabling them to particiapate in experiential learning. In this way, families can attend museums, aquariums and many more cultural institutions. Throughout the year, we provide on-going workshops that are presented by our assistant principal, our parent coordinator , the NY Horticultural society and the NY Cares Restoration Project. Our classroom activities include pair-work with advanced students that guide our newcomers through their English language learning process, Leap-pads provided by the classroom teachers within the classroom setting, English language acquisition technology programs such as the Rosetta Stone program, flashcards, bookmaking processes that enhance the scaffolding of the English language acquisition and one-to-one teacher- student language instruction within the content areas.

18. What language electives are offered to ELLs?

Our ELLs are offered the elective of Spanish.

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)?

We do not offer any dual language programs due to our number limitations.

## 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. All of our staff members participate within our planned six professional development sessions for the school year of 2013-2014: Our staff members include our assistant principal, Mr. Dominic Armano, and our classroom teachers: K-Ms. Masciarelli and Ms. Saltzman, 1-Ms. Lim and Ms. Punger, 2-Ms. Ellman and Mr. McGlone, 3-Ms. Lapas and Ms. Mazzoli, 4-Ms. Gerasimou and Ms. Roth, 5-Ms. Nguyen and Ms. Tsiros, 6-Ms. Tsiros, 7-Ms. Druckr and Mr. Lee, 8-Ms. Drucker and Mr. Lee, Social Studies content: Ms. Haase, Science content: Mr. Licasi, physical education: Ms. Drummond, IEP teachers: Ms. Bentley, Ms. Cleghorn, Mr. Richman, Speech teacher: Ms. Poulad, paraprofessionals: Ms. Chen, Ms. Mliek, Ms. Tsisinos, Parent Coordinator: Ms. Achilles, secretary: Ms. Locastro.

September 2013: Analyzing and Interpreting Assessment Data (NYSESLAT & LAB-R)

November 2013: Aligning the Common Core Learning Standards for ELLs

January 2014: Strategies and Materials for the Nyseslat

February 2014: ELL Techniques and Methodologies in the monolingual classroom

April 2014: NYSESLAT Test Dates and Test Administration information

June 2014: Hands on Projects and activities for engaging ESL practices within the classroom

2. All of our teachers have participated in many workshops towards supporting ELLs such as the Ready Gen and Code X professional developments, Social Studies, Go Math and science workshops and activities such as congruence meetings take place within our school that allow all teachers to collaborate upon their enhanced knowledge best practices within aligned CCLS instruction.

3. Our school leadership and our guidance counselor provide our teachers and our parent coordinator with needed support for our ELLs in the areas of transition from middle school to high school, disciplinary occurrences and emotional support for the challenges of transitioning to their new cultural environment. Our guidance counselor, Ms. Cami Meyer, participates in many professional development workshops that are geared towards helping our students reach their potential.

Ms. Meyer also provides our students with small group support instruction and guidance throughout their academic year with students becoming engaged in socializing activities and interacting in a welcoming and accepting environment that includes our SWDs ELLs.

Teachers also use ARIS Connect for ELL Best Practices as a resource. The Parent Coordinator and Guidance Counselor provide workshops on middle school transition for ELLs as well as the high school application process.

4. The minimum 7.5 hours of ELL training for all staff are provided within our monthly grade and faculty conferences that are conducted by our principal and assistant principal, by our network leaders and by OELL.

The professional development sessions for the school year of 2013-2014 are:

September 2013: Registration Procedures, ELL Identification and the Parent Interview

October 2013: Transitioning former ELLs and providing support

November 2013: Part 1 - Common Core Learning Standards and the ELL student

December 2013: Part 2 - Common Core Learning Standards and the ELL student

January 2014: Technology: SmartBoard Lessons for ELLs

February 2014: ELL support Strategies: -Preparing for the NYS ELA and Math

April 2014: Strategies and Materials for Nyseslat 2014

May 2014: Nyseslat Dates and the Test Administration Procedure

All records are maintained by the assistant principal, Mr. Dominic Armano.

## D. Parental Involvement

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

Parental Involvement is one of our targeted aims throughout this year and every school year. We strive to keep our parents well informed and we provide them with ample support in many areas such as assistance with accessing the ARIS Parent Link Portal to monitor their childrens' progress provided by our Parent Coordinator who also explains school policies and the educational programs offered. Our trained pedagogues and our ESL Coordinator meet with parents at the time of registration and conduct an interview that facilitates the identification process of the ELL student. Also, in collaboration with the ESL Coordinator, the Parent Coordinator facilitates Parental Workshops of interest to all parents based on a needs and interest survey as well as conversations with parents. Computer workshops, English as a Second Language for adults, Reading, Writing and Math are included. All ELL parents are invited to participate in PTA meetings and functions. Translation services are provided when needed and available.

Parents are asked at PTA meetings and given questionnaires in regards to future workshops that interest them. Community Based Organizations such as Urban Advantage and CASAS interest parents with ongoing hands-on trips and workshops in partnerships with museums and many more New York affiliates such as the NY Horticultural society and the NY Cares Restoration Project. Many hands on activities and workshops are provided by our parent coordinator, Ms. Achilles and range from how to help your child with standardized exams topics as well as arts and crafts activities that enable parents to spend quality time with their children. At all meetings, our PTA president, Ms. Jennifer Casas, translates in Spanish for our Spanish speaking parents, Ms. Mliek our Arabic speaking paraprofessional is also present upon request for Arabic translation and our translation unit is notified and sends our specific needs language translators. Our parents' needs are evaluated from language preference surveys that Ms. Achilles sends to the parents periodically and also our activity selection is polled through our parents's choices.

## 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.

## 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)
John A. Buffa	Principal		11/12/13
Dominic Armano	Assistant Principal		11/12/13
Andrea Achilles	Parent Coordinator		11/12/13
Despina Anastasi	ESL Teacher		11/12/13
Jennifer Casas	Parent		11/12/13
Carol Drucker/ELA	Teacher/Subject Area		11/12/13
Henry Lee/Math	Teacher/Subject Area		11/12/13
	Coach		11/12/13
	Coach		11/12/13
Cami Meyer	Guidance Counselor		11/12/13
Nancy DiMaggio	Network Leader		11/12/13
Marie Locastro	Other <u>secretary</u>		11/12/13
	Other _____		11/12/13
	Other _____		11/12/13
	Other _____		11/12/13

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

DBN: **30Q084**

School Name: **PS 84Q Steinway**

Cluster: \_\_\_\_\_

Network: **2.02**

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

**Part A: Needs Assessment Findings**

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

In our PS84Q school community we collect and analyze our data from our Home Language Identification Surveys, that the parents/guardians submit with the help of our ESL Coordinator, trained pedagogues, and our Parent Coordinator. During the interview process, translation services are provided for the parents/guardians and the information is accurately recorded. Throughout the school year, we are pro-active in inquiring with the translation services during our scheduled parent orientation meetings and all letters are sent home in the various available languages. Data from ATS as well as data from the Emergency Contact Cards guide us as to the parents' preferred language choices.

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 highest frequency languages are in the order as follows: Spanish, Arabic, Bengali, Urdu, Greek and Tibetan. These findings are supported through our ATS data and is also reported by our parents during our monthly PTA and SLT meetings.

We also consider feedback from parents in regards to our interpretation needs and we have a "Parent Compact" a written agreement which is also translated in Spanish. This compact indicates responsibilities in improving and maintaining partnerships, providing parents with their rights on being informed and appropriately aided through the departmentalized translation and interpretation unit.

## Part B: Strategies and Activities

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

Our school will provide all letters sent home in the parents' preferred languages as indicated by parent surveys initially sent out by our school in the very beginning of the year. Also, many of our staff members are able to translate documents and also perform other necessary translation procedures. Our staff members have identified the language requirements as per their classroom needs and are prepared in advance to disseminate all translated notices in a timely fashion. The STARS Program also offers report cards in languages other than English.

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.

During our Parent Teacher Conference Meetings, our PTA meetings and other important meeting such as the School Leadership Team meetings we request the presence of oral translators from the DOE's translation unit. Also, translation services are provided by our in-house school staff. In addition, a survey is given out to the classrooms prior to our school meetings and the parents' requests are studied and followed through. The translation Kit is also available for translation services during all meetings.

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

In order to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services we primarily rely on the services of the Department of Education's Translation Unit. When the need is immediate, we recruit the language expertise of several of our staff members who are able to orally translate and/or provide written translations for our parents. We also prominently display the DOE poster in multiple languages at the entrance of our school and in the main office which indicates the parents' rights regarding translation and interpretation services in the appropriate covered languages and instructional language services. The Parent Handbook is available at all times for all parents by the Parent Coordinator. Title I parent involvement meetings are held by the Guidance Counselor in conjunction with the Parent Coordinator and copies of the Parents' Bill of Rights and safety plan procedures are available during the meetings as well as found on the Parent welcoming bulletin board upon entering our school. Feedback from our parents is always welcomed and we plan accordingly for our future parent meeting in order to facilitate all language needs.