

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

03M084

School Name:

P.S. 084 LILLIAN WEBER

Principal:

ROBIN SUNDICK

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: Lillian Weber School School Number (DBN): 03M084
Grades Served: PreK-5
School Address: 32 West 92nd Street, New York, NY 10025
Phone Number: 212-799-2534 Fax: 212-501-9071
School Contact Person: Evelyn J. Lolis Email Address: elolis@schools.nyc.gov
Principal: Evelyn J. Lolis
UFT Chapter Leader: Tova Schwartz
Parents' Association President: Ray Schaub
SLT Chairperson: Corinne Berthiaume and Rebecca Stern
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
Student Representative(s): N/A

District Information

District: 03 Superintendent: Ilene Altschul
Superintendent's Office Address: 154 West 93 Street
Superintendent's Email Address: ialtschul@schools.nyc.gov
Phone Number: 212-678-5857 Fax: (212) 222-7816

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 7th Avenue
Director's Email Address: YChu@schools.nyc.gov
Phone Number: 646-470-0721 Fax: _____

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)
Evelyn J. Lolis	*Principal or Designee	
Tova Schwartz	*UFT Chapter Leader or Designee	
Raymond Schaub	*PA/PTA President or Designated Co-President	
Carolyn Cepeda	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Corinne Berthiaume	Teacher	
Lester Acevedo	Teacher	
Jazlyn Mena	Teacher	
Martin Wallace	Parent	
Eileen Merritt	Parent	
Tania Hedlund	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Rebecca Stern	Parent	
Virgil De Voldare	Parent	
	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.

PS 84 Mission Statement: With the highest expectations for all children, in a rigorous and demanding manner, we strive to educate children with consideration of each child's individuality and self-esteem. As a diverse community comprised of staff, students and parents, we work collaboratively so that children leave us as life-long learners and citizens of the world.

PS 84 is a Pre-Kindergarten to Grade 5 elementary school with 568 students. The school population is comprised of 14% black, 44% Hispanic, 36% Caucasian and 2% Asian students. The student body includes 10% English Language Learners and 11% Students With disabilities. Boys account for 48% of students enrolled and girls 52%.

PS 84 can be characterized by its student-centered classrooms, focus on rigorous instruction, and inclusive philosophy. We are a professional learning community and a Teachers College Reading and Writing Project school for literacy and integration of content area instruction; our teachers have written and implement a coherent math curriculum based on the principles of constructivist and experiential learning.

PS 84 is a showcase Peace First school, one of only three in the country. We devote one period each week to teach a Peace First curriculum focusing on creating a school wide culture of peace through authentic role play, discussions and lessons. The goal is to create an inclusive, sensitive and tolerant school community.

As a Wellness in the Schools (WITS) active participant, with an emphasis on teaching students about healthy bodies and minds and curbing childhood obesity, we have a rooftop garden where we grow many of the foods served in the lunchroom. With our Garden to Café program, students are able to eat what they grow. In addition, we recycle, compost, and cook in the WITS cooking labs. The PTA has written several grants to support this work, including, but not limited to Ample Table and Lowe's. This year, our school won a Silver Excellence in Schools Wellness Award.

PS 84 is a very unique school in that along with monolingual classes, we offer Spanish and French Dual Language programs for Kindergarten through Grade 5 students. Our French and Spanish dual language classrooms teach all subjects in two languages; this requires teachers to translate all lessons into both languages. PS 84 has been a pioneer in dual language instruction in Spanish since 1985. The French program was added in 2008.

We have 12:1:1 classes for every grade and Integrated Co-teaching (ICT) classes on four grades. In addition, a full complement of related services is available for those students as mandated. All students learn the same curriculum throughout the year.

We have a robust and well established Arts program inclusive of all arts disciplines. We collaborate with some of the most prestigious arts organizations and institutions New York City. All our partnerships are fully aligned with both the Blueprint for the Arts and Common Core Learning Standards (CCLS). The school community believes that the arts are an important component to student learning. Every student leaves PS 84 knowing how to read music, count rhythms and play at least one instrument. Some of our partnerships include, New York City Center (dance, theatre and movement) , Magic Box Productions (photography and media) , Juilliard, (music theory and instrumental), 92nd Street Y (music appreciation), Neighborhood Music and Arts (dance), New York Historical Society (art), and Diller Quaille (classical music). In addition, our students are exposed to in- and out-of-school concerts, performances and workshops. At PS 84 we speak four languages, English, Spanish, French and the language of the Arts.

Parent participation is crucial and an essential part of our community. We have a vital and enormously supportive PTA. It is through their fund-raising efforts that the school can provide many of the activities and programs for our students.

It is our belief that an effective school encompasses all elements of the Framework in order to create and focus on strong and well integrated practices across classrooms and to increase student achievement. For example, beginning in 2014, the PS 84 staff made the decision to develop and write a math curriculum in place of the core curriculum offering. Our goals included ensuring that the new curriculum was challenging and rigorous. Teachers spent designated time investigating a variety of curricula, matching strategies and skills to CCLS, Citywide Instructional Expectations, and Math shifts. This work involved teachers investing time and commitment to the belief that their work will lift the level of learning for students and teachers. In addition, shared learning opportunities made certain that all voices were heard and respected. This work could not be achieved without administrative support and input. Lastly, the entire school community needed to be informed as to why we decided to undertake this challenging task and what impact we felt it would have on students. This process included, parent communication and engagement at PTA and SLT meetings. In addition, after the first year, we were able to gather data to demonstrate that the selected curriculum was meeting the needs of the students. In order to ensure that all of the above was attainable, a significant level of trust had to be embedded into each element.

For this year, we will continue to focus on rigorous curriculum to enhance our math grading policies. It is also our goal to ensure that strong family-community ties are fostered by creating a series of workshops and learning opportunities to keep families informed about curricula, expectations, and student achievement.

03M084 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	522	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	5.2%	% Attendance Rate		93.7%
% Free Lunch	46.8%	% Reduced Lunch		7.2%
% Limited English Proficient	8.3%	% Students with Disabilities		19.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		18.0%
% Hispanic or Latino	42.6%	% Asian or Native Hawaiian/Pacific Islander		3.1%
% White	32.7%	% Multi-Racial		3.5%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.17	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		5.88
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	34.1%	Mathematics Performance at levels 3 & 4		46.8%
Science Performance at levels 3 & 4 (4th Grade)	86.2%	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		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
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	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	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.

An analysis of mathematics assessment data and curriculum indicated that there was a need to continue to refine ongoing math assessments to analyze information on learning outcomes to provide students with consistent, actionable feedback and curricula adjustments. In looking at the math program, it was determined that there was a need for common content vocabulary and language, as well as common assessments and unit assessments across grades and vertically between grades.

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, teachers will be supported in the implementation of the Mathematics Bridges curriculum resulting in an increase of 3s and 4s from 50.8% to 53%.

Part 3 – Action Plan

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
PS 84 will have established a reliable assessment and scoring protocol, so that there is clear understanding of expected learning outcomes, feedback to students is accurate, and instruction is targeted to meet specific individual needs.	Teachers	Sept.2015- June 2016	Teachers, Teacher leaders and Administrators
• Teacher teams will develop a pacing calendar for instruction and assessment using CCSS.	Teachers	Sept. 2015 – June 2016	Teachers, Teacher leaders and Administrators
• Teachers will examine and calibrate student work samples	Teachers	Sept. 2015 – June 2016	Teachers, Teacher leaders and Administrators
• All grades will meet monthly to calibrate student work samples	Teachers	Sept. 2015 – June 2016	Teachers, Teacher leaders and Administrators
• Teachers with SWDs will use established norms and math grading policy as baseline to assess	Teachers	Sept. 2015 – June 2016	Teachers, Teacher leaders and Administrators
• Data Review meetings between administration and teachers will be held as part of mid-year conferences.	Teachers	January 2016	Administrators and Rtl Lead Teacher

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.											
Resources leveraged to achieve this goal and implement our action plan are: <ul style="list-style-type: none"> • Exemplars Math Program and Bridges Math Program performance task assessments. • Specific professional development scheduling. • Support from our school technology lead teacher. 											
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, we will have analyzed two quarterly Bridges Math Program assessments in order to assess student academic areas of strength and areas in need of support. And, Academic Intervention Services will be adjusted accordingly to ensure targeted instruction in order to meet this year's 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 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.

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.

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) <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.

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.

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.

After reviewing 2014-2015 Advance data, it was evidenced that there was a need for teachers to differentiate instruction and meet the needs of all students, including Students with Disabilities (SWDs) and Multi-Language Learners (MLLs).

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 of 2016, 80% of teachers will demonstrate understanding of grade level expectations for one grade above and one grade below the grade they teach as evidenced by the use of differentiated learning opportunities in the classroom. This will be measured through formal and informal professional performance observations.

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>
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<p>· Teachers will create and develop opportunities for vertical planning</p>	<p>Teachers</p>	<p>Sept 2015 – June 2016</p>	<p>Teachers, Teacher leaders and Administrators</p>			
<p>· School leaders will facilitate and schedule monthly vertical team meetings</p>	<p>Administrators</p>	<p>Sept 2015 – June 2016</p>	<p>Teachers, Teacher leaders and Administrators</p>			
<p>· Teachers will develop check lists measuring student progress toward meeting CCLS and grade standards</p>	<p>Teachers</p>	<p>Sept 2015 – June 2016</p>	<p>Teachers, Teacher leaders and Administrators</p>			
<p>· During vertical team meetings, teachers will gain an understanding of the content expectations one grade above and one grade below their grade</p>	<p>Teachers</p>	<p>Sept 2015 – June 2016</p>	<p>Teachers and Administrators</p>			
<p>· Students will be able to self-evaluate and self-monitor his/her learning goals via the use of learning progressions and student-friendly rubrics.</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.

Resources to be utilized:

- Assistant principals will create schedules
- Investigations and Exemplars Math Programs (Grades 3-5)
- Bridges Math Program (K-2)
- Common Core State Standards Continuum

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, vertical teams will have met four times. School leaders will review observation data to see at least 75% of teachers demonstrating evidence of the use of learning progressions in daily lessons.

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.

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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

- 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.

According to the 2015 School’s Question-by-Question Survey Results, there is a need for provide parents with more opportunity to become more engaged in their child's learning.
86 parents responded to the question: Since the beginning of the school year, how often have you communicated with your child's teacher about your child's performance? Results were as follows: 3 stated almost everyday; 8 stated weekly; 25 said a few times a month; 50 said once a month; 13 stated once; and 1 parent said never.
And for the statement: School staff regularly communicate with parents/guardians about how they can help students learn, 82 parents responded. Results indicate: 15 parents strongly agree; 35 agree; 31 somewhat agree; 8 somewhat disagree; 5 disagree; and 6 strongly disagree.

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–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–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 we will increase parent learning opportunities and opportunities for parent engagement in student learning as measured by the increase of parent responses from 50% parents to 60% parents indicating that they agree or strongly agreeing that "school staff regularly communicate with parents/guardians about how they can help their child/children learn."

Part 3 – Action Plan

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Parents will be invited to attend Parent University workshops to further enhance their understanding of Common Core State Standards in ELA and mathematics, and the 21st Century learning concept of STEAM learning: Science, Technology, Engineering, Arts, and Mathematics. This goal will be measured via attendance lists at each home/school connection event. Results of next year's survey will also indicate success of this goal.	Parents	Sept.2015- June 2016	Parent Coordinator and Teachers, Teacher leaders, and Administrators
The parent coordinator will develop and disseminate a family survey regarding professional learning and tutorials.	Parents	Sept.2015- June 2016	Parent Coordinator and Administrators
Professional learning sessions and tutorials for families will be recorded. Opportunities will include events such as: STEAM Night, Entrepreneur Fair, Curriculum Nights, Parent University Workshops in ELA and Math.	Parents	Sept.2015- June 2016	Parent Coordinator and Administrators
Emergency cards will updated during Parent/Teacher Conferences to ensure the most up-to-date parent contact information is available for the school's outreach.	Parents	Sept.2015- June 2016	Teachers, Parent Coordinator and Office Staff
Increase multiple channels for parent communication such as emails, phone blasts, flyers and CBOs, newsletters and face-to-face encounters in home languages. Teachers will participate in technology Professional Development four times this year in order to learn how to communicate with parents using social media.	Teachers	Sept.2015- June 2016	Teachers, Parent Coordinator and Office Staff

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.
Resources leveraged for this goal will be: <ul style="list-style-type: none"> • Teacher facilitators for workshops • Museum donation of supplies, literature, facilitators, etc. • Input and guidance from Art teacher • Input and guidance from Technology teacher • Input and guidance from Science teacher

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

<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, we will have had three home school connection learning opportunities for parents. This will be monitored via attendance lists collected at each event and a review of the school's internal survey results created by the parent coordinator.</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 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)	-TC Assessments -Informal Assessments (conferring notes, teacher observations) -RTI Referral	-Reading Rescue (phonics, comprehension, decoding, encoding) -Gift of Literacy (phonemic awareness) -Stephen Gaynor (phonemic awareness) -Great Leaps (fluency) -Reading Buddies (fluency, comprehension) MaxScholar (comprehension, fluency)	-One-to-one -One-to-one and small group -One-to-one and small group -One-to-one -One-to-one -Computer based/interaction	-During the school day -After school -After school -During the school day -During the school day -During the school day
Mathematics	-Unit Assessment -Exit Slips -RTI Referral -Informal Assessments	-Gift of Math -Math Buddies	-One-to-one and small group -One-to-one	-After school -During the school day
Science	-FOSS Assessments -Harcourt Assessments -Information Assessments	-MaxScholar (content area reading and writing)	-Small Group -Computer -Based/Interactive	-During the school day

Social Studies	-Independent and small group projects -Informal Assessments	-MaxScholar (content area reading and writing)	-Small Group -Computer based/interactive	-During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	-Teacher Observations - RTI Referral	-At-risk counseling (providing by Guidance Counselor)	-One-to-one and small group	-During the school 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.					
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	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.

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).

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.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting 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			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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. **[School name]** 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) Template

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>40</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>3</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: _____ Given the importance of providing consistent, coherent, high quality and rigorous instruction to our second language learners, we will create a Saturday morning language Academy. Based on current data, this program will provide students with supplemental instruction in ESL/ELA and math. Additionally, this program will focus on increasing English language acquisition specifically through the development of concept formation, content area academic vocabulary, improving literacy skills (both in reading and writing) as well as integrating these skills into mathematics word problems, accountable talk and problem solving. Based on the results of the most recent NYSESLAT data, students consistently need to improve in the areas of reading and writing in order to reach minimum proficiency levels. In addition, based on 2014 ELA and Math test data, early grade progress in ELA is below proficiency and Math scores for the school's lowest third is an area of improvement. To this end, there will be an additional focus on increasing English language acquisition in support of the skills and strategies needed for success on high stakes tests. The academy will convene on six (6) Saturdays in February and March. Sessions will be four hours in duration, from 9:00AM to 1:00PM. The Academy will serve 50 students in Grades 3 (three) through 5 (five.) The targeted population will include those students in grades 3 through 5 who are mandated English Language Learners and students who tested out on the NYSESLAT in the last two years. The language of instruction will be English. A combination of ESL, bilingual and general education teachers will be responsible for the instructional component. The ESL teacher will rotate for 45 minutes in each content class to provide language support. One hour on alternating weeks, for a total of three (3) hours will be set aside for teacher planning and articulation. Instructional planning design will be based on student entry points with an emphasis on individual areas of improvement. Lessons will include both a language and content component to assure comprehension. Planning time will take place on Wednesday afternoons from 3:30 PM to 4:30 PM. There will be five teachers and one administrator in charge at each session. Teachers will utilize a variety of ESL techniques and materials to ensure student engagement and provide a rich and authentic learning environment for all students. Instruction will be delivered in whole and small group strategy sessions, co-teaching and a pull out/push ESL model with the ESL and bilingual teacher spending two hours in each classroom. Teachers will consistently look at student work to monitor and assess student progress, inform instruction and design differentiation. Teachers will employ pedagogical best practices to engage students in meaningful learning opportunities. 21st Technology tools will be integrated into all instructional sessions. Materials will be provided to support literacy and math enrichment as well as language and vocabulary acquisition and development.

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here: _____ Teachers participate in the following Professional Development Opportunities:

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

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

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

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

-All five teachers involved in the Saturday Academy program will receive professional learning during the one hour sessions which will occur on three Wednesday afternoons. Teachers will review ESL and language acquisition instructional strategies as well as align language and content instructional goals. Teachers are provided with opportunities to turn key all relevant information with appropriate staff members during afternoon professional learning time.

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

Part D: Parental Engagement Activities

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

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

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

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

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

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>\$8,222</u>	<u>Saturday Academy:</u> <u>2 ESL/Bilingual and 3CB teachers will be paid at teacher per session for providing instruction to 50 ELLs for 6 four hour sessions (\$6,181)</u> <u>5 teachers/6 sessions/4 hours/\$51.51</u> <u>A supervisor will be paid per-session to oversee the program (\$1,268) 1 supvsr/6 sessions/4 hours/\$52.84</u> <u>The 5 teachers will be paid per-session to attend the 3 one-hour PD sessions (\$773) 5 teachers/3 sessions/1 hour/\$51.51</u>
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. 	<u>\$2,500</u>	<u>\$2,500 will be allocated for the purchase of materials and supplies to support the Saturday Academy program.</u>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	<u>\$478</u>	<u>Parent Involvement cost</u>
TOTAL	<u>\$11,200</u>	_____

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 03	Borough Manhattan	School Number 84
School Name The Lillian Weber School		

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 Dr. Evelyn Lolis	Assistant Principal Mary Acosta
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher	School Counselor Jessi Wisoff
Teacher/Subject Area Sonia Medrano 4th Grade	Parent
Teacher/Subject Area Stephanie Young	Parent Coordinator Anita Hauschild
Related-Service Provider Annie Li	Borough Field Support Center Staff Member
Superintendent	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	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	12	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		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]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	523	Total number of ELLs	54	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 type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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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): French
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	2	2	2	2	2								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	54	Newcomers (ELLs receiving service 0-3 years)	52	ELL Students with Disabilities	8
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more years)	

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

	ELLs by Subgroups									Total
	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
DL	42	0	1	0	0	0	0	0	0	0
ENL	10	0	5	2	0	2	0	0	0	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 <u>French</u>	9	25	11	39	5	35	3	21		18	2	25							0	0
SELECT ONE <u>Spanish</u>	2	23	3	22	5	20		17	1	17	0	10							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: _____
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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	1	4		2									0
Chinese				1										0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1													0
Albanian														0
Other	1	1	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)	1		1		1	1								0
Emerging (Low Intermediate)	2													0
Transitioning (High Intermediate)	2	2	1											0
Expanding (Advanced)	11	9	3	2	2	5								0
Commanding (Proficient)	2	2	2	2	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					1									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	4	1			0
4		2			0
5	3	2			0
6					0
7					0
8					0
NYSAA					0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									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.
 All interim assessments as well as all other data indicate that reading/writing develops slower than listening/speaking therefore instructional decisions are made to increase opportunities for time on task for reading/writing .Content area curriculum instruction must insure that prior knowledge is activated for ELL's so they can comprehend content and material. Prior knowledge is assessed for individual students through the Teachers College Reading and Writing assessment tools. The skills assessed through this tool include letter and sound knowledge concepts about print, vocabulary, word , spelling, site words, decoding and comprehension. Data can be accessed through Teachers College Assessment Pro on line. ELL students current teachers have access to prior years assessment . Based on each students results instructional guidelines and support are recommended for both school and home use. In addition to T.C. assessment, the LAB-R and the NYSESLAT data is used for grouping and ESL instruction. In our DL program we use EDL II for our Spanish DL program and GB+ by Beauchemin for our French DL program. The results of these assessment tool inform classroom instruction in Spanish/French by identifying students' strength and weaknesses.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 After reviewing the Data on the NYSESLAT, it is revealed that the students have made growth. The majority of students have consistently met their yearly measurable growth across the grades. The area that students across the grades need to focus on is writing. The acquisition of speaking and listening skills appears to progress quicker throughout the grade and proficiency levels.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Based on the patterns across the NYSESLAT modalities the focus of support for ELL student instruction will be focused on reading and writing.The ESL coordinator will inform all service providers and classroom teachers of students strengths and weaknesses on NYSESLAT/LAB-R in order to modify curriculum to meet the needs of the ELLs .Depending on the students needs classroom teachers will have to differentiate instruction.Students will be given multiple opportunities to practice writing using a variety of tools and strategies including notetaking, graphic organizers,scaffolding and repeatedly using oral languageto express ideas before writing them.
- 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?

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

4.b. The ENL teacher and classroom teachers, monitor the progress of ELLs on the Teachers College Assessment Pro. This assessment is formally given three times a year. When intervention is needed ELLs are eligible for all AIS programs at P.S.84, including SETSS, reading buddies, Great Leaps reading program, extended day, Gift of Literacy, Steven Gaynor (reading program). In addition students results are used to place students in small groups based on academic needs.

c. As stated before, we use the data from NYSESLAT, NYSITELL and TC assessment Pro to study our ELL performance. The ESL teacher meets with the Academic Intervention Liason to review the results of these assessments.

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

PS 84 uses the data to guide instruction within the RTI frame work in Tier 1, ELLs participate in a rigorous and evidence based curriculum, where the ESL teachers pushes in with the classroom teacher. If the students are showing signs of needing extra support, they are given extra attention ("Tier 2") through invitations to Extended Day, increased small group work, and additional activities to core instruction. Should ELLs continue to need supports above Tier 2, Intensive Intervention is introduced, where students are pulled in small groups or 1:1 for intensive and individualized instruction.

6. How do you make sure that a student's new language development is considered in instructional decisions?
In P.S. 84 students learn both languages simultaneously. While they are learning their L2, the components of the balanced literacy program are taught in both languages to support language development in both languages.

7. For dual language programs, answer the following:

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

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

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

We evaluate the success of our programs for ELLs by measuring the data from NYSESLAT, NYSITELL, AYP. EDL 2, GB+ by Beauchemin as well as classroom teacher assessments. The administration, ENL teacher, classroom teachers meet periodically to discuss areas of success and areas that may require improvement and discuss different strategies to improve said areas.

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.

At PS 84 the initial identification process of ELLs is done in four steps:

Step 1:

The Home Language Identification Survey (HLIS), is administered by the ENL teacher/ELL coordinator, Laila Lyngstad who is NYS certified both in common branches and TESOL- if Ms. Lyngstad is not available, the assistant principal Mary Acosta, will administer the HLIS. We have staff members bilingual in Spanish, Norwegian, French, Korean Mandarin, Greek, and Hebrew if needed for parent translation. In addition to the HLIS, an interview is conducted with the parent, in their preferred language. If the school does not have a translator available, the translation and interpretation unit will be contacted to assist the parent.

Step 2:

Upon Identification that a home language is other than English, the student is given a more in-depth interview and if available a review of his/her school work is done. If a student enters with an IEP, a review of the Individualized Education Program is done by the Language Proficiency Team in order to determine NYSITELL eligibility.

Step 3.

Students are administered the NYSITELL upon determination of eligibility by the ENL teacher within 10 days of enrollment.

Step 4.

If a student is identified as a new ELL and a Spanish speaker, they are administered the Spanish LAB-R also within 10 days of enrollment.

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).

Currently, PS 84 has no SIFE students. In the event that we suspect a student to be a potential SIFE student within 30 days, we will: Administer the oral interview questionnaire, review work from prior school in addition to current school work.

-If the student has a home language of Arabic, Bengali, Chinese, Haitian, Creole, or Spanish, we will administer the Literacy Evaluation for Newcomer SIFE(LENS).

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).

Newly enrolled students with IEP's are identified as potential ELLs, their IEP and HILS is reviewed by the LPT team whom consists of the ENL teacher, school psychologist, ass't. principal, the ELL's parent and the our school psychologist. The LPT will determine whether the student should take the NYSITELL. The LPT will consider evidence of the student's English language development, including, but not limited to the following:

- The result of the interview and the HILS

- The student's history of language use in the school and home or community.

- The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6) which includes assessments administered in the student's home language

- Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

Based on this evidence collected, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determining factor affecting whether the student can demonstrate proficiency in English. If the team determines that the student may have English language acquisition needs, the student will take the NYSITELL. If the team decides that the student does not have English acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. If the principal rejects the recommendation to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to test, the recommendation is sent to the superintendent or superintendent's designee for a final decision. The student's parent will then be notified within 3 days of the decision in the parent's/ guardians preferred language.

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.

When a student has been identified as an ELL (test scanned and results confirmed), the entitlement letter is sent home to the parent. The entitlement letter indicates the parent meeting time and place (which falls within 10 days of enrollment). If a parent is unable to attend the group meeting, they are offered a one to one meeting with the ENL teacher at their soonest convenience. Non entitlement letters are also sent home to parents upon scanning and score determination as well.

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).

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.

In order for parents to understand the three program choices within 10 days of their child's enrollment, they are invited to a Parent Orientation Meeting with the ENL teacher. During this meeting, all three programs are explained in detail-this is done through a summary by the ENL teacher, brochures, and from watching the parent info video. Identified ELL parent's are given an entitlement letter the day their child is identified and invited to a group meeting (if they are registered within the first 10 days of the school year) or, are invited to have a one on one meeting with the ENL teacher. If the parent is unable to attend the initial meeting, or an individual meeting, they are offered an orientation over the phone and provided with the information on where to find and view the

parent information video. In addition, if a child registers with their parent and the HILS, interview and NYSITELL is performed upon registration, the parent orientation will occur that same day.

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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

During the Parent Orientation meeting with the parents and the ENL teacher, the importance of the Parent Survey and Program Selection form is emphasized. It is recommended that parents fill out both forms upon completion of the meeting. The forms are then reviewed, copied, and placed in the students permanent record file. The ENL teacher monitors the choices of the parent surveys and informs the principal of the choices. If a bilingual program is requested by 15 parents across two grades the program will be opened. Historically, PS 84 parents choose either Dual Language or ENL. If the parent prefers to take the survey home, they are told to return the document the following school day to the ENL teacher. It is explained clearly that if the form is not returned, the default program is bilingual education.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
A list is created by the ENL teacher of all eligible and newly identified ELLS according to their date of entrance. After the meeting has occurred with each parent, it is documented and the letters are filed and copied. If a parent has not returned a document, they are called and reminded daily. This is not a problem in our school
9. Describe how your school ensures that placement parent notification letters are distributed.
The ENL teacher prints out all required parent notification letters-Entitlement, Non Entitlement, Continued Entitlement, Transitioning, and Placement letters on the first day of school. A list is created for each letter and distribution date is recorded by the ENL teacher. The letters are distributed to parents on day two of school. Entitlement letters are distributed the day the student is identified as an ELL (within 10 day of entrance).
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
At PS 84, all original ELL documents are copied and placed in an ELL document binder created and filed by the ENL teacher. All original copies of the ELL documents are placed in the ELL's permanent record folder.

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 ensure that we are completing the all sections of the NYSESLAT the ENL teacher, principal, and test coordinator work together to complete the following steps:

- Print out the RLER report from ATS to identify all students NYSESLAT eligible (noting the number)
- Create a schedule for each student and each part of the test.
- Contact parent's of students that have excessive absences or long term absences to ensure the student is present during scheduled exam time.

Send home notification of dates of the examination to all NYSESLAT eligible student's informing parents of the schedule to ensure their attendance.

Create a window of time for makeups if a student is absent.

Records are kept of the student, date and test given to assure all students and parts are administered the NYSESLAT.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Upon review of the NYSESLAT scores and RLAT, a list is created of the students that have tested Commanding, and a list of the continued entitlement students as well. Continued entitlement and transitional letters are filled out and distributed to students on the second day of school by the ENL teacher. A copy of the original is placed in an ELL binder and the original is placed in the
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).

PS 84 is a Dual Language French and Spanish school, the parents of Spanish French speaking ELLs seek to place their children in the dual language program of their child's native language. Upon careful review of the parent surveys of the past few years Ell parents have chosen Dual Language as a first for the French and Spanish ELL and ENL as their second choice. The ELL parents of students from our other language populations: Albanian, Chinese, Russian, Portugese, and Serbian have chosen ENL as a first choice, dual language as a second andbilingual as their third choice. Currently and through the past few years, we have never had a parent choose bilingual as a first choice. Of the current 53 ELLs in PS 84 parent program choices were as followed:

31 have chosen and placed in the French dual language program,

10 chosen and placed in the Spanish dual language

12 in the ENL program -7 Spanish speakers, 1 Polish, 1 Mandarin, 2 German, 1 Serbo-Croatian
The program models are aligned with parent choices and shall remain so.

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.

The Freestanding ENL instruction is delivered by the dually certified (Common Branches and TESOL) ENL teacher. Students are grouped by grade and by level for the stand alone instructional component. Entering and emergent students from the dual language also receive their required stand alone minutes from the ENL teacher.

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

Students in the dual language program are grouped by grade- their proficiency levels vary within each grade. Entering and Emerging students in the French/Spanish dual language receive their stand alone ENL instruction from the ENL teacher by pullout. The remaining 180/ 90 minutes are delivered by the French/ Spanish Dual Language teachers during classroom instruction.

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)?

Our school delivers ENL instructional minutes via the mandates of 360 weekly minutes for entering and emerging and 180 per week for transitioning and expanding students through our dually certified ENL teacher who has 6 periods available daily to meet these mandates. The ENL students are pulled out for Stand alone ENL instruction (180 minutes for entering 90/ 180 for emerging)in addition to daily integrated instruction in their classroom (180 minutes for transitioning/expanding), in order to meet these mandates. Entering and emerging students are seen by the ENL teacher for two periods a day(50 minutes stand alone- 50 minutes integrated ELA). Transitioning students are seen for 4 50 minute periods in their classroom for integrated instruction by the ENL and classroom teacher during reading, writing, or social studies/science. ELA support is embedded into ENL instructional times. The content area and ENL teachers collaborate and co-plan in advance regarding lessons. Students practice journal writing and essay writing several times a week as well as engage in group activities such as book clubs and guided reading. The ENL teacher provides instruction in Balanced Literacy(writing and reading workshop, shared reading and guided reading), phonics, science, social studies and grammar. Students also learn reading, strategies (drawing conclusions, sequencing and cause and effect) ESL methodologies such as Total Physical Response and scaffolding are implemented in addition to balanced literacy strategies, writing and reading workshops and guided reading) to develop Basic Interpersonal Communicative Skills and Cognitive Academic Language. Higher order thinking skills for content area learning is used as part of the instructional approach. Students engage in collaborative group work and cooperative learning experiences. They are immersed in lessons that provide explicit instruction in the structure of English,building background knowledge,vocabulary and oral language. The ESL teacher provides books,glossaries and dictionaries in the students Native language to help them learn their content areas. When possible, students are also grouped in partnerships with students speaking the same language.

The Dual Language program uses a 50:50 instructional model in a heterogeneously grouped class (proficiency level and language), in which the amount of instructional time is equally divided between the two languages at each grade level by one certified teacher. The certified Dual Language teacher delivers the mandated ENL instruction of 360 minutes for entering and emergent ELLs as well as the 180 minutes for transitioning and expanding ELLs.

The goals for both EPs and ELLs in the dual language program are as follows:

Students will develop proficiency in their first/native language.

Students will develop proficiency in their second language.

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

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

The students will also meet or exceed CCL standards.

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

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

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

3. Describe how 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.

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

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The ESL teacher provides instruction in Balanced Literacy (writing and reading workshops,guided reading) phonics, math, science,social studies, and grammar. Students also learn reading strategies (ie drawing conclusions, sequencing,cause and effect) which helps them in their mainstream classroom. ESL methodologies such as Total Physical Response and scaffolding are implemented in addition to balanced literacy strategies (writing and reading workshops, shared reading guided reading) to develop Basic Interpersonal Communicative Skills and Cognitive Academic Language Proficiency. Higher order thinking skills for content area learning is used as part of the instructional approach. Students engage in collaborative learning experiences. They are immersed in

lessons that provide explicit instruction in the structure of English, building background knowledge, vocabulary and oral language. ESL materials used by the teacher include big books, an array of fiction and non fiction books and games. All instructional materials strengthen the ELLs needs across the content areas

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

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

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

ELLs are appropriately evaluated in all four modalities by both formal and informal teacher assessments, conferencing, and class assignments. Students are formally assessed in all four modalities using the NYSESLAT.

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

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

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

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

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

7. 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.

The school ensures that the student's academic progress has not been adversely affected by reviewing student work, assessments and discussions with the classroom teacher.

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?

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

Chart 7 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?

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

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 <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (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 <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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(u) 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.

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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

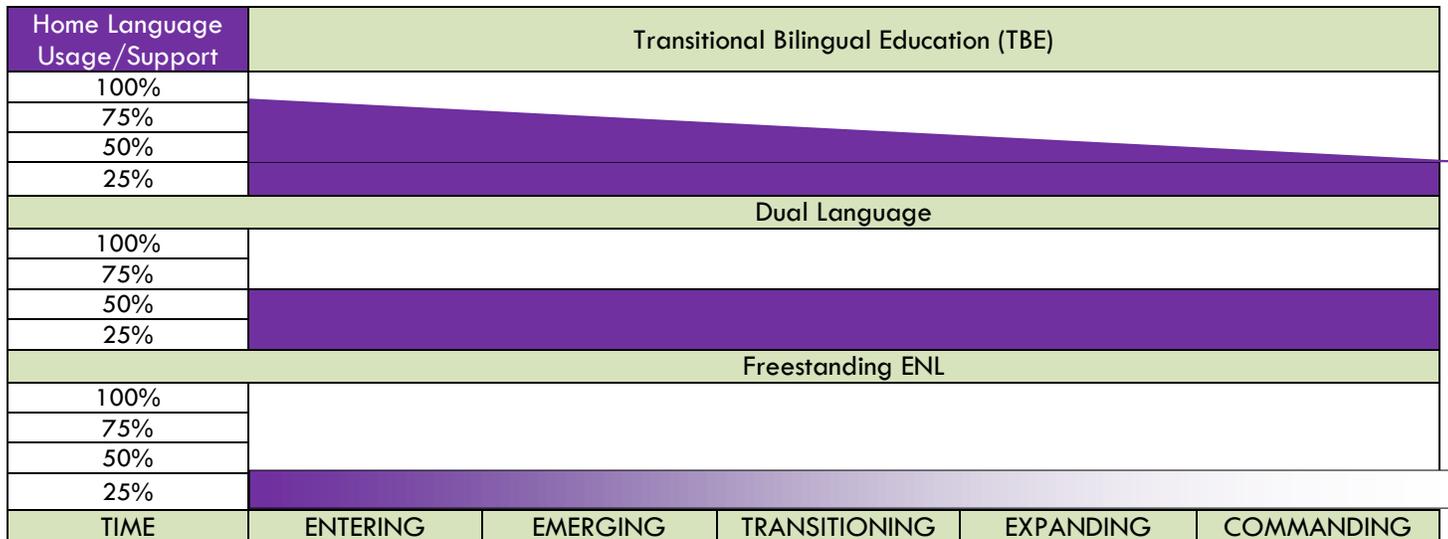


*Note: “other approved services” does not apply to New York City at this time.

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 interventions for ELLs vary for the ELLs according to proficiency level and grade. Students in K-2 are offered Foundations for phonemic awareness and reading skills. Foundations may also be used for a beginner proficiency level ELL in upper grades. Leveled Literacy is also used in K-2 grades but may also be used to with a beginner in grades 3-4. Wilson is used for upper grades 3-5 as a reading intervention. In addition to these programs students are placed in guided reading or strategy groups based on their needs. ELL students participate in extended day programs that target ELA and math. In addition, reading buddies, programs provided through an outside organization of trained volunteers from the J.C.C. (Jewish Community Council), Gift of Literacy, Great Leaps. Saturday School was offered for ELLs and will be offered again this year. Currently we are exploring Max Scholar, a reading/phonics/writing computer program for our ELL students. The ESL teacher also has a flexible extended day group to provide targeted and focused instruction. The dual language teachers also provide students with extended day assistance. Students may receive extra interventions by the dual language teacher in either their native language or English, depending on the students needs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our Current program has been effective in providing early intervention services for students at risk of falling behind in content and language development. By providing targeted and consistent interventions, students are shown to help students make progress towards meeting language and content goals.
12. What new programs or improvements will be considered for the upcoming school year?
PS 84 will continue with Saturday Academy for the ELLs, we are considering expanding the program to include grades K, 1, and 2
13. What programs/services for ELLs will be discontinued and why?
no programs will be discontinued
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Equal Access is afforded to all ELLs by inclusion into mainstream classrooms, self contained special education classes, integrated collaborative teaching classes and all related services. ENL students are included and participate in all school programs and activities during and after school. P.S. 84 has many arts programs including City Center, Alvin Ailey, year book club and band that take place during school hours. All our after school programs are inclusive and enrollment is open to all PS 84 students including ELLs. We also offer a part time after school program LaCasa that is fully bilingual (Spanish) and is housed in our school. Community based after school programs such as Oasis, Dehostos, YMCA and Goddard Riverside programs are also offered. After school community reading programs such as the Gift of Literacy and Steven Gaynor are also offered for ELL participation. In order to insure ELL participations translated notices are sent home. In addition our bilingual (Spanish) Parent Coordinator is available to assist parents with these programs. Our school website also keeps parents abreast of activities occurring at PS 84, and the website may be translated online into multiple languages.
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.
Both the classroom and ENL teachers work collaboratively and use a variety of instructional materials across the content areas to support ELLs. Core Curriculum materials in Science and Social Studies are used in the classroom by both the classroom teacher and the ENL teacher. The ENL teacher using integrated instruction uses the classroom materials such as iPads, textbooks (Mathematics & Social Studies), big books, glossaries, dictionaries, fiction and non-fiction books to support language acquisition. All classes are scheduled on a weekly basis into the computer lab to support language development through the use of technology. The technology teacher in collaboration with the classroom teacher and the ESL teacher supports the ELLs by scaffolding his instruction and using websites in the ELLs native language when available. Dictionaries (word for word) and glossaries (Science, and mathematics) are available in all classrooms to support native language and English language development. Dictionaries and glossaries are also available in students' native language. In K-2 grade the students use Investigations for Mathematics. In grades 3-5 students use Investigations, Context for Learning and Georgia Math and Go Math (Spanish and English copies), in literacy students use fiction and non-fiction books to support the units of study in Reading and Writing, in Science the school uses Harcourt's blended model with workbooks & trade books in both Spanish and English. Students with other languages are supported through translations done by the classroom teacher in collaboration with the ESL teacher.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native language support is provided in the ENL program by providing students with dictionaries and glossaries in their native language to help translate content and academic vocabulary when needed. A variety of native language fiction and non-fiction books are in all classrooms with ELLs. To further support the native language students are grouped whenever possible with other ELLs with similar native languages.
In dual language classes leveled libraries (Fiction and non-fiction) in both French and Spanish are provided to support native language. Fiction and non-fiction work books and trade books are also used for instruction in science, social studies, mathematics and reading in the French and Spanish Dual Language classes. The Teachers College Reading and Writing units of study are

translated into French and Spanish. Native language is supported in the Dual Language classes through small group instruction, guided reading, read alouds, etc... in the native language whenever possible. All mathematics materials (Everyday mathematics) are in Spanish and English and for the french Dual Language classes, the teachers translate all information for instruction and homework. The mathematics coach is scheduled weekly into all Dual Language classes to support native language through the Everyday mathematics games component of the program. In Science, glossaries are used to support the native language for instruction. In Social Studies, Core Curriculum materials are ordered in both Spanish and English and in the French Dual Language classes the teachers continually translate all

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All required Services and resources correspond to our students' ages and grade levels accordingly. The ENL teacher pushes into the students classrooms during integrated teaching and and uses age/grade appropriate materials.

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).

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

19. What language electives are offered to ELLs?

Spanish and French.

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)?

Currently, PS 84 is using the side by side model only for the French dual language program in grades K-2. The ELLs AND EPs are integrated with one another (native French speakers and native English) for all instruction, aside from stand alone ENL instruction (which varies by student's level). Content is taught in both languages. Stand alone ENL is delivered by the ENL teacher where the students are grouped with other ELLs from their grade/proficiency level. The instructional model used for the French dual language grades 3-5 and the Spanish K-5 dual language program is self contained. Our self contained model is 100% integrated. No content areas are taught separately. All EPs and ELLs are integrated all day from 8:30 A.M. - 2:50 P.M. In the self contained DL classes, one teacher teaches both English and the second language. All specials like art, music, gym, computers and math are taught in English only.

c. The classroom teacher provides all instruction in both languages in the Dual Language program. Instruction is divided by days: Mondays, Wednesdays and half days on Friday instruction is in English all day, Tuesdays, Thursdays and half days on Friday instruction is in the 2nd language (French or Spanish) in grades K-5 all day. In K and 1st grades Mondays, and Wednesday instruction is in English all day and Tuesdays, Thursdays and Fridays instruction is in Spanish or French all day except for the cluster instruction (Art, Music, Gym, etc...).

d. Emergent literacy is taught simultaneously. Both Languages are taught simultaneously in the Dual Language program.

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.)
Staff such as the ENL teacher and dual language teachers are scheduled to attend workshops at Teachers College that address reading and writing strategies that assist in the teaching and planning of the ELL population. They also attend OELL workshops and DOE Network workshops.
2. 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?
In addition to the workshops attended at Teachers College, The OELL and the DOE Network offer workshops for the teachers of ELLs throughout the content areas. These workshops are alligned to the Common Core Learning Standards and are specifically designed for ELL students.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The fifth grade teachers and the Assistant Principal Mary Acosta meet and discuss how they can assist ELLs that are transitioning to middle schools. The assistant principal also meets with the parents to inform them of the middle school applications, choices and procedures .
4. 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.
The teachers of ELLs at PS 84 meet the professional development requirements as per CR Part 154.2- 15% for all teachers and 50% of total hours for the ENL/dual language teachers by scheduling them for ELL specific workshops through Teacher's College and OELL the Office of English Language Learners.. Agenda's and hours are kept by the teachers and the hours are maintained by the office/administration.

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?

At the original Parent Orientation meeting, parents are informed that they will meet with the ENL teacher or their child's dual language teacher individually during the school year to discuss their child's language development progress. These meetings will be scheduled on Tuesdays during parent engagement or at the parents convenience. If the the parent requires translation beyond what we offer at PS 84, the translation unit will be contacted to provide the service.

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.

A parent outreach notebook has been created by the ENL teacher which will document date, time, and attendees of the annual meeting. Phone calls will also be logged to keep track of all communication.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
In order for ELLs to achieve proficiency in English, parent involvement is crucial. P.S. 84 offers several workshops to parents of ELLs to provide parent assistance to ensure their child's social and academic success. Onsite ESL classes are offered to our ELL parents in addition to Spanish/French classes. P.S. 84 has a very active and involved PTA that include cross cultural activities and events to ensure an inclusive environment. There are a large variety of committees such as, Gardening, Dual Language, PTA, Wellness, Fundraising, and many more that offer parent involvement opportunities to all parents including ELL parents. All PTA communications are translated in French and Spanish.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
We partner with LACASA after school program, (fully bilingual staff) and our partnership with Parent Job Net which sponsors ESL, SSL, and GED classes for parents of ELLs, job readiness courses and career assistance.

3. Parents needs are evaluated through the Parent Coordinator who communicates with parents on an on going basis to bridge parents and school community. We have monthly coffee klatches with the principal and parents to discuss issues and concerns in an open forum. During this forum, parents openly address concerns, and issues with the principal, other parents and ass't principals. During this time we have our parent coordinator and other parents who may translate for other parents as needed. In addition the PTA holds regular meetings, as well as SLT meetings.

4. Parents indicate their strengths or interests and are recruited by the PTA and parent coordinator to assist in various activities such as the annual school fair, the international pot luck dinner, movie night and various fund raisers etc. It creates an inclusive school culture for all and focuses on networking, fundraising and community building.

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

Parents needs are evaluated through the Parent Coordinator who communicates with parents on an on going basis to bridge parents and school community. We have monthly coffee klatches with the principal and parents to discuss issues and concerns in an open forum. During this forum, parents openly address concerns, and issues with the principal, other parents and ass't principals. During this time we have our parent coordinator and other parents who may translate for other parents as needed. In addition the PTA holds regular meetings, as well as SLT meetings.

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

Parents indicate their strengths or interests and are recruited by the PTA and parent coordinator to assist in various activities such as the annual school fair, the international pot luck dinner, movie night and various fund raisers etc. It creates an inclusive school culture for all and focuses on networking, fundraising and community building.

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: _		School DBN: _	
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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **0M84** School Name: **The Lillian Weber School**
Superintendent: **Arlene Altschul**

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.

In order to assess the language preferences of PS 84's parent community for both written and oral communication data is reviewed from the Home Language Report (RHLA), and the RPOB report on ATS to identify the home languages spoken. In addition to this review, our ENL teacher maintains a spreadsheet that indicates the parents home language and preferred language of communication that was gathered after reviewing Part III of the home language Identification Survey (HLIS). In addition, each classroom teacher sends home a translation necessity survey to prepare for Parent Teacher Conference needs. Emergency cards that are stored in the main office, are created in the preferred written language and indicate the parents preferred contact language.

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.

PS 84 is a Dual Language French/Spanish school. We have 100 parents French speaking parents of students. All of the parents are bilingual English or French speakers and have indicated that they are comfortable with written/ oral communication to be in either English or French. Often times, the parents will speak French with the French teacher, but need no translation assistance to speak with the English speaking staff. Many of our 76 Spanish speaking parents are also bilingual and have indicated that they are comfortable receiving written and oral communication in English or Spanish. However, 15 of the 76 require Spanish translation in both written and oral communication. Other parent languages spoken are:

1 Abanian, 1 German, 8 Russian, 1 Slovakian, 1 Swedish, 1 Serbo Croation, 3 Chinese, 1 Portugese, 2 Polish, 1 Hausa, 1 Turkish.

All of these parents chose English as their preferred language of communication. Fortunately, we are able to deal with our translation needs in house as we have pedagogues that speak Spanish and French. We have found that one parent speaks English and translates to their spouse if needed and has declined the offer of our school acquiring translation assistance from the Translation Unit.

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.)

News Letters: throughout 2015/16
Parent Coordinator Calender: 2015/16
Parent Teacher Conferences: Fall 2015 and Spring 2016
NYS Testing Schedule: Spring 2015/16
Recess/Holiday Notifications: throughout 2015/16

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.

Parent Teacher Conferencences Fall 2015 Spring 2016
Curriculum Night September, 2015
Phone conferences: ongoing throughout 2015/16
Individual parent meetings: ongoing
Movie Night- ongoing
Principal Coffee Club

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.

PS 84 is a Dual Language school and has several teachers and staff members who are available for translation in Spanish and French if needed. In addition to Spanish and French, our staff is multilingual including languages such as: Chinese, Greek, Korean, Norwegian, and Hebrew. Our written Spanish and French translation needs can be met in house. In the event that we must use the Translation and Interpretation Unit or an outside vendor, we will submit the translation requests in a timely manner (at least two weeks in advance) to ensure that the translations are distributed at the same time as the English documents. Fortunately, many of these templates for school holidays, parent teacher conferences, and other DOE notices are available in translation several languages at the Translation and Interpretation Unit's intranet site as well.

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.

As mentioned above, we have in house staff able to interpret for our LEP parents. The parents that speak languages other than Spanish, are able to speak, read, and write in English so no translation is currently needed. In the event that we have parent language needs that require translation, we will use either the on site Interpretation services, or the over the phone Interpretation Services, provided by the Translation and Interpretation Department.

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.)

The Language Access Coordinator, Anita Hauschild, will host a PD with staff members to discuss and distribute translation resources that are provided and available from the T&I Unit such as the T&I Brochure. She will also review the guidelines for requesting translations and interpreters through the Translation and Interpretation Unit.

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

All literature will be available in the main office for parents. The LAC/ Parent Coordinator will distribute key information/documents to LEP parents. The Welcome Poster is on display in the entrance of PS 84.

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)

PS 84 will develop and utilize a parent survey to gather feedback from parents on the quality and availability of services. These surveys will be reviewed and needed adjustments will be made to assist parents.