2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 14K084
School Name: P.S. 084 JOSE DE DIEGO
Principal: SEREIDA RODRIGUEZ
Comprehensive Educational Plan (CEP) Outline

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## School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Jose de Diego</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>14K084</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>Pre-K-8</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>Pre-K-8</td>
</tr>
<tr>
<td>School Address:</td>
<td>250 Berry Street, Brooklyn NY 11249</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718 384 8063</td>
</tr>
<tr>
<td>Fax:</td>
<td>718 302-2313</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Sereida Rodriguez</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:Srodrig12@schools.nyc.gov">Srodrig12@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Sereida Rodriguez</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Awilda Campos</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>JessamynLee</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Kayla Arno</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>IdeenPerez</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>n/a</td>
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<tr>
<td>CBO Representative:</td>
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## District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>14</th>
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<tbody>
<tr>
<td>Superintendent:</td>
<td>Alicja Winnicki</td>
</tr>
<tr>
<td>Superintendent’s Office Address:</td>
<td>215 Heyward St, Brooklyn, NY</td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:Awinnic@schools.nyc.gov">Awinnic@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-302-7638</td>
</tr>
<tr>
<td>Fax:</td>
<td>718-302-7978</td>
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## Field Support Center (FSC)

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<tr>
<th>FSC:</th>
<th>Brooklyn North</th>
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<tr>
<td>Executive Director:</td>
<td>Bernadette Fitzgerald</td>
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**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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Šereida S. Rodríguez-Guerra</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Áwilda Peguero</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Jessamyn Lee</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Ideen Perez</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
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<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Patricia Windle</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Dara Koza</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Kayla Arno</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Ewa Bridges</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Monalisa Colon</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Jyotish Haimoff</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Ideen Perez</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Member/</td>
<td></td>
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<tr>
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<tr>
<td>Member/</td>
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</tbody>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

1. **What is your school’s mission statement?**

The mission of PS 84 is to create positive members of society with active and creative minds, a sense of compassion for others, and influential attributes of a leader. Working closely with our talented community, we foster lifelong learners by cultivating the social, emotional, physical and academic needs of each child.
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

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

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

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

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

Mathletics is a math learning platform built on a foundation of solid curriculum lead content used to support the needs of individual learners in grades 5-8 through activities and tutorials.

Through our partnership with Marquis Studios, our students in grades PreK- through 2ND grade work with teaching artists to develop their literacy and social skills through dance, song and theater activities. Each residency ends with a culminating event which showcases a collaboration of literacy and the arts. Our students in 5th grade participate in a film making residency where they developed short film clips focusing on equity.

All staff members are trained in using Visual Thinking Strategies to develops oral and written language literacy, visual literacy and collaborative interactions among peers. Trainers work closely with our new staff members to coach them on visual thinking strategies and techniques. Classes visit various museums throughout the school year in order to implement the strategies learned.
Dancing Classrooms main focus is to cultivate essential life skills in students through the art of social dance. Our 4th grade and 8th grade students participate in a 10 week, 20 session residency in ballroom dancing which culminates with a borough wide competition. This year our 8th grade students joined the Dancing Classrooms residency.

All staff members have been trained in Brain Power practices. Brain Power utilizes an exciting combination of physical, emotional and cognitive exercises to tap into our infinite brain potential. The programs empower children and adults to improve focus, confidence, memory, creativity and emotional wellness while reducing stress and anxiety.

Jazz at Lincoln Center is committed to entertain, enrich & expand a global community for Jazz through performance, education and advocacy. Our 2nd and 5th grade students are exposed to jazz concerts 3 times a year in order to enhance their appreciation for music, culture and the arts.

Our partnership with NY Sunworks has helped us in implementing our Greenhouse Project. We are dedicated to improving Environmental Science Education in an urban school by providing a hands-on integrated curriculum for all of our students.

We partnered with PlayWorks, an organization that supports learning and physical health. A trained coach is sent to work in our school to run a variety of games and sports as well as teach techniques in group management, violence prevention and conflict resolution.

Our CBO partner Grand St. Settlement oversees our SONYC after-school program for our 6th, 7th and 8th graders. We are an ExtendED program through the Middle School Quality Initiative (MSQI). The primary goal of this partnership is to support students in becoming independent readers by providing customized small group instruction as well as enrichment opportunities. The after-school staff collaboratively plans for programs that bridge as well as enhance school day learning. The Grand St. Settlement provides enrichment opportunities for our students focusing on various art forms (visual arts, theater, dance, robotics, coding and culinary arts).

This is the third year of the Leader in Me initiative. Staff members learned how to make leadership development a part of the everyday student experience including teaching leadership principles in meaningful ways, creating a culture of shared leadership within the school and helping students take more ownership for their academic learning and goal achievement. We will transition next year from students understanding the concepts of the seven habits of effective leaders to taking a more active role as ambassadors of this leadership initiative to create a culture of students empowerment.

3. Describe any special student populations and what their specific needs are.
PS 84 was selected to host the only ASD Nest program in District 14. The ASD Nest program is designed to help higher functioning children with Autism Spectrum Disorder. The goal is to design and support a therapeutic setting within an academic environment. Weekly teacher meetings are held to discuss in detail the specific needs of the individual students. Many of these strategies have been used through the rest of the school population. Eventually our goal will be to implement these strategies school wide.

Our English Language Learners comprise 17% of our student population. Their specific needs are language-based and require instructional strategies that support their oral and written vocabulary development in their dominant language as well as English. Our ELL’s require pedagogical tools that support their learning. These include visual prompts, graphic organizers, Spanish language texts and audio/visual software programs.

Our Students with Special Needs comprise 17% of our school population. These students are dispersed among our Integrated Co-teaching classes, thus providing them with a program that is in the least restrictive environment. They have varying needs ranging from academic to behavioral. Many of these students have delayed foundational skills in reading which require intensive and explicit instruction in phonics and phonemic awareness. In addition, the standards-aligned lessons must be modified (not “watered down”) to provide accessibility for these students.

4. Identify 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.

In the context of the Framework for Great Schools, PS 84 has made the most progress over the course of the year in Collaborative Teachers. Each team of teachers continue to be charged with analyzing student work and creating an Inquiry question based on the information gathered from the student data. Their work focused on improving student engagement and discussion techniques with a focus on English as a New Language learners (ENLs). The teachers participated in Action Research and dedicated their Mondays and Tuesdays to professional learning centered on the data captured from their research and it’s alignment to their Inquiry question. New this year, the staff voted on an SBO that took us from a seven to an eight period day. This allowed teachers and additional professional development period each week.

We are proud of the processes we have put in place to ensure teacher collaboration. Our teachers continue to become adept at analyzing student data and using inquiry findings and their shared critical work to support ENL learning and overall student achievement.
## School Demographics and Accountability Snapshot for 14K084

### School Configuration (2018-19)

<table>
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<tr>
<th>Grade Configuration</th>
<th>PK,0K,01,02,03,04,05,06,07,08</th>
<th>Total Enrollment (2017-18)</th>
<th>793</th>
<th>SIG Recipient (Y/N)</th>
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<tbody>
<tr>
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<td>Self-Contained English as a Second Language</td>
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<td># Dance</td>
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<td># CTE</td>
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### School Composition (2017-18)

| % Title I Population | 47.0% | % Attendance Rate | 92.8% |
| % Free Lunch | 46.8% | % Reduced Lunch | 0.1% |
| % Limited English Proficient | 15.9% | % Students with Disabilities | 16.6% |

### Racial/Ethnic Origin (2017-18)

| % American Indian or Alaska Native | 0.0% |
| % Hispanic or Latino | 62.0% |
| % White | 25.5% |
| % Black or African American | 3.6% |
| % Multi-Racial | 5.0% |

### Years Principal Assigned to School (2018-19)

| 8.71 |

### % of Teachers with No Valid Teaching Certificate (2015-16)

| 0% |

### % Teaching with Fewer Than 3 Years of Experience (2014-15)

| 21% |

### ELA Performance at levels 3 & 4 (2016-17)

| 41.8% |

### Mathematics Performance at levels 3 & 4 (2016-17)

| 47.0% |

### Science Performance at levels 3 & 4 (4th Grade) (2016-17)

| 84% |

### Science Performance at levels 3 & 4 (8th Grade) (2016-17)

| 59% |

### Student Performance for Elementary and Middle Schools (2017-18)

### Student Performance for High Schools (2016-17)

### Overall NYSED Accountability Status (2018-19)

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School

- **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
- **Limited English Proficient**: N/A
- **Multi-Racial**: N/A
- **Economically Disadvantaged**: N/A

#### High School

- **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
- **Limited English Proficient**: N/A
- **Multi-Racial**: N/A
- **Economically Disadvantaged**: N/A

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2018-19 CEP 13
**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**

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

**Our Framework for Great Schools Report 2018 indicates that the area of Common Core Shifts in Mathematics is exceptional. Additionally, the areas of Common Core Shifts in ELA and course clarity were highly rated. However, based on this report, 70% of teachers rate the quality of student discussion below the city average. Indicating a need to incorporate more student discussions within our ELA writing units of study.**

**Part 2 – Annual Goal**

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, teachers in grades K-8 will continue to develop rigorous writing genre units of study that are aligned to the Next Generation Learning Standards as measured by students moving at least one level on Teacher’s College writing rubrics.</td>
</tr>
</tbody>
</table>

By June 2019, teachers in grades K-8 will continue to develop rigorous writing genre units of study that are aligned to the Next Generation Learning Standards as measured by students moving at least one level on Teacher’s College writing rubrics.
## Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s): Who will be targeted?</th>
<th>Timeline: What is the start and end date?</th>
<th>Key Personnel: Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers (K-8), ESL Teachers, SETSS teachers</td>
<td>Sept. 2018-June 2019</td>
<td>ELA Lead Teachers, Teachers who attended TC PD, and Educating Powerful Writers PD Administration</td>
</tr>
<tr>
<td>All teachers (K-8), ENL Teachers, SETSS teachers</td>
<td>Sept 2018 - June 2019</td>
<td>Grade Level Lead Teachers, teachers, Administration</td>
</tr>
<tr>
<td>All students including ELLs and SWDs</td>
<td>Sept. 2018 - June 2019</td>
<td>All teachers including ESL and SETSS, Administration</td>
</tr>
<tr>
<td>All teachers (K-8), ENL Teachers, SETSS Teachers and All parents</td>
<td>Sept. 2018 - June 2019</td>
<td>School Leaders</td>
</tr>
</tbody>
</table>

Extended Professional Learning aligned to the continued implementation of the Teacher’s College Writing Project (K-5), and Educating Powerful Writers (6-8) including workshops, lab sites, and peer inter-visitations. ELA leader teachers will turn key information to their colleagues during collaborative planning periods.

Teachers will focus on specific scaffolds, and supports to target subgroups.

The following strategies will be used in order to improve the quality of student writing:

-Generating Ideas: Rapid writing, setting and adding content
-Developing and Organizing Ideas: webbing, mapping, supporting the main idea, and adding details
-Revising and Editing: reorganizing ideas, asking questions to revise writing, peer editing, proof reading
-Writing for a Purpose: writing in various genres

Administration will communicate with parents through the School Leadership Team, PTA meetings, school application, monthly newsletters, and the school website to make sure the instructional focus is clear.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.
Parent Coordinator and classroom teachers will hold a curriculum workshop the second week of school (September 2018). Parent Coordinator and teachers will hold monthly parent workshops on Tuesday afternoons.

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.

- Substitutes/coverages for visitations (out of school and in school)
- Per-session for study groups

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

|       | Tax Levy | | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
|-------|----------|---|--------------|---|----------------|---|-----------------|---|-----------------|
|       | C4E      | | 21st Century Grant | | SIG | | 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 2019, the K-8 teacher teams will collaboratively develop rigorous Next Generation Learning Standards-aligned units of study in writing to improve rigorous instruction as measured by the development of at least three standards aligned writing units.

Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Progress will be measured during our Professional Learning Communities by analyzing student work samples using genre grade-level rubrics, pre/post benchmark assessments, student self-assessment checklists, and writing conference data.

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

On our 2018 Framework for Great Schools survey we exceeded the targets in the area of Supportive Environment where students indicated that the school provides safety and guidance while teachers highly rated the social emotional support provided for students. However, student and teacher responses indicate that there is a need to improve student listening skills. Therefore, our cabinet team realized there was a need to take a closer look at the relevance of the curriculum to the degree of student engagement amongst our subgroups. In order to improve students’ listening skills and thereby improve student engagement, the curriculum should be relevant to our students’ needs.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, teachers will build their capacity to bring relevance to the K-8 curriculum to promote authentic engagement and rigor among our culturally and linguistically diverse students as measured by movement of at least one level using a pre and post rubric based on Zaretta Hammond’s Culturally Responsive Teaching and the Brain (2015).
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All faculty will participate in professional development study groups based on their reading of Culturally Responsive Teaching and the Brain (2015) to discuss, reflect and prepare for implementation in the classroom in order to bring relevance to the curriculum and promote authentic engagement and rigor amongst linguistically diverse students.</strong></td>
<td><strong>Teachers and Administration</strong> September 2018-June 2019</td>
<td><strong>Administration and teachers</strong></td>
</tr>
<tr>
<td><strong>Teacher collaboration will include identifying culturally and linguistically diverse students in their grades and classes and introduce rigorous instruction aligned to Next Generation Standards for optimising student engagement and facilitating brain compatible culturally responsive instruction.</strong></td>
<td><strong>Teachers</strong> September 2018-June 2019</td>
<td><strong>Grade Leaders and Administration</strong></td>
</tr>
<tr>
<td><strong>Teachers will implement daily routines and challenging weekly activities and/or lessons aligned to the monthly chapter studies of Culturally Responsive Teaching and the Brain.</strong></td>
<td><strong>Teachers and Administration</strong> September 2018-June 2019</td>
<td><strong>Administration, teachers, cabinet members</strong></td>
</tr>
<tr>
<td><strong>Teachers will front load vocabulary and scaffold instruction for Students with Disabilities and English Language Learners to provide for differentiation.</strong></td>
<td><strong>Teachers</strong> September 2018-June 2019</td>
<td><strong>Administration, ENL teachers, SETSS teachers, classroom teachers</strong></td>
</tr>
</tbody>
</table>
During the school day, students in grades 6-8 will participate in an advisory period. The social worker will meet with small groups of students for the purpose of discussing and reflecting on classroom discussions and activities emanating from Culturally Responsive Teaching and the Brain.

Administration will utilize the School Climate Committee comprised of administration, teachers and students in grades K-8 so that all stakeholders will have a reflective voice on the implementation of new practices based on the learnings from Culturally Responsive Teaching and the Brain.

<table>
<thead>
<tr>
<th>Students in grades 6-8</th>
<th>September 2018 - June 2019</th>
<th>Social Worker, Classroom Teachers, Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Climate Committee</td>
<td>September 2018 - June 2019</td>
<td>Administration</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Workshops will be turn keyed by SLT parent representatives to the broader parent community in November 2018 and March 2019.

Part 4 – Budget and Resource Alignment

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

Substitute teachers will be used to cover classes for teachers to plan and curriculum materials will be purchased.

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Title I SWP</td>
<td>Title I TA</td>
<td>Title II, Part A</td>
<td>Title III, Part A</td>
<td>Title III, Immigrant</td>
</tr>
<tr>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

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 2019, 50% of student work will reflect culturally and linguistically diverse cultures within the curriculum.**

### Part 5b. Indicate the specific instrument of measure that is used to assess progress.

**By February 2019, surveys will be administered to all staff and students to measure growth in cultural and linguistic awareness through higher self esteem and knowledge of cultural diversity within classrooms and the school at large.**

### Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

According to our Framework for Great Schools Report 2018, we exceed the targets, as indicated by our teacher responses, in the quality of professional development, school commitment and peer collaboration. However, there is a need to improve teacher innovation and collective responsibility. The survey indicates that teachers are willing to try new ideas.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, teachers in grades K-8 will advance their inquiry work by utilizing a specific structure for the 6-8 week cycle, targeting strategies that address the specific needs of the subgroups within their classrooms as measured by documents, minutes, and student assessment results uploaded in Google Drive.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examining Data &amp; Identifying Groupings with a specific focus on English Language Learners and Students with Disabilities</td>
<td>Teachers</td>
<td>September 2018-June 2019</td>
<td>Grade level leaders, Assistant Principals, Teachers, Model Teachers</td>
</tr>
<tr>
<td>Gathering Research and Potential Strategies for Implementation</td>
<td>Teachers</td>
<td>September 2018-June 2019</td>
<td>Grade level leaders, Assistant Principals, Teachers, Model Teachers</td>
</tr>
<tr>
<td>Analyzing Research Article &amp; Creating your Theory of Action (If... Then... Statement)</td>
<td>Teachers</td>
<td>September 2018-June 2019</td>
<td>Grade level leaders, Assistant Principals, Teachers, Model Teachers</td>
</tr>
<tr>
<td>Looking at Student Work &amp; Implications for Tuning Lessons and Units Plans x 3</td>
<td>Teachers</td>
<td>September 2018-June 2019</td>
<td>Grade level leaders, Assistant Principals, Teachers, Model Teachers</td>
</tr>
<tr>
<td>Looking at Data &amp; Summarize Your Findings</td>
<td>Teachers</td>
<td>September 2018-June 2019</td>
<td>Grade level leaders, Assistant Principals, Teachers, Model Teachers</td>
</tr>
<tr>
<td>Model teachers will collaborate with the administrative cabinet to create a schedule of inter-visitations, and a calendar of professional development that will address areas of need identified in teacher observations, and student achievement deficits. Best practices will be observed for providing English Language Learners and Students with Disabilities with multiple entry points to make sure students have access to the lessons.</td>
<td>Teachers</td>
<td>September 2018-June 2019</td>
<td>Grade level leaders, Assistant Principals, Teachers, Model Teachers</td>
</tr>
<tr>
<td>A consultant from Generation Ready will provide support to Lead teachers in grades K-8 to further develop rigorous standards aligned units of study in writing that incorporate scaffolds, and supports for subgroups (ex. English Language Learners and Students with Disabilities).</td>
<td>Teachers</td>
<td>September 2018-June 2019</td>
<td>Classroom Teachers, Administration, Consultant</td>
</tr>
<tr>
<td>A schedule for educators participating in outside professional development will be established to share strategies, and best practices as it pertains to Students with Disabilities and English Language Learners as well as our general population.</td>
<td>All students including ELLs and SWDs</td>
<td>September 2018-June 2019</td>
<td>Grade level leaders, Assistant Principals, Principal, Teachers, Model Teachers</td>
</tr>
</tbody>
</table>
How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Educators will provide weekly opportunities for parent engagement on Tuesday afternoons, quarterly parent teacher conferences, monthly Wonderful Wednesday activities (PreK-5), and Cafecito (6-8).

Part 4 – Budget and Resource Alignment

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

Substitute teachers needed to cover classes during outside professional development, in house workshops, and model teacher inter-visitations.

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
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<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

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 the end of each 8-week inquiry cycle, 100% of educators will reflect, revise, and adapt their practices based on quantitative, and qualitative data gathered during the previous cycle.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Writing rubrics, Inquiry Cycle structures

Part 5c. In February 2019, 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

<table>
<thead>
<tr>
<th>Question</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
<td>On our 2018 Framework for Great Schools survey under Effective School Leadership, our lowest teacher-rated percentage area indicates that more principal participation is needed in instructional planning with teams of teachers.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
<td></td>
</tr>
</tbody>
</table>

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate your school’s 2018-19 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–Specific, Measurable, Achievable, Relevant, and Time-bound.</td>
</tr>
<tr>
<td>By June 2019, an Instructional Planning Team will be formed to improve student achievement, and will be comprised of administration, model teachers, grade team leaders, and the Data Specialist to evaluate and revise current instructional practices, identify the instructional needs of students, plan and facilitate professional development resulting in a 10% increase in the Instructional Leadership section of our 2018-2019 School Quality Survey.</td>
</tr>
</tbody>
</table>
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bi-weekly meetings with the Instructional Planning Team comprised of administration, model teachers, grade team leaders, and the Data Specialist to review and revise common instructional practices as it impacts student achievement.</td>
<td>Instructional Planning Team September 2018 - June 2019</td>
<td>Administration</td>
</tr>
<tr>
<td>Members from the Instructional Planning Team will promote teacher effectiveness by facilitating professional development, modeling classroom lessons and strategies, co-teaching, observing with feedback and meeting one on one to support teacher development.</td>
<td>All teachers September 2018- June 2019</td>
<td>Model Teachers and Administration</td>
</tr>
<tr>
<td>The Data Specialist will facilitate the analysis of data by rolling out tiered support for administration, grade teams and individual teachers in identifying and meeting the needs of our students.</td>
<td>Teachers and Administration September 2018- June 2019</td>
<td>Data Specialist and Administration</td>
</tr>
<tr>
<td>Minutes from Instructional Planning Team meetings will be disseminated to all stakeholders so that their will be clear lines of communication.</td>
<td>All Stakeholders September 2018 - June 2019</td>
<td>Administration and Recorder of Minutes</td>
</tr>
<tr>
<td>Input from members of the committee as well as grade inquiry teams will support the need for revision and evaluation of current instructional practices.</td>
<td>Administration and Teachers September 2018 - June 2019</td>
<td>Administration</td>
</tr>
<tr>
<td>Members from the Student Council will periodically share students ideas, interests and concerns related to curriculum with the Instructional Planning Team.</td>
<td>parents September 2018-June 2019 (Quarterly)</td>
<td>Administration</td>
</tr>
</tbody>
</table>

n/a

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

A series of four parent workshops to be facilitated by teachers will take place between October 2018 and April 2019 for the purpose of educating parents in our instructional programs and foci to support their children at home.

### 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.

Per session to support planning committees.

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

<table>
<thead>
<tr>
<th></th>
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<tr>
<td>X</td>
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</tbody>
</table>

**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 2019, the instructional planning team will have met at least five times to discuss teacher support and instructional revision as measured by attendance sheets, agendas and minutes for each meeting.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Attendance sheets, agendas, communication memos and minutes.

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

According to our Framework for Great Schools Report 2018, 83% of families say that school staff regularly communicate with them about how families can help their child learn, this falls below both our district average (93%), and city average (91%). The survey also indicates that 85% of families say that teachers work closely with them to meet their child's needs, this falls below our both our district average (94%), and city average (93%).

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, parents will be phased into our social-emotional initiatives to support their child’s all around growth socially, emotionally, and academically as measured by 85% positive responses on the Leader in Me Measurable Results Parent Survey.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>- 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).</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td>Continued school-wide training in the Leader in Me process by a certified PS 84 staff member to develop the 7 habits of Highly Effective Leaders.</td>
<td>all staff</td>
<td>June 2018 - June 2019</td>
<td>Administrators, social worker, teacher light house team</td>
</tr>
<tr>
<td>Continue school-wide training in the Yale RULER approach to develop Emotional Intelligence.</td>
<td>all staff</td>
<td>September 2018 - June 2019</td>
<td>Administrators and Social Worker</td>
</tr>
<tr>
<td>Mediation will be provided for peers, teachers, and families by the Middle School Social Worker and Student Advocate.</td>
<td>all staff</td>
<td>September 2018 - June 2019</td>
<td>Social Worker and guidance counselor</td>
</tr>
<tr>
<td>Leader in Me family workshops provided by our certified Parent Coordinator will be held in both Spanish and English.</td>
<td>students, teachers and parents</td>
<td>September 2018 - June 2019</td>
<td>Social Worker and Student Advocate</td>
</tr>
<tr>
<td>Teachers and support staff will mentor students, including Students with Disabilities and English Language Learners, in need of additional social-emotional support. They will address personal and social competencies needed for success in school and beyond such as self-confidence, integrity, caring about others, respect and leadership.</td>
<td>students and parents</td>
<td>September 2018 - June 2019</td>
<td>Parent Coordinator, Social Worker and Administrators</td>
</tr>
<tr>
<td>Provide training and workshops for our Community Based Organizations on the Leader in Me process, and the Yale Ruler Approach.</td>
<td>students</td>
<td>September 2018 - June 2019</td>
<td>Social Worker, Classroom Teachers, Student Advocate and Administration</td>
</tr>
<tr>
<td>Administrators will send home a monthly newsletter with the Leader in Me best practices and suggestions for home-school connection in English and Spanish.</td>
<td>students and parents</td>
<td>September 2018 - June 2019</td>
<td>CBO directors and counselors, administrators, Student Advocate</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

**Community Partnerships:**

- YMCA
• Grand Street Settlement
• Williamsburg Movement and Arts Center
• Apple
• BRIC

Family Engagement Trips:

• American Young Voices
• College Access For All

Part 4 – Budget and Resource Alignment

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

Leader in Me three year grant.

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

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 June 2019, the Leader in Me Lighthouse Committee will conduct the Measurable Results Assessment Parent survey resulting in 85% of families feeling confident in supporting their children's social-emotional growth.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

The Leader in Me Measurable Results Assessment Parent Survey.

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**Section 6: Academic Intervention Services (AIS)**

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services <em>(For additional guidance, refer to NYSED's memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>RTI Framework Protocol, Benchmark reading levels, Diagnostic assessments</td>
<td>Guided Reading, Wilson, Read 180, Just Words, Fundations</td>
<td>One-to-one, small group</td>
<td>Throughout the day and after school</td>
</tr>
<tr>
<td>Mathematics</td>
<td>RTI Framework, benchmark exams, state scores</td>
<td>Fluency support using iPad and laptops, Mathletics, code.org, Big Brainz, ST Math</td>
<td>One-to One and small group</td>
<td>Throughout the day, lunch periods, after school</td>
</tr>
<tr>
<td>Science</td>
<td>RTI Framework Protocol</td>
<td>Lesson review and hands on labs</td>
<td>small group</td>
<td>Throughout the day</td>
</tr>
<tr>
<td>Social Studies</td>
<td>RTI Framework Protocol</td>
<td>Repeated readings and Visual Thinking Strategies</td>
<td>small group</td>
<td>Throughout the day</td>
</tr>
<tr>
<td>At-risk services <em>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</em></td>
<td>Guidance Counselor, School Psychologist, observations along with teacher referrals</td>
<td>PBIS, Respect for All, “Behavior in the Classroom, restorative circles, at-risk counseling, book clubs for leadership</td>
<td>One-to One and small group</td>
<td>Throughout the day</td>
</tr>
</tbody>
</table>
### Section 7: Support for Students in Temporary Housing (STH)

**Directions:**
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website:


<table>
<thead>
<tr>
<th><strong>Part A: FOR TITLE I SCHOOLS</strong></th>
<th><strong>According to the Temporary Housing Address Report (RATH), there are 44 students that reside in temporary housing who currently attend our school.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
<tr>
<td>The school uses STH Title I Funds by purchasing school supplies and backpacks that are packaged with books. School also uses STH Title I Funds to purchase uniforms for middle school students residing in temporary housing. School partners with the YMCA and Grand Street Settlement Program to provide no-fee after-school programs which allows students to participate in extracurricular &amp; academic activities. Students are also provided with Metrocards or bussing. Social Workers and guidance counselors maintain effective communication with liaisons at shelters in order to provide any additional services students may require.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part B: FOR NON-TITLE I SCHOOLS</strong></th>
<th>n/a</th>
</tr>
</thead>
</table>
1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

   n/a

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

   n/a
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

Strategies for recruitment:
- Open Market
- Attend Teacher Job Fair in the Summer 2018
- Advertise in The New Teacher Finder
- Interviews held by school hiring committee that includes parents and teachers
- Candidates must deliver a demonstration lesson
- Applicant is employed as a per diem substitute prior to hiring
- Partner with colleges and universities for student-teachers
- Canvas ATR pool

Strategies for retention:
- New teachers receive mentoring by highly qualified peers
- Support provided by North Brooklyn Field Support Office
- Common preparation time to allow teachers to plan and share best practices
- Teachers and administrators participate in Advance-providing timely and actionable feedback to teachers
- All new teacher are provided with a school based teacher mentor
- Inter and intra visitations to view best practices and share same with colleagues

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).

Professional Learning occurs on Mondays and Tuesdays with the teachers, paraprofessionals and administrators conducting action research, inquiry and next steps. North Brooklyn Field Support Office and the Superintendent’s support staff provide professional support for administrators, teachers and paraprofessionals. School-based Instructional coaches provide year-long professional development geared towards teacher created goals and needs as determined by the Measure of Teacher Performance report. The coaches also plan on a weekly basis with teachers.
and paraprofessionals to ensure instruction is aligned to the Common Core Learning Standards. Teachers and paraprofessionals also attend monthly professional development workshops at the Teacher’s College Writing Project and turn-key to all staff. Generation Ready consultant works with teachers, paraprofessionals and administrators in analyzing data and common core aligned lesson plans based on needs assessments. The Middle School Quality Initiative also provides professional development support to our middle school teacher in language and reading.

Part 3: TA Schools Only

3a. Use of Program Resources

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

n/a

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).

n/a

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.).

- PreK Teachers attend all Monday professional learning opportunities and collaborate with their colleagues in grades K-3.
- School Leaders observe lessons and provide feedback that supports a smooth transition to the elementary school program.
- Orientation session in June for parents of children entering Kindergarten that includes overview of the school's Dual Language Program, Non-negotiable school policies, arrival/dismissal procedures.
- School tours are provided for students and families of incoming kindergarten students.
- Assessment of kindergarten students to gather baseline data to determine students' readiness skills and to plan instruction and placement.
- Orientation meeting in early September to inform parents about curriculum, academic and behavioral expectations.
- Hold an August Greet and Meet with administration and parent coordinator to introduce families to each other and build community.

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.

- MOSL Committee makes decisions about assessments after collaboration with the rest of the staff
- Professional Learning committee analyzes school data and surveys teachers to develop an individualized learning plan for teachers
- Generation Ready consultant works with teachers and paraprofessionals in analyzing student data, developing benchmark assessments and developing lesson plans reflecting needs assessment.
- Weekly common planning sessions whereby teachers follow a consistent protocol for looking at student work and making instructional decisions based on outcomes.
- Supervisors communicate regularly through Advance: using assessment in instruction observation and feedback cycle.
- Supervisors hold one on one meetings with teachers to look at class data and develop goals

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. 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 consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>537,216.00</td>
<td>X</td>
<td>Section 5a</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>44,921.00</td>
<td>X</td>
<td>Section 5c</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>14,216.00</td>
<td>X</td>
<td>Section 5a,5b,5c</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>5,223.00</td>
<td>X</td>
<td>Section 5b,5e</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>4,128,624.00</td>
<td>X</td>
<td>Section 5</td>
</tr>
</tbody>
</table>

**Explanation/Background:**

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

---

**Parent and Family Engagement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. 14K084 Jose De Diego, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.

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**Support for Parents and Family Members of Title I Students**

Jose de Diego will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;

- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;

- providing assistance to parents in understanding City, State and Federal standards and assessments;

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand through the use of the schoolwide BLOOMZ app.
● 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

Parental Involvement and School Quality

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., ESSA/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 ESSA;

- 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;

## Encouraging School-Level Parental Involvement

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 and provide training in using our schoolwide communication platform: BLOOMZ.

- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

## School-Parent Compact (SPC)

### Jose De Diego

Jose De Diego, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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 Every Student Succeeds Act (ESSA);

## I. School Responsibilities: Supporting Home-School Relationships

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;

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

### I. School Responsibilities: Providing General Support to Parents

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 Title I requirement for Every Student Succeeds Act (ESSA) 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

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 2018-19 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. Any updates or revisions to this plan must be made through the iP plan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td></td>
</tr>
<tr>
<td>☒ conceptually consolidated (skip part E below)</td>
<td>☐ NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):
- [ ] Before school
- [ ] After school
- ☒ Saturday academy

Total # of ELLs to be served: _____

Grades to be served by this program (check all that apply):
- [ ] K
- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5
- [ ] 6
- [ ] 7
- [ ] 8
- [ ] 9
- [ ] 10
- [ ] 11
- [ ] 12
We will have two direct instruction supplemental programs that will be funded with Title III funds - Saturday Academy and an ENL after-school program. The purpose of the Saturday Academy and after-school programs are to provide supplemental instruction to our English Language Learners (ELLs) in grades 2-8. These programs will provide additional instruction in English Language Arts as well as Mathematics and support student academic achievement. In English Language Arts, the focus will be on the modalities of reading and writing. Teachers will focus on these areas by teaching a reading skills-based curriculum as well as writing instruction as a response to reading. The writing focus will include instruction in organization, transitional and linking words, as well as supporting claims using evidence. In the content area of mathematics, students will focus on developing computational fluency as well as problem solving strategies. There will also be a large focus on the language required to explain mathematical thinking for constructed response questions. Based on the 2016 state exams, 0% of our ELLs were proficient in ELA (as compared to 3% City-Wide) and only 5% of our ELLs were proficient in math (as compared to 14% City-Wide). Additional data which supports our need for supplemental programs is our students’ performance on the NYSESLAT. Based on data generated by our AMAO Estimator tool, 57 out of 77 (74%) of our ELLs made progress on the 2016-2017 NYSESLAT. The students who will attend these two programs are ELLs in grades 2-8, from general education classes, dual language classes and ICT classes. The language of instruction will be English. Home language support will be provided to English Language learners. Picture dictionaries and glossaries will be used in the classrooms regularly. The skills and strategies that will be taught in the Saturday Academy and after-school programs will support both language 1 and language 2 progress. Instruction will be provided by 7 teachers who are certified in English as a Second Language or Bilingual Education: Terezia Chlebovcova (ENL teacher), Valentina Djokic (ENL Teacher), Evelyn Nunez (Dual Language Teacher), Teresa Bosque (Dual Language Teacher), Patricia Windle (Dual Language Teacher), Karla Ramirez (Dual Language Teacher) and Ally Pena (Dual Language Teacher). The Saturday Academy program will run for 8 four-hour sessions starting on January 5, 2019 and ending on April 20, 2019. Sessions will take place on Saturdays from 9a.m.-1p.m. There will be 7 groups in this program for grades 2-8, each consisting of 12 students.

Group 1 - grade 2 – Evelyn Nunez
Group 2 - grade 3 – Patricia Windle
Group 3 - grade 4 – Karla Ramirez
Group 4 - grade 5 – Ally Pena
Group 5 - grade 6 – Teresa Bosque
Group 6 – grade 7 – Terezia Chlebovcova
Group 7 - grade 8 - Valentina Djokic
Part B: Direct Instruction Supplemental Program Information

The after-school program will take place twice a week - on Wednesdays and Thursdays, from 2:45 p.m. to 5:00 p.m., starting on November 7, 2018 and ending on April 25, 2019. We will have seven groups of ELLs (grades 2-8), with 1:12 ratio. The students will be grouped by grade and proficiency levels, each group being taught by either a certified ENL or Bilingual teacher.

Group 1 - grade 2 – Evelyn Nunez  
Group 2 - grade 3 – Patricia Windle  
Group 3 - grade 4 – Karla Ramirez  
Group 4 - grade 5 – Ally Pena  
Group 5 - grade 6 – Teresa Bosque  
Group 6 – grade 7 – Terezia Chlebovcova  
Group 7 - grade 8 - Valentina Djokic

There will be 41 sessions (2 hours, and 15 minutes each).

The materials for instruction will be supplemental and distinct from those used for daily instruction. We will use Rehearsing for the Common Core Standards Reading and Rehearsing for the Common Core Standards Mathematics. Also, we will use Finish Line New York ELLs Bilingual Common Core (grades 2-8).

We will also have Community Word Project will take place once a week for an hour over twenty-five weeks beginning September 2018 through May 2019. Through Community Word Project, our ELLs will focus on developing their oral and written language through the use of poetry and narratives. Instruction will be provided in both English (L2) and Spanish (L1) by two bilingual teaching artist and certified bilingual education teachers. Students will also express themselves artistically by incorporating visual arts activities. Community Word Project will provide all materials needed for this supplemental program.

Ms. Christina Rosario, Assistant Principal, will supervise both the Saturday Academy and after-school programs. She will maintain agendas and attendance sheets. Ms. Rosario will monitor and document students' progress. She will also ensure that all the notifications and letters for the parents be provided in English and parents' preferred language(s). The agendas and attendance sheets will be maintained by the supervisor and kept in the main office. The supervisor will also stay with students who are being picked up late and make phone calls, as needed. Ms. Rosario's regular work hours are 7:30a.m.-3:30p.m.

Part C: Professional Development

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

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

Begin description here: 

All following professional development is at cost to the Title III Program.

Our school's Title III professional development program for teachers will be centered around and based on both teacher's and student's needs. The focus will be on the stages of language acquisition, language learning, language objectives and vocabulary building. Title III Program teachers will attend PD sessions and workshops on language learning, language objectives and teaching vocabulary to SIFE, entering and emerging level ELLs. The Title III teachers will work on lessons that will have both linguistic and communicative components essential for the language acquisition of our ELLs.
**Part C: Professional Development**

These PD sessions will positively impact the progress of ELLs, as they are based on essential needs of our ELLs (language acquisition, vocabulary building, and focus on all 4 modalities), as well as on the needs of our teachers who have ELLs in their classrooms (vocabulary building - Tier I, II and III, and stages of language acquisition - how ELLs acquire the language - both native and the English language). The PD sessions will greatly improve the instruction provided to ELLs in their classrooms, as teachers will implement the scaffolding techniques and support that will lead to more progressive learning of our ELLs, and eventually, their greater independence in the classroom.

The PD sessions and workshops will take place once a month (on Fridays, from 2:40p.m. - 4:00p.m.), starting on September 28, 2018. They will be provided by Ms. Monique Hernandez, Assistant Principal, and our ENL teachers, Ms. Valentina Djokic and Ms. Terezia Chlebovcova. Ms. Hernandez will supervise the PD sessions and workshops. She will maintain agendas and attendance sheets. They will be kept in her office.

Below is the schedule of the PD sessions up to February 2/8/2019; the additional PDs (March through May) will be provided in accordance with the needs of teachers of ELLs:

1. 9/28/2018 - Writing Effective Language Objectives for ELLs in K-2
2. 10/12/2018 - Writing Effective Language Objectives for ELLs in 3-5
3. 10/26/2018 - Writing Effective Language Objectives for ELLs in 6-8
4. 11/16/2018 - The Stages of New Language Acquisition
5. 12/14/2018 - Teaching Vocabulary to Emergent ELLs
6. 1/11/2019 - Creating Units of Instruction for SIFE Students 5-8
7. 2/8/2019 - Scaffolding Strategies for ELLs

<table>
<thead>
<tr>
<th>PD sessions</th>
<th>Number of teachers paid per session</th>
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</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>10</td>
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<tr>
<td>Session 2</td>
<td>16</td>
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<tr>
<td>Session 3</td>
<td>16</td>
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<td>Session 4</td>
<td>14</td>
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<td>Session 5</td>
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<td>Session 6</td>
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<td>Session 7</td>
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<td>Session 8</td>
<td>16</td>
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<td>Session 9</td>
<td>16</td>
</tr>
<tr>
<td>Session 10</td>
<td>16</td>
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</table>

**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:

Based on the feedback from the parents of ELLs, an ongoing support will be provided by our Parent Coordinator, Dinayomi Fernandez. She will be conducting monthly parent workshops in English AND Spanish. In case any one of the attending parents is a speaker of a language other

2018-19 CEP 48
**Part D: Parental Engagement Activities**

than English or Spanish, respective translation services will be provided. The workshops will take place every other month on Thursdays (2:45 p.m. - 4:00 p.m.).

The tentative schedule and topics:
- 10/11/2018 - Common Core Learning Standards
- 12/6/2018 - Homework Help
- 2/14/2019 - Supporting Children in Math, English Language Arts and Native Language Arts

The workshops will be listed in our monthly calendar and parents will also receive a phone blast to notify them of the sessions.

Ms. Fernandez will ensure that all the notifications and letters for the parents be provided in English and the parent's preferred language(s). She will maintain agendas and attendance sheets in her office.

Ms. Fernandez will be paid per session at cost to Title III.

**Part E: Budget**

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

Allocation Amount: $

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
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<tr>
<td>• Per session</td>
<td>n/a</td>
<td>n/a</td>
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<tr>
<td>• Per diem</td>
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<td></td>
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<tr>
<td>Purchased services</td>
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<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td>n/a</td>
<td>n/a</td>
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<tr>
<td>Supplies and materials</td>
<td></td>
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<tr>
<td>• Must be supplemental.</td>
<td>n/a</td>
<td>n/a</td>
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<tr>
<td>• Additional curricula, instructional materials.</td>
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<tr>
<td>• Must be clearly listed.</td>
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<tr>
<td>Educational Software (Object Code 199)</td>
<td>n/a</td>
<td>n/a</td>
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<tr>
<td>Travel</td>
<td>n/a</td>
<td>n/a</td>
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<tr>
<td>Other</td>
<td>n/a</td>
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<td><strong>TOTAL</strong></td>
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</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Brooklyn</td>
<td>084</td>
</tr>
</tbody>
</table>

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

B. Language Allocation Policy Team Composition

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

Principal: Sereida Rodriguez
Assistant Principal: Monique Hernandez
Coach: N/A
Coach: NA
ENL (English as a New Language)/Bilingual Teacher: Valentina Djokic
School Counselor: Marysol Ayala
Teacher/Subject Area: Teresa Bosque/Spanish
Parent: Yenny Almonte
Teacher/Subject Area: Awilda Campos/CB
Parent Coordinator: Liliana Minier-Alvarez
Related-Service Provider: Jennifer Martinez
Field Support Center Staff Member: Camilla Holmes
Superintendent: Alicja Winnicki
Other (Name and Title): NA

C. Teacher Qualifications

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

| Number of certified ENL teachers currently teaching in the ENL program | 2 |
| Number of certified bilingual teachers not currently teaching in a bilingual program | 1 |
| Number of teachers who hold both content area/common branch and TESOL certification | 0 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 9 |
| Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12] | 1 |
| Number of teachers who hold both a bilingual extension and TESOL certification | 1 |
| Number of certified ENL teachers not currently teaching in the ENL program | 1 |
| Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6] | 0 |
| Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| Total number of students in school (excluding pre-K) | 757 |
| Total number of ELLs | 150 |
| ELLs as share of total student population (%) | 19.82% |

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)

Check all that apply

<table>
<thead>
<tr>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
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<tr>
<td>1</td>
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<td>11</td>
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<td>12</td>
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</tbody>
</table>

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td></td>
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<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td>SP</td>
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<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
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</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<td>TBE</td>
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Part III: Assessment Analysis

After reviewing and analyzing the assessment data, answer the following:

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
   
   Our school uses Fountas & Pinnell Running Records, Estrellitas, Fundations, NYSITELL and teacher-created assessments to assess the progress of our ELL’s literacy skills in all grades.

2. What structures do you have in place to support this effort?
   
   Students are assessed with Fountas and Pinnell during the fall, winter and spring. Estrellitas is used daily in kindergarten, first grade and as needed in second grade. Fundations is used daily for 30 minutes in kindergarten through third grade. It is also used as an academic intervention support two to three times per week in a small group setting. Students are assessed periodically throughout instruction and time is allocated for teachers to review the data.
3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

ENL students are assessed using the NYSESLAT, NYSITELL, WIST and TOSWRF in order to gather baseline data, monitor progress and identify areas of need.

4. What structures do you have in place to address interventions once the summative data has been gathered?

Once the summative data has been gathered, it is disaggregated, analyzed and used to place students in appropriate programs and classes with the supports and resources they need.

5. How does your school use 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.]

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

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)

A review of the 2016 NYSESLAT & NYSITELL proficiency results indicates the following patterns:

• In first grade, 75% of ELL’s scored within the entering through transitioning levels
• In second grade, 50% of ELL’s scored within the entering through transitioning levels, and 50% of ELL’s scored within the expanding and commanding levels
• In third grade, 68% scored at expanding and commanding levels
• In fourth grade, 56% scored at entering through transitioning levels
• In fifth grade, 59% scored at entering through transitioning levels
• In sixth grade, 58% scored at expanding and commanding levels
• In seventh grade, 62% scored at expanding and commanding levels

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

In September, teachers analyze school wide data and trends to identify areas of strength and areas of need. Then, grade level teams dive deeper into their specific grade’s data to plan curriculum. Teachers use this data and their formative assessments to develop lesson plans, scaffold instruction and gather appropriate resources for their students.

Part IV: ELL Programming

Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

   a. Freestanding ENL program.
      
      Our ELL programming includes ESL services which are provided using the integrated and stand alone instructional model. As for push-in model, students are grouped by grade and heterogeneous proficiency levels. As for Pull-out model, new commers are grouped together.

   b. TBE program. If applicable.
      
      NA

   c. DL program. If applicable.

      ELL students in TBE or Dual Language programs are mandated to receive the same amount of specific units of ESL as students in the
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

   P.S. 84 makes many considerations and adjustments in order to comply with the mandated service minutes required for each language proficiency level and the needs of our ELLs. The ESL and dual language teachers provide services to all eligible students.

   Our ELLs at the entering and emerging levels receive 180 minutes of push-in ESL services, also known as integrated ENL, and 180 minutes of pull-out ESL services.

   Our ELLs at transitioning level receive 90 minutes of push-in ESL services, also known as integrated ENL, and 90 minutes of pull-out ESL services.

   Our ELLs at expanding level receive 180 minutes of push-in ESL services, also known as integrated ENL.

   Our ELLs at commanding level receive 90 minutes of push-in ESL services, also known as integrated ENL, during ELA or content area.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

   Mathematics instruction is carried out using Go Math and resources based on the New York State Common Core Math standards.

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

   The instruction in ESL program is delivered in English, and in Dual Language Program, the instruction is delivered in English and Spanish (50-50 split).

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

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

   Spanish reading levels are also assessed throughout the year.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

   a. Students with interrupted formal education (SIFE) require special attention in order for them to succeed in our educational system. We adjust our instructional approaches used to reach SIFE pupils depending on factors such as native language and the level of native language literacy skills. Besides after school programs and additional academic intervention, our plan to service these students includes teaching grade level content as well as the numerous skills that SIFE students are often lacking. Therefore language classes will be structured in order to address both past content objectives and current content objectives. For example, a SIFE in third grade may need instruction in order to develop literacy skills that his or her peers received in earlier grades. Additionally, a SIFE will receive the opportunity to practice these skills in an age appropriate...
environment. SIFE students will also be grouped together with peers in order to provide motivation, support, and language acquisition opportunities.

b. Newcomer students at P.S. 84 are serviced with the intention of giving them the language skills they need to function successfully in their new country, community, and school. As is the situation with SIFE students, newcomers will also be placed with English speaking peers in an age appropriate environment in order to present them with language acquisition opportunities and extrinsic motivation as well as support from their peers. Since many newcomers arrive with little to no English in any of the four language skill areas and often with little to no literacy skills in their native language, our newcomers will receive ESL services that are intended to provide both content area and second language instruction with the intent of developing both Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). Literacy and language development will take place through student participation in the reading and writing workshops in their classrooms as well as further more specialized instruction from their ESL teacher. ESL teachers will work to make content area and language instruction accessible to students by employing sheltered English content instruction as well as scaffolding techniques. In addition to these supports newcomers should also receive extra attention through after-school programs and additional academic intervention.

c. Students who have been receiving services for 4 to 6 years will receive services based on their level of language proficiency. A student who is at the beginner level will receive support for reaching the common core and be given access to lessons which are designed to meet the Common Core Standards. Students in this subgroup will also be given attention according to our school's RTI plan.

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

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

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

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

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

We have used curricular, instructional and scheduling flexibility to enable diverse ELL-SWD's to achieve their IEP goals and attain English proficiency within the least restrictive environment. For example, we have opened ICT classes in grades K-8 in order to accommodate students with IEPs and to keep them in the least restrictive environment. Additionally, we also provide academic intervention supports to struggling ELLs.
8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Targeted intervention is carried out based on our school’s RTI plan. Tier I intervention for ELLs in ELA, Math, Social Studies, and Science takes place in the classroom, either with the classroom teacher or the ESL teacher. Within the classroom, there is a Toolkit for ELLs specifically which includes aides and supports that could help ELLs complete a task within any content area (picture dictionaries, alphabet and blends chart, etc.). Tier II intervention takes place in small groups in the classroom and is reinforced in after school programs (ESL after school and ELA / Math after school programs). Planning and communication between the ESL teacher and classroom teacher is mandatory. Tier III intervention is delivered in a pull-out setting if it is deemed necessary. The language of instruction in these interventions is English. Our school’s RTI plan is constructed to address the needs of learners from all sub-groups (SIFE, Newcomers, ELLS with Special Needs).

Specific interventions used throughout the school depending on the grade are Read 180, Wilson, Fountas & Pinnell Intervention kits and Fundations.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

We will continue to provide professional learning to teachers and we will continue our inquiry work around best practices for ENLs.

10. If you had a bilingual program, what was the reason you closed it?

N/A

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are afforded equal access to all school programs. They are offered seats in our Saturday Academy and YMCA after-school tutoring program. Also, ELLs participate in our Education Through Music Program, Visual Thinking Strategies, Greenhouse Classroom, Trout in the Classroom, Bhangra Dance, Ballroom Dancing, Community Word Project, and Circus Arts. According to the Danielson Framework for teaching, all teachers are required to create multiple access points in their lessons for different students, including ELLs. This allows for ELLs to participate in lessons throughout the school.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

ESL programs use the following materials – ReadyGen, Engage NY, On Our Way to English leveled libraries, Language Power and National Geographic library.

Pearson ReadyGen, Engage NY Word Generation and Houghton Mifflin's GoMath Curriculum are used to support ELLs in their classrooms. Additional materials used to support ELLs include but are not limited to our guided reading book room, big books, lap tops, and computer lab. Specifically, ELLs use technology through the MIND Research ST Math program.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

In the dual language program, native language support is delivered in a variety of ways. The following strategies and programs are used to support native language instruction:

- total physical response
- visual prompts
- realia
- repetition
- leveled libraries
- guided reading
- authentic literature in the native language
- small group instruction
- Estrellitas program for phonetic support
- Descubre literacy program online activities
14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
Required services support, and resources correspond to ELLs ages and grade levels. ELLs at P.S. 84 are always placed in age appropriate grade levels for instruction. The materials and services provided here are appropriate for each student’s needs.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
NA

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

One of the activities in our school that support newly enrolled ELLs is assigning a learning partner / buddy in their classroom who speaks the same language to ease their transition. The parent coordinator, ENL teachers and/or classroom teachers take the students on a school tour.
The parents of newly enrolled students are provided with materials in their native language in order to assist them before the school year. Additionally, our Parent Coordinator works during summer registration and is there to assist them.

17. What language electives are offered to ELLs?
Spanish is a language elective in grades 6-8.

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

   a. In our Dual language Program the target language is used for EP’s and ELL’s fifty percent (50%) of the time. The self-contained dual language classes in kindergarten follow an A/B schedule which means that they teach in the target language of Spanish on one day (the A day) and in English on the following day (the B day). In grades 1-5, we follow the side-by-side model, with one teacher providing instruction in English, and the other is Spanish.
   b. Core content areas are taught in both English and Spanish.
   c. Each dual language class is taught by a bilingual teacher. Each subject is taught fifty percent (50%) of the time in Spanish and 50% in English.
   d. Emergent literacy is taught simultaneously in both languages.

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 and non-pedagogic staff.) 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?

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

Additionally, professional development is tied to the language of the Danielson Framework for teaching. This area of professional development at PS 84 focuses on the topics of planning and preparation, managing classroom procedures, classroom environment, instruction, and professional responsibilities. Specifically, topics include questioning and discussion techniques, creating lessons with multiple access points for all learners, and aligning lesson procedures with lesson objectives. Our model teachers, along with administration have facilitated this work. Administrators observe teachers and provide focused feedback on instruction and all other domains of teaching. Through this process of observation and feedback, teacher and administrator agree on areas of focus. Based on the individual needs of a teacher, they can choose from a menu of professional development activities. For example, teachers visit the classrooms of colleagues and debrief with the instructional support specialist using language from the Danielson Framework. This process is ongoing throughout the year.

Our professional development plan for new teachers includes a mentoring component. New teachers, including teachers of ELLs receive support from an assigned mentor. Mentees receive at least two hours per week of time with their mentor. Mentors guide new teachers in all the domains of the Danielson Framework. 15% of all PDs offered to the entire teaching staff will include the ESL methodology.

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

* Brain Research - Keeping ELLs in Mind
* Instructional Strategies: Differentiation Strategies
* Intervention Protocol
* Unpacking the Standards
* Differentiation in the Classroom
* Visual Thinking Strategies
* Websites and Interactive White Boards
* Teachers College-Units of Study in Writing
* Teachers College Saturday Reunion Workshops

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

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

50% of all PD offered to ENL teachers must be ENL-related.

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

In order to train our staff in supporting ELLs as they transition from Elementary to Middle School, our fifth grade teachers work with the 6-8 math and ELA and Math CCS. They plan their 5th grade units according to levels of text complexity. Our school counselor work with 5th grade students and their families to ensure they are aware of the enrollment process – the directory of middle schools, the application process and the transition to middle school. The guidance counselor has received training in the Learning Partners Program and the Middle School Quality Initiative, MSQI, to reach out to all ELL parents and students through the Home Teacher Visit Program.

In our school, 15% of all PD offered to the entire teaching staff will include ESL methodology, and the 50% of all PD...
All agendas and attendance are kept in a binder in the main office in order to document PD activities.

### Parental Involvement

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

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

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

   Parental involvement at P.S. 84 is strong. Our parents, including our ELL parents are involved through the following programs:
   - Learning Leaders - parents assisting in the classrooms/library/cafeteria
   - Parent Academy - ESL/Spanish/Citizenship classes are held on Saturday mornings in 8 week cycles.
   - Wonderful Wednesdays - once a month, all parents are invited into the building to participate in a themed activity in their child’s classroom
   - Parent Common Core Standards Workshops - Facilitated by the Parent Coordinator, this series of classes introduces parents to the language and expectations of the New York Common Core State Standards
   - School Leadership Team Meetings, School Safety Committee Meetings
   - Annual ELL parent conference offered by the NYCDOE

### 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:
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Sereida Rodriguez, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

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<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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<tbody>
<tr>
<td>Sereida Rodriguez-Guerra</td>
<td>Principal</td>
<td></td>
<td>9/18/17</td>
</tr>
<tr>
<td>Monique Hernandez</td>
<td>Assistant Principal</td>
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<td>9/18/17</td>
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<tr>
<td>Lilliana Minier-Alvarez</td>
<td>Parent Coordinator</td>
<td></td>
<td>9/18/17</td>
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<tr>
<td>Valentina Djokic</td>
<td>ENL/Bilingual Teacher</td>
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<tr>
<td>Yenny Almonte</td>
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<td>9/18/17</td>
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<tr>
<td>Teresa Bosque</td>
<td>Teacher/Subject Area</td>
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<td>9/18/17</td>
</tr>
<tr>
<td>Awilda Campos-Pegero</td>
<td>Teacher/Subject Area</td>
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<tr>
<td>Marisol Ayala</td>
<td>School Counselor</td>
<td></td>
<td>9/18/17</td>
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<tr>
<td>Alicja Winnicki</td>
<td>Superintendent</td>
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<td>9/18/17</td>
</tr>
<tr>
<td>Camille Holmes</td>
<td>Field Support Center Staff Member</td>
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Other
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

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

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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</thead>
<tbody>
<tr>
<td>Lilliana</td>
<td>Minier Alvarez</td>
<td>Secretary</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

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

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
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</thead>
<tbody>
<tr>
<td>English</td>
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<td></td>
<td>Spanish</td>
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The families at P.S. 84 have documented their preferred languages for both written and oral communication to be English and Spanish. Although we have many other languages represented in our school (Albanian, Italian, Hebrew, Polish, etc.), those parents have indicated their preference is to receive information and communicate with the school in English.

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newsletters</td>
<td>monthly</td>
<td></td>
</tr>
<tr>
<td>School calendars</td>
<td>monthly</td>
<td></td>
</tr>
<tr>
<td>Parent-Teacher conference announcements</td>
<td>3 times per year</td>
<td></td>
</tr>
</tbody>
</table>
- After School program information sent out prior to program beginning (usually in December / January)
- New York State testing dates sent out in March / April 2016
- General Overview of Student Curriculum sent out during Curriculum Night in Sept. 2015
- Letters from the School Leadership Team, sent out monthly
- Letters regarding safety and health sent out periodically to be determined throughout the year

### 2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 84 hosts many formal face-to-face meetings throughout the year. Below is a preliminary list:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Curriculum night (which took place on September 17, 2015)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 3 Parent-Teacher conferences (which will take place on November 4th, 2015, March 2, 2016, and a date in June, 2016 as of yet to be determined).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- John Lennon Bus Tour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Science Exploratorium (in the Spring)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Garden and Gala parties</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Middle School admissions meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- School Music, Art or Dance performances</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- IEP meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Tours of our soon-to-be unveiled new Greenhouse</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Informal interactions might include:
### Part A: Parent-Teacher Appointments

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

### Part B: Communication with Families

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

### Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

### Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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

- We translate documents containing critical information regarding a student’s education in each of the documented languages when possible. We do this at the school level when possible and if staff is unable to provide translation, the school will send it to the Translation and Interpretation Unit where it will be translated and returned to us.

- We provide translation and interpretation services for parents by making the following available to parents and staff: The Translation and Interpretation brochure, the Language ID guide to aid parents upon arrival to school if they speak a language that is not spoken in the school, the Language Palm "I speak..." card to teachers and staff.

- We collect data regarding the primary language spoken by the parent(s) of each child enrolled in the school and whether such parent requires language assistance to communicate with the DOE.

- We work on increasing parental awareness regarding parents’ right to and the availability of language services.

- We develop a school-based language access plan.
Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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