

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

14K084

School Name:

P.S. 084 JOSE DE DIEGO

Principal:

SEREIDA RODRIGUEZ

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: Jose de Diego School Number (DBN): 14K084
Grades Served: Pre-K-7
School Address: 250 Berry Street, Brooklyn NY 11249
Phone Number: 718 394 8063 Fax: 718 302-2313
School Contact Person: Sereida Rodriguez-Guerra Email Address: Srodrig12@schools.nyc.gov
Principal: Sereida Rodriguez-Guerra
UFT Chapter Leader: Awilda Campos
Parents' Association President: Andrea Hopmann
SLT Chairperson: Tiffany Rosario
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 14 Superintendent: Alicja Winnicki
Superintendent's Office Address: 215 Heyward St, Brooklyn, NY
Superintendent's Email Address: Awinnic@schools.nyc.gov
Phone Number: 718-302-7638 Fax: 718-302-7978

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street Brooklyn, NY 11201
Director's Email Address: Bfitzge2@schools.nyc.gov
Phone Number: 718-935-3954 Fax: 718-935-3444

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Sereida S. Rodriguez-Guerra	*Principal or Designee	
Awilda Campos	*UFT Chapter Leader or Designee	
Andrea Hopmann	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Meghan Monachello	Teacher	
Tiffany Rosario	Teacher	
Carol Marsh	Teacher	
Jesamyn Lee	Parent	
Monalisa Colon	Parent	
Adriana Grullon	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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

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

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

Through Community Word Project our 3rd grade students express themselves through drama, poetry and painting. teachers collaborate with residents on a weekly basis during professional development sessions. This year-long residency culminates with a family painting day and poetry reading. Several students are selected to attend the CWP Annual Benefit and represent PS 84.

Spatial-Temporal (ST) Math is game-based instructional software for K-12 designed to boost math comprehension and proficiency through visual learning. PS 84 has sustained Integrating with classroom instruction; ST Math incorporates the latest research in learning and the brain and promotes mastery-based learning and mathematical understanding. The ST Math software games use interactive, graphically-rich animations that visually represent mathematical concepts to improve conceptual understanding and problem-solving skills. Born out of neuroscience research at the University of California, Irvine, this unique approach accesses the brain's innate "spatial-temporal" reasoning ability. This ability, which lies at the core of innovative thinking and sophisticated problem-solving, allows the brain to hold visual, mental representations in short-term memory and to evolve them in both space and time, thinking multiple steps ahead. The program consists of language-independent, animated representations of math concepts delivered via the Spatial-Temporal (ST) Math® software games.

We are one of 6 schools nationwide and the only school in New York City participating in "Y Schools Program." Based on our incident reports there were too many incidents during recess. Therefore, the Y Schools are supporting our students during recess by engaging them in organized play. Through the Y Schools program, our incident reports during recess have decreased. In addition to this support they provide a social worker who has worked collaboratively with our school guidance counselor to create our first student council. The Y has also worked closely with our data specialist in looking at student data such as attendance, reading levels, and state test scores. Y schools use this data to provide tutoring that further aligns with the needs of our students. The Y also sponsors "Mind Up" for students in Kindergarten and 3rd Grade. It is a program designed to provide children with the emotional and cognitive tools to help them manage emotions and behaviors, reduce stress, sharpen concentration, and increase empathy and optimism. Students begin by learning about self-awareness, move on to activities that sharpen their ability to focus attention and build self-regulation skills, and then explore how their attitudes and actions affect themselves and others.

PS 84 was selected to host the only ASD Nest program in District 14. The ASD Nest program is designed to help higher functioning children with Autism Spectrum Disorder. The goal is to design and support a therapeutic

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

2. Our English Language Learners comprise 18% of our student population. Their specific needs are language-based and require instructional strategies that support their oral and written vocabulary development in their dominant language as well as English. Our ELL's require pedagogical tools that support their learning. These include visual prompts, graphic organizers, Spanish language texts and audio/visual software programs.

Our Students with Special Needs comprise 6% of our school population. These students are dispersed among our Integrated Co-teaching classes, thus providing them with a program that is in the least restrictive environment. They have varying needs ranging from academic to behavioral. Many of these students have delayed foundational skills in reading which require intensive and explicit instruction in phonics and phonemic awareness. In addition, the standards-aligned lessons must be modified (not "watered down") to provide accessibility for these students.

3. In the context of the Framework for Great Schools, PS 84 has made the most progress over the course of the year in Rigorous Instruction and Collaborative Teachers. Each team of teachers were charged with analyzing student work and creating an Inquiry question based on the information gathered from the student data. Their work focused on continuing to improve the rigor and quality of the students' writing. The teachers participated in Action Research and dedicated their Mondays and Tuesdays to professional learning centered on the data captured from their research and it's alignment to their Inquiry question. At the end of June, on Chancellor's staff development day, all grades presented their important findings and shared their critical work vertically with their colleagues. The following lists the areas of focus per grade:

Pre-K – Authentic Assessment

Kindergarten- "How can explicit/direct teaching improve student work?"

1st Grade – "Can peer evaluation help students become more reflective as writers?"

2nd Grade- "Fostering peer collaboration throughout the writing process"

3rd Grade – "How can mentor texts help improve student engagement and student writing?"

4th Grade – "How can 4th grade teachers use technology to improve and increase students' writing?"

5th Grade - "How can we get our students to be more reflective and independent in their writing?"

6th Grade – "How do we increase student engagement by implementing standard processes and procedures?"

We are proud of the collaborative processes we have put in place to ensure rigorous instruction. Our teachers continue to become adept at planning units of study aligned to the Common Core Learning Standards and based on student informal and formal assessments. In addition, task-aligned rubrics built within each lesson establishes high expectations

and supports and encourages the students to monitor and produce standards-based work. We have also provided our teachers with targeted and specific feedback addressing their areas of strengths and weaknesses, thereby supporting them as they continue to develop the rigor in their classrooms.

14K084 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06	Total Enrollment	687	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	3	# Music	3	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population		93.0%	% Attendance Rate	92.8%
% Free Lunch		45.3%	% Reduced Lunch	0.3%
% Limited English Proficient		16.6%	% Students with Disabilities	14.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.2%	% Black or African American	2.8%
% Hispanic or Latino		61.5%	% Asian or Native Hawaiian/Pacific Islander	3.7%
% White		28.2%	% Multi-Racial	3.6%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		4.79	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	4.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.7%	Average Teacher Absences (2013-14)	4.86
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		23.2%	Mathematics Performance at levels 3 & 4	23.2%
Science Performance at levels 3 & 4 (4th Grade)		86.3%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing	X		Local Assistance Plan	
Focus District	X		Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

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

Part 1 – Needs Assessment

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

Based on the results of the 2013-2014 New York State ELA exam, 23% of our students are performing at level 3 or 4 (48th percentile citywide). In addition, based on the New York State Math exam, 23% of our students are performing at a level 3 or 4 (33rd percentile city wide).

A review of the Quality Review from the 2014-2015 school year identified developing teacher pedagogy as an area of focus. It was observed that the use of strategic extensions that foster higher order thinking demonstrated in rigorous student work and discussions varies across the school. Across classrooms, multiple access points support student engagement in rigorous tasks and discussions, yet the reviewer noted that there are some missed opportunities for all learners to demonstrate critical and analytical thinking and high levels of participation.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teachers in grades 6-7 will implement the Middle School Quality Initiative’s reciprocal methodology in reading to improve instructional routines for scaffolding reading interventions as measured by a five point increase on Student Engagement (3C) on the Advance System.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Schedule ongoing Reciprocal Reading Professional Learning (using the book: Reciprocal Teaching at Work by Lori D. Oczkus as a key resource) sessions during Monday Professional Learning blocks and Tuesday's Professional Learning for teachers and parents.</p> <p>Three teachers will participate in the District wide Reciprocal Math professional learning through working with a Generation Ready consultant.</p>	<p>All teachers (K-7), ESL Teachers, SETSS teachers</p>	<p>Sept. 2015- June 2016</p>	<ul style="list-style-type: none"> • SETSS Teachers • Classroom Teachers • Coaches • Administration
<p>Visits to partner schools in the district who have established Reciprocal Reading and Math programs in their buildings</p>	<p>Participants from the 2014-2015 Reciprocal Reading Study Group and select lead teachers</p>	<p>October-December</p>	<ul style="list-style-type: none"> • Coaches, Assistant Principals, Members of 2014-2015 Study Group
<p>Establishing a pattern of inter-visitations, feedback and reflection at PS 84 using our classrooms as lab sites.</p>	<p>Select Lead teachers (hosts), All ELA teachers</p>	<p>November-June</p>	<ul style="list-style-type: none"> • Coaches, Assistant Principals
<p>Administration will communicate with parents through the School Leadership Team and PTA meetings to make sure the instructional focus is clear.</p>			<ul style="list-style-type: none"> •

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Copies of book: Reciprocal Teaching at Work, • Substitutes/coverages for visitations (out of school and in school) • Per-session for study groups

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By February 2016 100% of the teachers in grades 6-7 have established Reciprocal Reading routines and groups in their classrooms increasing Student Engagement(3c) 2 points on the Advance System. The school is on track towards meeting our goal.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

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

On our 2014-2015 Quality Review, we received a Well Developed in the area of School Culture which included a supportive environment for our students. Also, teachers received ratings of effective and highly effective in their Measures of Teacher Performance (MOTP) in the components of creating an environment of respect and rapport (2A) and managing student behavior (2D). In the Spring of 2015, students in grades 3-6 were given a pilot Tripod Survey. Through this survey we identified that our next steps would be to give our students opportunities to voice opinions and make choices that would impact student culture.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, students in grades 3-7 will have more voice in school policy and opportunities to impact school culture as measure by the Spring 2016 Tripod survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Increase visibility and accessibility of PBIS framework within the school environment. This includes placing prominent signage in classrooms, hallways, and all common areas. PBIS signage will be translated into Spanish to increase accessibility to ELL students</p>	<p>Teachers, students, parents</p>	<p>September 2015-June 2016</p>	<p>Administration, PBIS Committee, SLT, Teachers</p>

and Spanish-speaking parents. Teachers will provide weekly classroom lessons based on PBIS.			
Students will participate in monthly assemblies and receive recognition through rewards and compliments. Students will have access to character building materials and a peer mediation team of students will be developed.	Teachers, parents, all students	September 2015-June 2016	Administration, PBIS Committee, SLT
Hold monthly meetings of PBIS Committee to increase community engagement in PBIS. The PBIS Committee will establish monthly foci to serve as community-wide talking points. Workshops will be turn keyed by parents in the PBIS Committee to the broader parent community. Principal will share monthly PBIS focus at PTA meetings Student of the Month assemblies will focus on students who exemplify the PBIS mantra. Student-led assemblies will focus on character development and social-emotional growth through role-playing. Overview of PBIS as well as PBIS framework will be included in student and parent handbooks. Social worker and staff will begin study group of "The Leader in Me" process.	Teachers, students, parents	September 2015-June 2016	Administration, PBIS Committee, SLT
Administration will communicate this vision with parents during School Leadership Team meetings and PTA meetings.			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Substitute teachers to cover classes for PBIS training of new committee members											
Schedule adjustment for student assemblies											
Translation of PBIS literature and framework into Spanish											
School custodian time and labor to install new PBIS signage throughout the school											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, the PBIS Committee conducted an informal survey of students on their opinions as to whether progress has been made in having a voice in impacting school policy and changing school culture. The PBIS Committee along with the Middle School Social Worker reviewed this data and create an action plan based on results.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

According to our 2014-2015 Quality Review, it was observed that the school was proficient in the alignment of assessments to curricula, use of on-going assessments, uniform grading practices, and analysis of information on student learning outcomes to determine instructional goals. However, based on an item analysis of the 2013-2014 ELA exam, 17% of our students received a score of 3 or 4 points on the extended response essay. Therefore, we decided to make writing our focus for the 2015-2016 school year through analyzing student work on both our vertical and horizontal inquiry teams.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teachers will work on grade specific inquiry teams to collaboratively analyze student work using the tuning protocol to improve student writing skills as measured by documents, minutes, and student assessment results uploaded in drop box.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Adoption of the Teacher’s College Writing Project Curriculum. Grade leaders in grades K-7 will attend Teacher’s College professional learning once month.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Coaches, Grade level leaders, Assistant PrincipalsTeachers, Administration</p>
<p>Professional learning aligned to the adoption of the Teacher’s College Writing project, including, workshops and lab sites and peer inter-visitations. G grade leaders will turn key information to their colleagues.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Coaches, Administration, ELA lead teachers, members of writing study group from 2014-15 school yearTeachers, Administration</p>
<p>Teachers will be engaged in collaborative inquiry focused on monitoring student progress toward meeting the common core writing standards</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Grade level leaders, Coaches, Assistant PrincipalsTeachers, Coaches, Administration</p>
<p>The following strategies will be explored in order to improve student writing:</p> <ul style="list-style-type: none"> • Differentiated writing tool kits • Guided and Modeled writing • Interactive and Shared writing • Conferring schedule for students • Child-friendly rubrics • Paper choices • Peer Conferences and feedback • Teacher feedback: Glow and Grows <p>Administration will communicate with parents during School Leadership Team meetings and PTA meetings to make the instructional focus clear.</p>	<p>All students including ELLs and SWDs Principal</p>	<p>September 2015-June 2016</p>	<p>All teachers including ESL and SETSSPrincipal</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Substitute teachers needed to cover classes during professional learning at Teacher’s College, Teacher’s College Writing Units of Study											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, 100% of the teachers participated in grade specific inquiry teams to collaborate on student writing and have shared best practices. Teachers are now in their second cycle of inquiry. The school is meeting progress towards our goal.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

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

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Attend Teacher Job Fair in the Spring of 2016 • Partner with colleges and universities for student-teachers • Advertise in The New Teacher Finder • New teachers receive mentoring by highly qualified peers • Support provided by North Brooklyn Field Support Office • Common preparation time to allow teachers to plan and share best practices • BEDS survey is completed annually to ensure that teachers are highly qualified as defined by NCLB • Teachers and administrators participate in Advance-providing timely and actionable feedback to teachers

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Professional Learning occurs on Mondays and Tuesdays with the teachers conducting action research, inquiry and next steps. North Brooklyn Field Support Office and the Superintendent's support staff provide professional support for administrators, teachers and paraprofessionals. School-based Instructional coaches provide year-long professional development geared towards teacher created goals and needs as determined by the Measure of Teacher Performance report. The coaches also plan on a weekly basis with teachers to ensure instruction is aligned to the Common Core Learning Standards. Teachers also attend monthly professional development workshops at the Teacher's College Writing Project and turn-key to all staff. The school is also participating in the Chancellor's initiative of the Learning Partners Partnership that focuses on best practices specifically targeted to our dual language program. The Middle School Quality Initiative also provides professional development support to our middle school teacher in language and reading.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

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

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

Communication Tips for Staff

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

School Leadership Teams, Collaborative inquiry teams, Professional Learning Committee and grade level teams engage in the decision making process in regards to the use of appropriate assessments.

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 codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	537,216.00	X	12, 16
Title II, Part A	Federal	44,921.00		
Title III, Part A	Federal	14,216.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,128,624.00	X	14

1Explanation/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.

²The **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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Jose de Diego** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is

designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **Jose de Diego** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and

inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC)

Jose De Diego 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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by 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 to 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.

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

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

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

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

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

Part A: School Information	
Name of School: <u>PS 84 Jose De Diego</u>	DBN: <u>14K084</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>107</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
of certified ESL/Bilingual teachers: <u>5</u>
of content area teachers: <u> </u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Begin description here: _____

We will have two direct instruction supplemental programs that will be funded with Title III funds. First, we will have a Saturday Academy. The purpose of the Saturday Academy is to provide supplemental instruction to our English Language Learners (ELLs) in grades K-6. The program will provide additional instruction in English Language Arts as well as Mathematics. This program is required to support student academic achievement. Based on the state tests, last year 0 % of our ELLs were proficient in ELA (as compared 3% City-Wide) and only 5% were proficient in math (as compared to 14% City-Wide). Additional data which supports our need for supplemental programs is our students' performance on the NYSESLAT. Based on data generated by our AMAO Estimator tool, 57 out of 77 (74%) of our ELLs made progress on the NYSESLAT. _____

-
The language of instruction will be English. Instruction will be provided by 5 teachers who are certified in English as a Second Language or Bilingual Education. The program will run for eight-four hour sessions starting in January. Sessions will take place on Saturdays from 9-1. Materials for instruction will include Rally's Math Solutions (Open-Ended Problem Solving) and Rally's Essential Skills for Reading Success. In English Language Arts, the focus will be on the modalities of reading and writing. Teachers will focus on these areas by teaching a reading skills-based curriculum along side instruction in writing as a response to reading. The writing focus will include instruction in organization, transitional and linking words, as well as supporting claims using evidence. In the content area of mathematics, students will focus on developing computational fluency as well as problem solving strategies. There will also be a large focus on the language required to explain mathematical thinking as required by constructed response questions. _____

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

-
All ELLs K-6, will participate in VTS. VTS instruction takes place as a supplemental program in sessions before school and after school and is not included in the CR Part 154 mandated services. The costs associated with VTS include the materials (sets of posters which provide the art to be examined). Additionally the program uses a web-site which has additional materials and resources to supplement the poster sets. No Title III funds are being used to fund teacher salaries or supplemental teacher salaries. _____

Part C: Professional Development

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

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

Begin description here: _

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

Beginning on October 3rd, teachers who are new to VTS will take place in one full-day training. Teachers will attend the trainings in groups of Teachers in their second year of the program will also take part in a more advanced training on October 21st. All teachers will receive a VTS professional development session on November 4th. Additional trainings will take place during the month of January. VTS will also be providing on-going coaching visits where they will send coaches in to observe and team teach with our teachers in order to promote the success of the program as well as continue the professional development of the teachers who are implementing it.

It will be provided by VUE, the parent organization of the VTS curriculum. Topics to be covered during the training sessions will focus on learning to facilitate VTS image discussions effectively, and refining that practice over time. Specifically, the training will help the teachers implement the program because it will focus on improving questioning and discussion strategies which are necessary for the successful implementation of the program. For example, teachers will be coached on the use of open-ended questions, and prompting techniques to promote critical-thinking and student to student interaction. VTS training is beneficial to teachers of ELLs because the program provides a structured opportunity for open ended discussion in a setting where students are comfortable taking risks. The students interact with each other during VTS sessions, and this allows for authentic use of English.

Part D: Parental Engagement Activities

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

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

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

The VTS Parent Session is scheduled for the morning of Friday January 24th. It will be a 90 minute session. The training will be provided by VUE staff. VUE is the parent organization behind the VTS curriculum. Language translation services will be provided by members or our PTA. Parents will be notified of this activity through the PTA, as well as our parent coordinator. Additionally, flyers in English

Part D: Parental Engagement Activities

and Spanish will be sent home in students' backpacks leading up to the event.

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

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

Part E: Budget

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

Allocation Amount: \$_____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 14	Borough Brooklyn	School Number 084
School Name P.S. 84 - Jose De Diego		

B. Language Allocation Policy Team Composition

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

Principal Sereida Rodriguez	Assistant Principal William H. Lemos
Coach Monique Hernandez	Coach type here
ENL (English as a New Language)/Bilingual Teacher Valentina Djokic	School Counselor Marysol Ayala
Teacher/Subject Area Teresa Bosque/Spanish	Parent Yenny Almonte
Teacher/Subject Area Awilda Campos/CB	Parent Coordinator Liliana Minier-Alvarez
Related-Service Provider Daniela Soto	Borough Field Support Center Staff Member Camille Holmes
Superintendent Alicja Winnicki	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL 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/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	8	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	754	Total number of ELLs	140	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): SP
Freestanding ENL	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language	2	1	2	1	1	1								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	139	Newcomers (ELLs receiving service 0-3 years)	86	ELL Students with Disabilities	20
SIFE	7	Developing ELLs (ELLs receiving service 4-6 years)	32	Long-Term (ELLs receiving service 7 or more years)	14

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	55	2	0	13	0	0	0	0	0	0
ENL	39	2	4	26	1	14	7	1	2	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	11	43	18	33	7	86	10	39	11	34	11	32	0	0	0	0	0	0	0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____

Number of students who speak three or more languages: _____

Freestanding English as a New 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	8	10	7	7	6	13	12						0
Chinese														0
Russian							1	1						0
Bengali	1			2										0
Urdu														0
Arabic			1											0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish			1											0
Albanian														0
Other			1	1										0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	3	4	3	1	3	5	1	5						0
Emerging (Low Intermediate)	2	9	4	3	3	4	2	0						0
Transitioning (High Intermediate)	2	6	4	2	4	1	1	0						0
Expanding (Advanced)	6	6	6	8	8	6	7	7						0
Commanding (Proficient)	0	1	3	5	0	1	3	1						0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	16	0	0	0	0
4	13	2	0	0	0
5	4	2	0	0	0
6	7	3	0	0	0
7					0
8					0
NYSAA	0	0	2	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	13	0	3	0	0	1	0	0	0
4	8	4	2	1	0	0	0	0	0
5	3	3	2	1	0	0	0	0	0
6	5	3	1	1					0
7									0
8									0
NYSAA	0	0	0	0	2	0	0	0	0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

Our school uses Fountas & Pinnell Running Records, NYSESLAT, NYSITELL and teacher-created assessments to assess the progress of our ELL's literacy skills in all grades.

On Fountas & Pinnell, the results show that our ELLs are reading below the grade level. However, as ELLs' proficiency levels increase, so do their reading levels. Specific data will not be available until the first week of November 2015.

Considering the NYSESLAT, our analysis of four modalities shows that great majority of our ELLs, regardless of their grade, develop a higher proficiency in speaking and listening. Furthermore, a number of our ELLs have actually reached the commanding level of speaking and listening. However, as for the reading and writing skills, most of our ELLs reach the advanced level after 2-4 years (depending on their age of enrollment), but take time to reach a commanding level of reading and writing.

Our school's instructional plan is to focus on word study, academic vocabulary and guided reading and writing, while implementing scaffolding techniques and ESL methodologies.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

A review of the NYSESLAT 2015 & NYSITELL 2015 proficiency results shows the following patterns:

 - In first grade, 75% of the ELLs fall under entering through transitioning level
 - In second grade, 50% of the ELLs fall under entering-transitioning levels, and 50% of the ELLs fall under expanding and commanding levels
 - In third grade, 68% scored at expanding and commanding levels
 - In fourth grade, 56% scored at entering-transitioning level
 - In fifth grade, 59% scored at entering-transitioning levels
 - In sixth grade, 58% scored at expanding and commanding levels
 - In seventh grade, 62% scored at expanding and commanding levels
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The school uses information about Annual Measurable Achievement Objectives (AMAO) to determine whether or not Adequate Yearly Progress was met. Central is still updating the data in order for us to determine whether AMAO 1 was met, so we are unable to reveal that at this time. As for AMAO 2, the data reveals that our school does not meet AMAO 2. This has led the ENL program to begin focusing more heavily on non-fiction texts and guided reading and focusing more on student writing within the Teachers' College Writing units as a way to build literacy and writing and increase English language development and ultimately, proficiency levels.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. The patterns within the ENL program for Kindergarten reveal that proficiency levels are split between the Entering - Transitioning (En - Tr) lower levels and the Expanding-Commanding (Ex - Cm) higher levels. For 1st grade, there is a greater number of students at the lower levels (En-Tr); 2nd grade is about split; 3rd grade reveals more ELLs testing into higher levels; 4th and 5th grade reveal more ELLs testing into the lower levels; and 6th and 7th grade show more ELLs testing into the higher levels.

As for the Dual Language program, in Kindergarten, the data pattern shows ELLs split about 50/50 between lower and upper levels; 1st grade shows that more ELLs tested into the lower levels (En-Tr); 2nd grade is split; 3rd grade shows more ELLs tested into the higher levels (Ex-Cm); 4th and 5th grade shows ELLs split about half tested into lower levels and half in upper levels; Currently, there are no Dual Language programs for 6th and 7th grade.

Although specific quantitative data is not available, the trend in the past few years has shown that ELLs are typically 1-2 years behind or below grade level on tests taken in both English and their native (Spanish) language. We do not test ELLs in their native language if they speak a language other than Spanish.

- b. Our school has not used ELL periodic assessments in the last few years. Other assessments have been used, like Fountas & Pinnell reading levels (and for those ELLs in Dual Language programs, this assessment is conducted in both English and Spanish) but we no longer participate in the use of ELL periodic assessments.
- c. Home language is used in Dual Language programs to teach instruction half of the time. Home language may be used sporadically with Entering or Emerging ELLs to aid in their transition within the ENL program if the home language is spoken by one of our ENL pedagogues. Home language dictionaries are usually provided to ELLs in the ENL program or a translation app is used to help with tricky definitions or concepts.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Our Tier I RTI is provided by classroom teachers, and supported by the ENL teachers.

If a student does not make progress, the school's RTI committee meets to discuss next steps to support the student. Those steps include Tier II and Tier III instruction, which is provided by specialized out-of-classroom teachers.

6. How do you make sure that a student's new language development is considered in instructional decisions?

Some of the ESL techniques we implement in our classrooms in order to help students' new language development are using:

- Leveled libraries
- Visual aids
- Labeling
- Cognates
- Technology
- Picture Dictionaries /glossaries

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

a. Our EPs are assessed in the target language by Estrellita and Descubre assessments. and Fountas & Pinnell Running Records.

b. As would be expected, the level of proficiency in the target language for EPs improves correspondingly with the number of years they have been in the Dual Language Program. For example, the level of proficiency in our 5th grade dual language EP students is higher than those in 1st grade. However, our students in the upper grades have not achieved proficiency in the target language, especially in reading in writing.

c. The majority of our EPs in Dual Language programs score at level 2 or higher on state and other assessments.

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

We evaluate the success of our ESL program by measuring student progress toward English proficiency. We keep our goals in line with the city and state wide results, while keeping in mind the level of each student's native language skills. Our students who arrive with little to no native language literacy skills often struggle more, and we are cognizant of that fact. We understand that these students will not, on average, make progress as quickly as a student who is on grade level in their native language. Keeping in line with NYCDOE policy, we measure the success of our program on the progress our students make from one year to the next on the NYSESLAT. Based on our NYC Progress Report, our ELLs have shown progress and our school met the AYP.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

Initial identification of ELLs is done through a rigorous 4 step process. First, during registration, a Home Language Identification Survey (HLIS), along with a parent/student interview is administered by a licensed pedagogue in the language of the parents' choice. If the parents' preferred language is not spoken by the licensed pedagogues, the school will use the DOE's over the phone service made available by the Translation and Interepretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages. The second step is to determine the student's home language and eligibility to take the NYSITELL. A student is considered to have a home language other than English when (1) one question on the HLIS Part I: questions 1-4 indicates that the student uses a language other than English, and (2) two questions on the HLIS Part I: questions 5-8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English. If a student's home language is English, the ELL identification process stops here. However, if a student is identified as having a home language other than English, the student will then be administered the NYSITELL which occurs within 10 days of the student's registration. The fourth step is the administration of the Spanish LAB to newly identified ELLs whose home language is Spanish. Two certified ENL teachers, Terezia Chlebovcova and Valentina Djokic are responsible for reviewing the home language forms, conducting interviews, and administering the NYSITELL. The languages spoken by these pedagogues include Spanish, English, Slovakian, Serbian and a limited understanding of Russian.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

NYC DOE schools have 30 school days from initial enrollment to make an initial SIFE determination. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. From here, we use the same 4 step ELL identification process as detailed above. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, it must be determined that students are newly enrolled, in grades 3-8 and at the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results. At this point, we would use the Oral Interview Questionnaire to determine if an ELL has had a gap of two or more years in their formal schooling. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, we would administer the Literacy Evaluation for Newcomer SIFE (LENS). Initial SIFE status must be indicated in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC). As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

When a newly enrolled student with an IEP enters the school and is determined to have a home language other than English, the Language Proficiency Team (LPT) is formed. This team consists of ENL pedagogues, Assistant Principal(s), and the Director of Special Education. This team reviews evidence of the student's English language development. Based on this evidence, the LPT may then recommend the student takes the NYSITELL to determine ELL status. From here, the ELL Identification Process remains the same as stated above in question #1. The only difference being that the process including the ELL program choice which is chosen by the parent must be completed within 20 school days.

If the LPT recommends that the student NOT take the NYSITELL, this recommendation is then sent to the Principal for review. Upon review, if the Principal determines the student should take the NYSITELL, the student will then take the NYSITELL to determine ELL status and the ELL Identification Process will continue as with all students. However, if, upon review, the Principal determines that the student should NOT take the NYSITELL, the Principal's determination is sent to the Superintendent for review. The parent or guardian of the

student is to be notified within 3 days of this decision. If upon review, the Superintendent determines the student should NOT take the NYSITELL, the parent is notified. The ELL Identification Process terminates. To reiterate, the timeline for this determination to accept or reject the LPT recommendation is 20 days.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Once the NYSITELL has been scanned and the scores have been determined, our ENL teachers review the scores and then prepare entitlement and non-entitlement letters based upon the NYSITELL scores. Once letters are filled out, the ENL teachers distribute the letters to the students. These parent notification letters are distributed within 5 school days in order to be in compliance. The ENL teachers responsible for this process are Valentina Djokic and Terezia Chlebovcova.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

At the Newly Enrolled ELL Parent Orientation, a letter will be handed out to parents/guardians outlining the new policy of the Re-Identification of ELL Status along with the name of the contact person should there be any further inquiries. The individual responsible for this process is our Assistant Principal, William Lemos. In addition to the letter, this process will be reviewed with parents at the meeting. The policy being that beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or re-entry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The school must initiate a review of the ELL status determination upon receipt of a written request from a parent or guardian or a student's teacher (if the teacher's request includes written consent from the parent or guardian). Copies of all letters are filed both in the student's cumulative records and in the ENL binder which is kept in the Principal's office.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

The next step in the process involves parental choice and it is through this process that we make sure our parents understand each of the three program choices available to them (Transitional Bilingual, Dual Language, or Freestanding ENL). A number of structures are in place in order to ensure that the parents of our ENL students at P.S. 84 understand all of the program choices, options, and rights to which they are entitled. Each parent of a newly enrolled ELL student is invited (via written invitation and telephone in their preferred languages) to a Newly Enrolled ELL Parent Orientation session. These orientations are held in our school on an ongoing basis and scheduled at a time that enables at least one parent or guardian of each new student to attend.

At the parent orientation session, informational materials are provided and a NYCDOE video is viewed by the parents in the language of their choice. In addition, an ENL teacher or other bilingual school personnel offers additional counsel to parents in the language of their choice in order to clearly present the information and to ensure the parents understand the options that are available to them as the parents of an ELL in the New York City Public Schools. The parent coordinator and the ENL teachers assist in this entire process to ensure that parents understand all three program options.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

We ensure that Parent Surveys and Program Selection forms are returned by providing time at the end of the Parent Orientation in order for parents / guardians to complete and sign the Parent Surveys and Program Selection forms. At our school, most of the parents are able to complete and return these parent surveys at the Parent Orientation. If parents are unable to complete the surveys and forms at this time, the ENL teachers keep a checklist which shows whom we need to follow up with to ensure all of the forms are returned. We inform parents/guardians that they must return the completed and signed form within 5 school calendar days. The ENL teachers follow up with parents via telephone and in writing as a reminder to complete and return these forms. They then keep this documentation of attempts to gather initial parent selection preference.

After all Program Selection forms and the Parent Surveys are completed and returned, the ENL teachers review them in order to determine which programs the parents have selected for their child(ren). Our school then places the students in the program that their parents have chosen. If the program is not available in this school, we inform parents that "due to insufficient numbers at this time, the program is not available at our school, but we can assist you in finding one to meet your choice." If we have a sufficient number of parents who select a program that we do not offer, then we must open a section of that class and satisfy the choice of our parents. Also, if parents / guardians do not return the completed form within 5 school calendar days, as per CR Part 154.2, the default program would be a bilingual program, however, our school does not have any existing bilingual programs, so the student

would be placed in the ENL program.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ENL teachers monitor which parents have not completed and returned the program selection forms through the use of a checklist. As forms come in, students' names are marked off. We then reach out to the remaining parents/guardians by phone and letter to ensure all of the forms are returned. We inform parents/guardians that they must return the completed and signed form within 5 school calendar days. If parents do not return completed program selection forms within the 5 days and after repeated attempts to gather the parent selection preference, we inform them that their child will be automatically placed in the ENL program as the default program of bilingual program is not available in our school at this time.
9. Describe how your school ensures that placement parent notification letters are distributed. Once program selection forms are returned, the ENL teachers review them to determine which programs the parents chose for their child. When the program selection process is complete, the school prepares and sends out placement letters to confirm placement of students in appropriate programs.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Our school retains the Home Language Identification Survey and the Parent Survey and Program Selection form in the student's cumulative record. The other critical ELL documents are filed into binders which are kept in the ENL office, in room 348. Those documents include the Program Placement letter, Entitlement letter, Continued Entitlement letter, Non-Entitlement letter and the Language Proficiency team NYSITELL Determination form.

In addition, our school abides by all applicable laws and regulations pertaining to the retention of records, including but not limited to Chancellor's Regulations A-820 and the Family Educational Rights and Privacy Act (FERPA).

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year. In order to administer all sections of the NYSESLAT to our students each year, we begin by running an RLER report in ATS. We cross check the information on that report with our in-house student rosters to ensure that each child who is eligible to take the NYSESLAT is tested. The NYSESLAT sub-tests are scheduled within the testing window, and parents are notified of the dates. We administer each sub-test, and after each test is given we cross check our student rosters to make sure that there is a completed answer document for each student on that roster. The final step is to run another RLER report to make sure that all students are accounted for, even students who may have registered for our school during the NYSESLAT administration window.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Our ENL teachers are responsible for reviewing the results of the Spring administration of the NYSESLAT in order to identify students who are eligible for continuation of ENL services. The results are viewed using the RLAT report from ATS which indicates the latest language proficiency levels of the students. If a student is at the Entering, Emerging, Transitioning or Expanding level, continued entitlement letters are prepared and sent home to the parents/guardians notifying them of their child's language proficiency level and their right to continued ENL services.

If students score at the Commanding level, Transitional Support Parent Notification letters are prepared and distributed to those students. If students score at the Expanding level AND scored a level 3 or 4 on the previous Spring ELA State test, students are considered to have "tested out" of the program and Transitional Support Parent Notification letters will also be prepared for their parents. These letters indicate that although their child has tested out of the ENL program, they will now receive 90 minutes of push-in ENL instruction in their classroom per week during their transition.

The language proficiency student data from the RLAT report is used to determine the frequency and duration of services for the current school year.

13. 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? 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 as per *Aspira Consent Decree*? Describe specific steps underway. (Refer to question six). A review of the parent choice and program selection forms reveals that our parents choose either Dual Language Spanish or Freestanding ESL most of the time. Over the past three years, we have only had one parent who selected TBE. In 2011-2012, 11 parents selected ESL and 9 chose Dual Language Spanish. In the 2012-2013 school year, 15 parents chose ESL and 10 parents chose Dual Language Spanish. For the 2013-2014 school year, 13 parents of newly enrolled students chose Freestanding ENL while

8 chose Dual Language Spanish. Looking at this information, it can be seen that the trend remains constant that our parents choose either ENL or Dual Language, with ESL being slightly favored.

The program models at our schools are aligned with parent choice. We have been able to accommodate parent choice due to our offerings of Dual Language Spanish classes in grades K-5 and our Freestanding ENL program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
Our ELL programming includes ESL services which are provided using the push-in and pull-out instructional model. As for push-in model, students are grouped by grade and heterogeneous proficiency levels. As for Pull-out model, students are grouped by grade and homogenous proficiency level.
 - b. TBE program. *If applicable.*
Not applicable.
 - c. DL program. *If applicable.*
ELL students in TBE or Dual Language programs are mandated to receive the same amount of specific units of ESL as students in the Freestanding ESL model. Both ELLs and EPs receive 50% of instruction in English, and 50% in target language – Spanish.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
P.S. 84 makes many considerations and adjustments in order to comply with the mandated service minutes required for each language proficiency level and the needs of our ELLs. The ESL and dual language teachers provide services to all eligible students. Our ELLs at the entering and emerging levels receive 180 minutes of push-in ESL services, also known as integrated ENL, and 180 minutes of pull-out ESL services. Our ELLs at transitioning level receive 90 minutes of push-in ESL services, also known as integrated ENL, and 90 minutes of pull-out ESL services. Our ELLs at expanding level receive 180 minutes of push-in ESL services, also known as integrated ENL. Our ELLs at commanding level receive 90 minutes of push-in ESL services, also known as integrated ENL, during ELA or content area.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Literacy instruction in both ESL and Dual Language programs takes place through a Balanced Literacy (Word Study, Guided Reading and Writing, Shared Reading and Writing, and Read Aloud) approach which is taught based on units which were developed to address the New York State Common Core ELA standards. Teachers use various ESL techniques and methodologies to make content comprehensible in order to foster the ELLs' language development and meet the demands of the Common Core Learning Standards.

Mathematics instruction is carried out using Go Math and a curriculum developed by CFN 109 which is based on the New York State Common Core Math standards.

Science and Social studies are taught by integrating them into literacy units. In the Dual Language classroom, these content areas may be taught in either English or Spanish, depending on the time or the day, or the needs of the learners.

The instruction in ESL program is delivered in English, and in Dual Language Program, the instruction is delivered in English and Spanish (50-50 split).
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

All Native Spanish speakers who qualify for services in Dual Language Programs or ESL are assessed in their native language using the Spanish LAB.

Spanish reading levels are also assessed throughout the year.

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

ELLs are formally and informally evaluated in all four modalities throughout the school year with assessments that are built into the school's Balanced Literacy English Language Arts Program. Students are informally assessed using the Balanced Literacy approach through conferences/conference notes, observations and class discussions/checklists. As for formal assessments in reading, our school uses Fountas & Pinnell running records to determine reading levels. Students are assessed four times throughout the year: October, December/January, March, and May/June. In the upper grades, the Degrees of Reading Power (DRP) assessments are used to assess students' reading comprehension three times per year. Formal assessments of writing are done using rubrics at the end of each Teachers' College Reading and Writing Workshop unit. These formal writing assessments are done about 5 times per year. As for the listening and speaking modalities, our school relies mostly on informal assessments which include observations, individual and group discussions and conferences.

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

a. Students with interrupted formal education (SIFE) require special attention in order for them to succeed in our educational system. We adjust our instructional approaches used to reach SIFE pupils depending on factors such as native language and the level of native language literacy skills.

Besides after school programs and additional academic intervention, our plan to service these students includes teaching grade level

content as well as the numerous skills that SIFE students are often lacking. Therefore language classes will be structured in order to

address both past content objectives and current content objectives. For example, a SIFE in third grade may need instruction in

order to develop literacy skills that his or her peers received in earlier grades. Additionally, a SIFE will receive the opportunity to

practice these skills in an age appropriate environment. SIFE students will also be grouped together with peers in order to provide

motivation, support, and language acquisition opportunities.

b. Newcomer students at P.S. 84 are serviced with the intention of giving them the language skills they need to function successfully

in their new country, community, and school. As is the situation with SIFE students, newcomers will also be placed with English speaking peers in an age appropriate environment in order to present them with language acquisition opportunities and extrinsic

motivation as well as support from their peers.

Since many newcomers arrive with little to no English in any of the four language skill areas and often with little to no literacy skills

in their native language, our newcomers will receive ESL services that are intended to provide both content area and second language instruction with the intent of developing both Basic Interpersonal Communication Skills (BICS) and Cognitive Academic

Language Proficiency (CALP). Literacy and language development will take place through student participation in the reading and

writing workshops in their classrooms as well as further more specialized instruction from their ESL teacher. ESL teachers will work

to make content area and language instruction accessible to students by employing sheltered English content instruction as well as

scaffolding techniques. In addition to these supports newcomers should also receive extra attention through after-school programs

and additional academic intervention.

c. Students who have been receiving services for 4 to 6 years will receive services based on their level of language proficiency. A

student who is at the beginner level will receive support for reaching the common core and be given access to lessons which are designed to meet the Common Core Standards. Students in this subgroup will also be given attention according to our school's RTI plan.

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

e. Former ELLs will receive support for two years after they test commanding on the NYSESLAT. These students will receive support of 90 minutes in integrated ENL program. They will also be offered seats in our after-school programs and Saturday Academy.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Between 6 and 12 months (from the date of the Superintendent's notification to the Principal, parent, guardian and/or student), the Principal will review the decision for students who have been re-identified as an ELL or non-ELL to ensure that the student's academic progress has not been adversely affected by the determination. In order to do this, the Principal will consult with qualified staff members in our school. The qualified staff members are the ENL/ESL teachers, classroom teachers and/or the student's Dual Language teacher. If these qualified staff members believe that the student may have been adversely affected by the determination, additional support services will be provided to the student as defined by C.R. Part 154-2.3. Furthermore, the Principal may reverse the determination within the same 6-12 months. If the Principal's decision is to reverse the ELL's status, our Principal will consult with the Superintendent. Final decision notification must be in writing to the parent or guardian in their preferred language within 10 school days.

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

Our school uses the Balanced Literacy approach to reading to provide access to academic content and to accelerate English Language Development. Falling under the umbrella of Balanced Literacy, instructional strategies include shared reading, guided reading, independent reading as well as shared writing and independent writing. Balanced Literacy also includes the use of oral language to discuss texts as well as ideas in writing. Materials include Pearson's ReadyGen curriculum as well as our school's guided reading library. ELLs/ SWDs also participate in Max Scholar and Read 180 programs.

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

We have used curricular, instructional and scheduling flexibility to enable diverse ELL-SWD's to achieve their IEP goals and attain English proficiency within the least restrictive environment. For example, we have opened ICT classes in grades K-7 in order to accommodate students with IEPs and to keep them in the least restrictive environment. Additionally, our students with IEPs receive SETSS as mandated on their IEPs.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

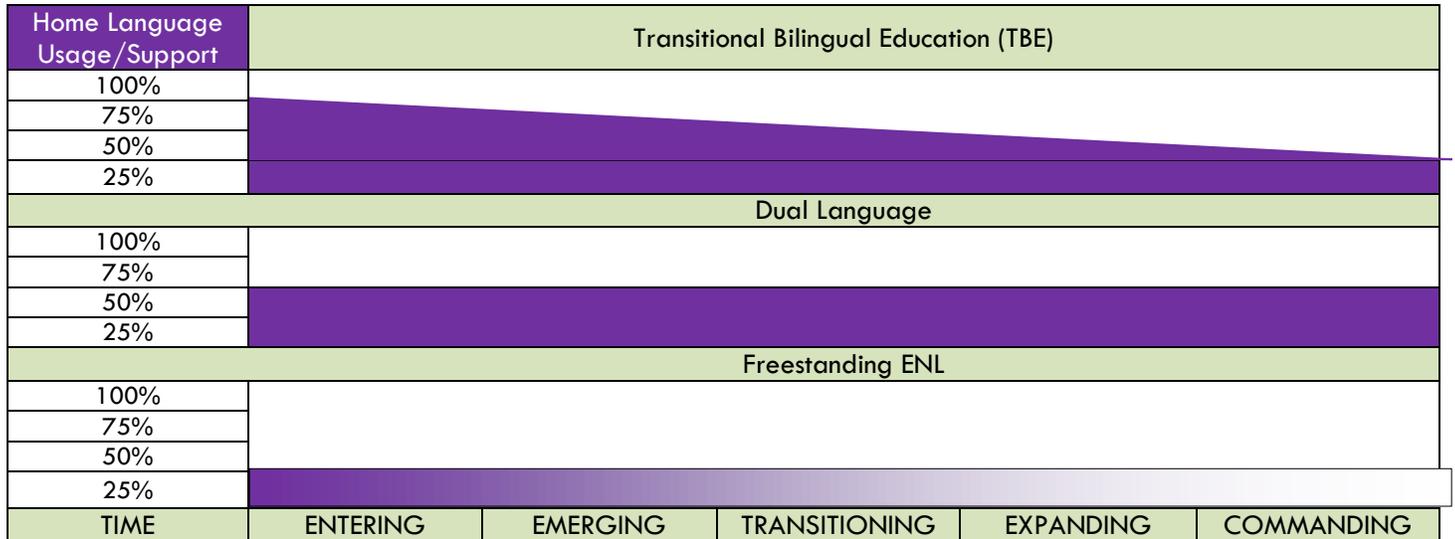


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Targeted intervention is carried out based on our school's RTI plan. Tier I intervention for ELLs in ELA, Math, Social Studies, and Science takes place in the classroom, either with the classroom teacher or the ESL teacher. Within the classroom, there is a Toolkit for ELLs specifically which includes aides and supports that could help ELLs complete a task within any content area (picture dictionaries, alphabet and blends chart, etc.). Tier II intervention takes place in small groups in the classroom and is reinforced in after school programs (ESL after school and ELA / Math after school programs). Planning and communication between the ESL teacher and classroom teacher is mandatory. Tier III intervention is delivered in a pull-out setting if it is deemed necessary. The language of instruction in these interventions is English. Our school's RTI plan is constructed to address the needs of learners from all sub-groups (SIFE, Newcomers, ELLs with Special Needs). Specific interventions used throughout the school depending on the grade are Read 180, Wilson, Fountas & Pinnell Intervention kits and AWARD Reading.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
We measure the effectiveness of our programs by how much progress our students make from one year to the next on the NYSESLAT. Based on our NYC Progress Report, in the past our ELLs moved from one proficiency level to the next. Our programs are meeting the needs of ELLs in both content and language development by targeting their specific language and content area knowledge needs through small group instruction.
12. What new programs or improvements will be considered for the upcoming school year?
New programs this year include Teacher's College Writing Units. Also, we are introducing the newly-built Greenhouse to provide more hands-on learning experience to target Science Standards.
13. What programs/services for ELLs will be discontinued and why?
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded equal access to all school programs. They are offered seats in our Saturday Academy and YMCA after-school tutoring program. Also, ELLs participate in our Education Through Music Program, Visual Thinking Strategies, Greenhouse Classroom, Trout in the Classroom, Bhangra Dance, Ballroom Dancing, Community Word Project, and Circus Arts. According to the Danielson Framework for teaching, all teachers are required to create multiple access points in their lessons for different students, including ELLs. This allows for ELLs to participate in lessons throughout the school.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
ESL programs use the following materials – ReadyGen, Engage NY, On Our Way to English leveled libraries, Language Power and National Geographic library. Pearson ReadyGen, Engage NY Word Generation and Houghton Mifflin's GoMath Curriculum are used to support ELLs in their classrooms. Additional materials used to support ELLs include but are not limited to our guided reading book room, big books, lap tops, and computer lab. Specifically, ELLs use technology through the MIND Research STS math program.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
In the dual language program, native language support is delivered in a variety of ways. The following strategies and programs are used to support native language instruction:
- total physical response
 - visual prompts
 - realia
 - repetition
 - leveled libraries
 - guided reading
 - authentic literature in the native language
 - small group instruction
 - Estrellitas program for phonetic support
 - Descubre literacy program online activities
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Required services support, and resources correspond to ELLs ages and grade levels. ELLs at P.S. 84 are always placed in age appropriate grade levels for instruction. The materials and services provided here are appropriate for each student's needs.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

One of the activities in our school that support newly enrolled ELLs is assigning a learning partner / buddy in their classroom who speaks the same language to ease their transition. The parent coordinator, ENL teachers and/or classroom teachers take the students on a school tour.

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

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

a. In our Dual language Program the target language is used for EP's and ELL's fifty percent (50%) of the time. The self-contained dual language classes in kindergarten follow an A/B schedule which means that they teach in the target language of Spanish on one day (the A day) and in English on the following day (the B day). In grades 1-5, we follow the side-by-side model, with one teacher providing instruction in English, and the other is Spanish.

b. Core content areas are taught in both English and Spanish.

c. Each dual language class is taught by a bilingual teacher. Each subject is taught fifty percent (50%) of the time in Spanish and 50% in English.

d. Emergent literacy is taught simultaneously in both languages.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

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

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

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

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

15% of all PDs offered to the entire teaching staff will include the ESL methodology.

Throughout the year, P.S. 84, will offer on-site PD and off-site PD opportunities to address the needs of ELL students:

 - * Brain Research - Keeping ELLs in Mind
 - * Instructional Strategies: Differentiation Strategies
 - * Intervention Protocol
 - * Unpacking the Standards
 - * Differentiation in the Classroom
 - * Visual Thinking Strategies
 - * Websites and Interactive White Boards
 - * Teachers College-Units of Study in Writing
 - * Teachers College Saturday Reunion Workshops
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

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

Outside of our building, teachers attend meetings at Fordham University and Office of ELLs, and, in previous years, PDs offered by our network. These sessions demonstrate specific strategies for adapting instruction to increase student engagement and increase academic talk. Personnel will attend other meetings sponsored by our Brooklyn North Field Support Center as announced. New teachers are also trained in Visual Thinking Strategies (VTS) as a method to increase authentic opportunities for the use of oral academic language.

50% of all PD offered to ENL teachers must be ENL-related.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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

Our school counselor work with 5th grade students and their families to ensure they are aware of the enrollment process – the directory of middle schools, the application process and the transition to middle school. The guidance counselor has received training in the Learning Partners Program and the Middle School Quality Initiative, MSQI, to reach out to all ELL parents and students through the Home Teacher Visit Program.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records

are kept for professional development activities (e.g. agendas, attendance). Refer to *ELL Policy and Reference Guide, Professional Development* section.

In our school, 15% of all PD offered to the entire teaching staff will include ESL methodology, and the 50% of all PD offered to ENL / ESL / Dual language teachers will be ELL-specific.

All agendas and attendance are kept in a binder in the main office in order to document PD activities.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Teachers provide individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessments results, and language development needs in all contents areas during the weekly parent involvement session (every Tuesday). Parents schedule an appointment with the teacher at their convenience. Interpretation and translation is provided as needed, in the parents' preferred language of choice.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

From the individual meetings with parents, teachers keep records such as agendas, sign-in sheets, parent-survey and program selection forms, letters sent out to parents, phone logs, and any observational notes.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parental involvement at P.S. 84 is strong. Our parents, including our ELL parents are involved through the following programs:

- Learning Leaders - parents assisting in the classrooms/library/cafeteria
- Parent Academy - ESL./Spanish/Citizenship classes are held on Saturday mornings in 8 week cycles.
- Wonderful Wednesdays - once a month, all parents are invited into the building to participate in a themed activity in their child's classroom
- Parent Common Core Standards Workshops - Facilitated by the Parent Coordinator, this series of classes introduces parents to the language and expectations of the New York Common Core State Standards
- School Leadership Team Meetings, School Safety Committee Meetings
- Annual ELL parent conference offered by the NYCDOE

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school partners with many Community Based Organizations to provide workshops or services to ELL parents. They are as follows:

- YMCA family workshops include curriculum, creative activities, and cultural gatherings
- American Italian Cancer Foundation offers no cost mammograms and clinical breast exams to ELL and all parents.
- The Community Word Project offers workshops and collaborative mural painting and serves as a vital community builder, bringing students, professional artists, parents (including ELL parents), and corporate volunteers into the creative process.
- Farmigo is an online farmers' market that connects workplaces, schools, apartment complexes and community centers directly to local farms.
- Learning Leaders trains parents to be in-school volunteers. The free three-session training is offered several times during the school year, and provides workshops and background checks to ensure that everyone who works with our children has the training and support they need.
- Wellness in the Schools (WITS): Through their WITS Labs and WITS BITS, a series of seasonal cooking and nutrition classes, teach students and their families how to prepare healthy, delicious, and affordable recipes using whole, unprocessed foods.

5. How do you evaluate the needs of the parents?

The needs of our parents are evaluated via written and oral communication by our PTA, SLT and Parent Coordinator. First, we closely examine the results of our Annual Parent Survey which communicates to us our parents' wishes, perspectives, and positions. Secondly, parent communication takes place through our Parent Teacher Association (PTA) which meets every month. Parents also communicate their needs through members of our School Leadership Team (SLT). Finally, our Parent Coordinator is available for parents to communicate their needs to.

The role of our Parent Coordinator, Liliana Minier-Alvarez, is an integral part of our school's strategy to involve parents in the student learning process. She has a public presence in our school and surrounding community; She knows all of the staff; She meets frequently with the Principal; She regularly updates and maintains the school's family bulletin board; She is aware of the school's parent involvement policy, DOE initiatives, and parent portal system in order to aid students and families.

6. How do your parental involvement activities address the needs of the parents?

Our parental involvement activities address the needs of parents directly because we plan them according to their questions, concerns, or interests that have been voiced during PTA meetings, SLT meetings, discussions with the Parent Coordinator, workshops, in person or via email. For example, with the implementation of the New York State Common Core Standards, many parents had questions as to what the new expectations were going to be for their children. As a result, our Parent Coordinator planned a series

of workshops to introduce the language and expectations of the new standards. Furthermore, parent feedback via surveys was gathered which revealed to us the wishes and needs of parents. Our Parent Coordinator's main role, as the title indicates, is to coordinate the needs, wishes, concerns of our parent community.

D. Additional Information

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

Paste response here:

School Name: **P.S. 84 Jose De Diego**

School DBN: **14K084**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sereida Rodriguez-Guerra	Principal		9/18/15
William H. Lemos	Assistant Principal		9/18/15
Lilliana Minier-Alvarez	Parent Coordinator		9/18/15
Valentina Djokic	ENL/Bilingual Teacher		9/18/15
Yenny Almonte	Parent		9/18/15
Teresa Bosque	Teacher/Subject Area		9/18/15
Awilda Campos-Pegero	Teacher/Subject Area		9/18/15
Monique Hernandez	Coach		9/18/15
	Coach		
Marisol Ayala	School Counselor		9/18/15
Alicja Winnicki	Superintendent		9/18/15
Camille Holmes	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **14K084** School Name: **Jose De Diego**
Superintendent: **Alicja**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The methodology used to assess our school's written translation and oral interpretation needs begins at registration. First, each parent is asked to complete the "Preferred Language Form" upon registration. In addition, we use Home Language Identification Surveys to determine the needs for written translation and oral interpretation. At registration, each parent fills out a Home Language Identification Survey, where they choose the language in which they want to receive written information and communicate orally. In addition, every parent is required to fill out the blue Emergency Contact card which indicates if they prefer written communication or oral communication. We keep precise records regarding their choice, so that all information is provided in their respective languages. Once registration is complete, teachers and administrators are able to access parent written and oral interpretation preferences via the ARIS website. We will continue to monitor the languages that parents speak as newly enrolled students enter our building on an ongoing basis in order for the school community to be aware of the various languages preferred by parents.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The families at P.S. 84 have documented their preferred languages for both written and oral communication to be English and Spanish. Although we have many other languages represented in our school (Albanian, Italian, Hebrew, Polish, etc.), those parents have indicated their preference is to

receive information and communicate with the school in English.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Below is a list of critical school documents that are sent home throughout the year and translated in both Spanish and English:

- Newsletters sent out monthly
- School calendars sent out monthly
- Parent-Teacher conference announcements sent out 3 times per year
- After School program information sent out prior to program beginning (usually in December / January)
- New York State testing dates sent out in March / April 2016
- General Overview of Student Curriculum sent out during Curriculum Night in Sept. 2015
- Letters from the School Leadership Team, sent out monthly
- Letters regarding safety and health sent out periodically to be determined throughout the year

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

PS 84 hosts many formal face-to-face meetings throughout the year. Below is a preliminary list:

- Curriculum night (which took place on September 17, 2015)
- 3 Parent-Teacher conferences (which will take place on November 4th, 2015, March 2, 2016, and a date in June, 2016 as of yet to be determined).
- John Lennon Bus Tour
- Science Exploratorium (in the Spring)
- Garden and Gala parties
- Middle School admissions meetings
- School Music, Art or Dance performances
- IEP meetings
- Tours of our soon-to-be unveiled new Greenhouse

Informal interactions might include:

- Parent-Teacher Appointments (face-to-face meetings or phone calls) families make throughout the year with teachers, our guidance counselor or attendance teacher that would occur every Tuesday during the Parent Involvement session

- Phone calls or emails from teachers with feedback on students

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Our school has announcements/letters available in both English and Spanish. We have many staff members available to provide written translation when necessary for many languages. Our school ensures that during State test time, we have Science and Math exams available in the native languages of our ELLs if they want them. At times, it is necessary to seek help from outside contractors, if those exams are not available in students' native languages (tests administered to English Language Learners).

In the event that a parent needs translation in a language we cannot accommodate, and a parent volunteer or staff member is not available to provide it, then we will hire translation services from an outside contractor.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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

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

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Staff members are aware of how to use translation services and over-the-phone interpretation services because we ensure that all teachers and staff receive a copy of the "I speak..." card which includes the phone number for the over-the-phone interpretation. There is a Translation and Interpretation brochure posted in the school and procedures on how to use the over-the-phone interpretation services have been communicated to the staff.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Our school fulfills parental notification requirements for translation and interpretation services in the following ways:

- We translate documents containing critical information regarding a student's education in each of the documented languages when possible. We do this at the school level when possible and if staff is unable to provide translation, the school will send it to the Translation and Interpretation Unit where it will be translated and returned to us.
- We provide translation and interpretation services for parents by making the following available to parents and staff: The Translation and Interpretation brochure, the Language ID guide to aid parents upon arrival to school if they speak a language that is not spoken in the school, the Language Palm "I speak..." card to teachers and staff.
- We collect data regarding the primary language spoken by the parent(s) of each child enrolled in the school and whether such parent requires language assistance to communicate with the DOE.
- We work on increasing parental awareness regarding parents' right to and the availability of language services.
- We develop a school-based language access plan.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Our school will use a parent survey and PTA meetings to gather feedback from parents on the quality and availability of services. Depending on parent interest, our school is considering conducting a focus group of parents inclusive of all cultures and languages represented in our school to gather feedback and best practices on how we monitor our translation and interpretation for the school.