



P.S. Q086

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. Q086
ADDRESS: 87-41 PARSONS BOULEVARD
TELEPHONE: 718-291-6264
FAX: 718-297-0298

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 28Q086 **SCHOOL NAME:** P.S. Q086

SCHOOL ADDRESS: 87-41 PARSONS BOULEVARD, QUEENS, NY, 11432

SCHOOL TELEPHONE: 718-291-6264 **FAX:** 718-297-0298

SCHOOL CONTACT PERSON: Karen Zuvic **EMAIL ADDRESS** kzuvic@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**
SCHOOL LEADERSHIP TEAM CHAIRPERSON: Michelle Bomser

PRINCIPAL: Karen Zuvic

UFT CHAPTER LEADER: Michelle Bomser

PARENTS' ASSOCIATION PRESIDENT: Nieves Ortiz

STUDENT REPRESENTATIVE:
(Required for high schools) n/a

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 28 **SSO NAME:** Integrated Curriculum and Instruction Learning Support Organization

SSO NETWORK LEADER: Foley, Diane

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Karen Zuvic	Principal	Electronic Signature Approved. Comments: Spelling corrections made
Michelle Bomser	UFT Chapter Leader	Electronic Signature Approved. Comments: Spelling corrections made.
Miriam Archilla	DC 37 Representative	Electronic Signature Approved. Comments: Spelling corrections made.
Nikki Chamblee	UFT Member	Electronic Signature Approved. Comments: Spelling corrections made.
Fern Rashkover	UFT Member	Electronic Signature Approved. Comments: Spelling corrections made.
Lisa Keenan	UFT Member	Electronic Signature Approved. Comments: Spelling corrections made.
Nieves Ortiz	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: Spelling corrections made.
Rosa Rosa	Parent	Electronic Signature Approved. Comments: Spelling corrections made.
Maria Fuentes	Parent	Electronic Signature Approved. Comments: Spelling corrections

		made.
Afsary Begum	Parent	Electronic Signature Approved. Comments: Spelling corrections made.
Tina Thomas	Parent	Electronic Signature Approved. Comments: Spelling corrections made.

Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

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Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Public School 86 is located in Jamaica, New York. Physically connected to, and sharing the campus of Hillcrest High School, this elementary school serves a diverse and transient population. Recent immigrants comprise a significant percentage of the enrollment of 925 students. One hundred percent of our students qualify for free lunch and 28 separate languages are spoken in our students' homes. The school is organized in heterogeneous classes serving students from grades three to six. There are five classes containing high numbers of ELL students who scored Beginning and Intermediate on the May 2009 NYSESLAT. There are five self-contained special education classes in the school and two Collaborative Team Teaching classes, one third grade and one fourth. Additionally, we have two SETTS teachers, an IEP teacher and other related specialists servicing a population of 131 students with IEPs. The majority of our students matriculate from P.S. 182Q, which services Pre-K to 2. Our unique structure prevents us from having a direct impact upon programs designed to meet high standards in early childhood education, allowing for early intervention, or allowing for all students to read at or above grade level by third grade. P.S. 86 has 11 third grade classes with an average class size of 25. There are 29 other classes spread equally throughout grades 4, 5, and 6 with an average class size of 32 students. All of these classes are operating in a physical plant that is at 114% capacity.

Our overall achievement levels in Reading as of Spring 2009 places us at 72.8% of all students performing at or above grade level in Reading and 87% of all students performing at or above grade level in Mathematics. It is important to note that the percent of students scoring at Performance Level 3 and above has increased in Reading by 10% while the percent of students at Level 3 and above in Mathematics has increased by over 15%. Our Reading program remains centered around a daily 90-minute literacy block during which students are organized into smaller focused instructional task groups. The program follows a balanced literacy approach utilizing classroom libraries and support materials. Our Mathematics program incorporates a daily 60-minute block and includes one period of Math games per week. The Math program is based upon the New York City and New York State Performance Standards and follows the NYC Scope and Sequence. The programs used include primarily Everyday Mathematics for grades 3 - 5 and Impact Mathematics for grade 6. In addition, differentiation of instruction is taking place in all subject areas to address the specific needs of the children. P.S. 86 employs a full time math staff developer and full time literacy staff developer who is also the UFT Teacher Center representative. A total of 68 teachers, six paraprofessionals, one principal, and three assistant principals serve the students of P.S. 86.

As indicated in the Quality Review, P.S. 86 succeeds largely due to the positive relationships between all adults and students. The staff works hard to create and maintain a purposeful and attractive climate for learning. Students respect their teachers, find them to be kind and helpful, and value the rewards they receive for good work and positive behavior. This culminates in students being motivated to do well, being attentive in class, as well as being responsive and hard working. Attendance is above average and the curriculum is varied and designed to meet the students' learning needs. We have both an art and music teacher who foster creativity and have a knowledge base in the arts.

The school has addressed the issues identified for improvement in the previous Quality Review. The school cabinet makes effective use of data to monitor progress at individual, grade, and whole school levels. School planning structures continue to respond to these identified needs.

The Core Inquiry Team continues to work effectively with the target population. A wide range of information and data to plan for strategies to improve progress have been firmly established. Inquiry Team sub groups have been created on each grade for ELA and Math to target specific students in areas in which they are not progressing. Utilizing these subgroups helps the school to maintain the clear understanding of what it does well and what the next steps are to secure further improvement.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. Q086				
District:	28	DBN #:	28Q086	School BEDS Code #:	28Q086

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Pre-K	0	0	0		94.8	94.6	94.7		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: - % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	233	232	261		92.5	91.7	92.65		
Grade 4	247	213	223						
Grade 5	229	241	214	Poverty Rate: - % of Enrollment:					
Grade 6	236	211	245	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	0	0	0			92.5	91.7		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	0	0	0		9	8	22		
Grade 12	0	0	0						
Ungraded	0	0	1	Recent Immigrants: - Total Number					
Total	945	897	944	(As of October 31)	2006-	2007-	2008-		

				07	08	09	
				39.0	31.0	48	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number			
(As October 31)	2006-07	2007-08	2008	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	29	54	45				
# in Collaborative Team Teaching (CTT) Classes	0	0	17	Principal Suspensions	35	41	TBD
Number all others	59	53	52	Superintendent Suspensions	5	9	TBD
<i>These students are included in the enrollment information above.</i>							
				Special High School Programs: - Total Number:			
English Language Learners (ELL) Enrollment (BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	36	35	38	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	191	203	213	Number of Staff: - Includes all full-time staff:			
# ELLs with IEPs	7	9	12	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	55	63	66
				Number of Administrators and Other Professionals	7	13	13
Overage Students: # entering students overage for grade							
(As of October 31)	2006-07	2007-08	2008	Number of Educational Paraprofessionals	N/A	4	3
	0	0	1				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008	% fully licensed & permanently assigned to this school	100.0	98.4	98.5
American Indian or Alaska Native	0.1	0.1	0.0	Percent more than two years teaching in this school	87.3	79.4	77.3
Black or African American	18.3	18.2	16.9	Percent more than five years teaching anywhere	76.4	68.3	66.7
Hispanic or Latino	44.2	42.5	43.9				
Asian or Native Hawaiian/Other Pacific	36.7	36.2	37.0	Percent Masters Degree or higher	98.0	94.0	95.0

Isl.							
White	0.6	3.0	2.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.6	100.0	100.0
Multi-racial							
Male	51.3	48.9	49.0				
Female	48.7	51.1	51.0				

2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)			<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<input checked="" type="checkbox"/>	In Good Standing (IGS)						
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 1						
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 2						
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 1						
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 2/Planning for Restructuring (PFR)						
<input type="checkbox"/>	NCLB Restructuring - Year ____						
<input type="checkbox"/>	School Requiring Academic Progress (SRAP) - Year ____						
Individual Subject/Area Ratings		Elementary/Middle Level			Secondary Level		
	ELA:	IGS			ELA:		
	Math:	IGS			Math:		
	Science:	IGS			Grad. Rate:		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups		Elementary/Middle Level			Secondary Level		
		ELA	Math	Science	ELA	Math	Grad. Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native		-	-				
Black or African American		√	√	√			

Hispanic or Latino	√	√	√			
Asian or Native Hawaiian/Other Pacific Islander	√	√	√			
White	-	-	-			
Other Groups						
Students with Disabilities	√ ^{SH}	√	-			
Limited English Proficient	√	√	√			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	7	7	6	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	85.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment	7.9	Quality Statement 2: Plan and Set Goals	
(Comprises 15% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance	16.7	Quality Statement 4: Align Capacity Building to Goals	
(Comprises 30% of the Overall Score)		Quality Statement 5: Monitor and Revise	
Student Progress	51.1		
(Comprises 55% of the Overall Score)			
Additional Credit	9.8		
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

Key: AYP Status		Key: Quality Review Score	
√	Made AYP	Δ	Underdeveloped
√ ^{SH}	Made AYP Using Safe Harbor Target	▶	Underdeveloped with Proficient Features
X	Did Not Make AYP	√	Proficient
-	Insufficient Number of Students to Determine AYP Status	W	Well Developed
X*	Did Not Make AYP Due to Participation Rate Only	◇	Outstanding
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

-

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

As indicated in the last Quality Review, P.S. 86 has a large number of strengths and they are as follows:

- P.S. 86 has a diverse population of students and staff. There is a wide variety of ethnic cultures represented in our building.
- We are the one elementary school in the district with only grades 3 - 6. This is significant as we test 100% of our students.
- We have an ESL program which services approximately 250 students along with two bilingual bridge classes for grades 3-4 and 5-6 and five classes with high numbers of beginner and intermediate ELLs. Our ESL teachers are 100% push-in and fulfill the mandatory ESL services.
- P.S. 86 has five Special Education self-contained classes and two collaborative team teaching classes that were created with almost 100% of students from our own community.
- We are one of three schools in the city that have a hospital based clinic. Queens Hospital houses a clinic in our building that is run by a nurse practitioner and a health aide.
- Queens Community House runs an after school program in our building for 120 of our students and The Boys Scouts of America runs an afterschool program for 125 of our male students.
- We purchase a variety of programs dealing with the arts, through our Project Arts funding.
- P.S. 86 is involved in Ballet Tech which auditions students to be entered in a year long ballet program.

- We organize an annual Career Day, in which a variety of professionals are invited to visit classrooms and speak to the students on education and career opportunities.
- We celebrate an annual Read Aloud Day where invited guests read their favorite childrens' books to classes throughout the school.
- Our 6th grade creates a "Senior Source" that is an in-house newspaper that addresses timely issues in school and in the world. They are also involved in 4H, Penny Harvest, and are part of the Attendance committee.
- Our Science Teachers coordinate a Science Fair in the Spring to celebrate students' experiments, research, and achievements in Science.
- P.S. 86 takes part in the "Operation Respect" program, which is a program that promotes self-respect, self-esteem, and respect for others. It includes an anti-bullying campaign promoted schoolwide.
- We celebrate authors' birthdays and invite authors to meet the students.
- Our music teacher auditions students from all grades to represent the P.S. 86 Chorus.
- We have a number of International Luncheons with our parents and the PTA.
- We have a multicultural celebration that includes a fashion show with fashions created by our parents under the direction of our parent coordinator.
- We will continue to provide a year long ESL class for parents.
- There is ongoing professional development for teachers in a variety of areas.
- Our teachers follow Balanced Literacy in a 90 minute block daily.
- We use Everyday Math in Grades 3-5 and Impact Math in Grade 6.
- P.S. 86 enjoys an annual Field Day and Curriculum Share Fair in June.

Some of our accomplishments:

- Our classroom libraries continue to be updated and leveled according to Fountas and Pinnell.
- Our school environment has grown into a happy and positive climate. We enjoy new windows, shades, new roof, auditorium curtains, beautiful landscaping including tulip bulbs planted by students, fresh paint in many of the classrooms and a 'face-lift' in the auditorium and lunchroom/gym.
- New York Cares has come to our building for the last three years and has painted beautiful murals inside and outside of the school.
- Twenty-five new bulletin boards, as well as the older ones, are more purposeful, creative, and artistic displaying student generated work.
- Common planning is done schoolwide.
- Our coaches conduct professional development for teachers on each grade bi-weekly during teachers' professional periods.
- There is structure in the building and a strong sense of discipline. The children are well behaved and there is order in the halls and in the stairwells.
- We can evacuate the building in three minutes despite the fact that we have only two exits and over 1,000 students and staff members.
- All classrooms have been equipped with overhead projectors, screens, easels, maps, and globes.
- Our parent coordinator involves parents by conducting sewing, knitting, and craft clubs.
- The number of ELL students who have reached proficiency doubled from 13.3% to 28.6% in 2009. These students achieved proficiency after one year in classes containing high numbers of beginners and intermediates with an ESL teacher push-in program.

Some barriers to the school's continuous improvement:

- There is a language barrier between home and school.

- There is high student mobility. Many of our students leave for months to return to their native country. Some leave for the summer and return two to three months after the school term has begun.
- We are still striving to attain the full support of parents.
- The physical location of the building presents serious safety concerns. It is located on a busy street with a public bus stop in front of the building and is attached to Hillcrest High School. There is another high school across the street and a middle school only a few blocks away. There are only two main exits utilized for more than 1,000 students and staff members.
- Because our building is over utilized (114%) and our funds are limited, we have over crowded classrooms and there is a high student-to-teacher ratio.
- Our cluster teachers for Music, Social Studies, Science, and Technology do not have their own classrooms.
- Our Lunchroom doubles as a Gym and there is no playground area outside of the building. This also makes it difficult to meet the Physical Education compliance requirements.
- Our Auditorium cannot accommodate some of our grades because it is so small. This makes it almost impossible to invite parents to grade-wide celebrations.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<p>To deepen and expand the work of teacher teams using an inquiry approach that focuses on improved student learning.</p>	<p>For 2009 – 2010 we will expand the inquiry work by engaging 90% of teachers in inquiry and it will be evident on the Inquiry Space on ARIS.</p>
<p>To develop a coherent curriculum across multiple grades.</p>	<p>Engage each grade level team in curriculum mapping to horizontally and vertically align curriculum in Reading, Writing, Math, Science, Social Studies, Art, Physical Education, Hands on Science, Music, Technology and Reader's Theater.</p>
<p>To develop teachers' expertise in the effective utilization of data in order to expand their teaching repertoire in terms of differentiated instruction.</p>	<p>30% of teachers will engage in professional development around differentiated instruction that addresses the needs of students. 40% of teachers will demonstrate differentiated instruction strategies in observed lessons and walkthroughs.</p>
<p>To develop a school wide system of communication so that parents can deepen their understanding of the school's mission and become involved in their children's' education.</p>	<p>For 2009 - 2010 the school will provide feedback to parents on a regular basis regarding student performance and reach out to bring parents into the building.</p>

To provide learning opportunities so that members of the school community can engage in professional collaborations focused on improved student outcomes for English Language Learners.

By June 2010 30% of the school staff, including the principal, will participate in at least one structured professional learning collaboration with peers to improve content expertise with the goal of improving instruction and student outcomes of English Language Learners.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject Area

(where relevant) : _____

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To deepen and expand the work of teacher teams using an inquiry approach that focuses on improved student learning.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Teacher lesson plans/units are evidently planned with differentiated strategies which consider students with difficulties in specific skills. Teacher observations and walkthroughs reveal teachers using differentiated instruction. Libraries are leveled and include a variety of genres and topics. Various assessments are used to drive instruction. Launch PD using ARIS Connect as a place for Inquiry Communities. Create 4 sub groups in ELA and 4 sub groups in Math in grades 3 – 6. Grade 3 – 6 teachers identified a school wide target group for ELA and Math as well as long term and short term goals.</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Teacher teams will meet every 2 weeks during the extended day, as the floaters will cover the classes.They will meet during grade conferences, as needed.</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>They documented their work, student progress, next steps, and reflections on the CFI interface.Minutes from Inquiry Team core group and sub group meetings, case studies of students and student work indicate that the inquiry teams are active in ELA and Math.</p>

Subject Area

(where relevant) : _____

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To develop a coherent curriculum across multiple grades.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Professional Development will be implemented using Contract for Excellence allocations along with building resources.Teachers meet during common preparation periods to craft the curriculum charts.The schedule will allow grade meeting time.Literacy and Math coaches do professional development in curriculum writing.Professional development through UFT and Protraxx.Assistant Principals provide professional development in the area of their expertise.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Professional Development will be implemented using Contract for Excellence allocations along with building resources.</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Vertically and horizontally aligned curriculum map at each grade level that is shared and posted school wide – teacher to teacher, with parents and with students. Teacher observations that exhibit units of study that are grade appropriate and that spiral through expected learning outcomes.</p>

Subject Area

(where relevant) : _____

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To develop teachers' expertise in the effective utilization of data in order to expand their teaching repertoire in terms of differentiated instruction.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Ongoing professional development for teachers in the use of ARIS. Meet with teachers during professional development and grade conferences along with math and literacy coaches and data specialist in regards to how their data from various assessments should determine/design targeted lesson planning for students. Create literacy blocks that include time for conferring with students three times per week. Interest inventory given to students in the beginning of the year so that the teacher can use this information throughout the year for differentiation of instruction.</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Ongoing professional development for teachers in the use of ARIS.Meet with teachers during professional development and grade conferences along with math and literacy coaches and data specialist in regards to how their data from various assessments should determine/design targeted lesson planning for students.</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Teacher lesson plans/units are evidently planned with differentiated strategies which consider students with difficulties in specific skills.Teacher observations and walkthroughs reveal teachers using differentiated instruction.Libraries are leveled and include a variety of genres and topics.Various assessments are used to drive instruction.</p>

Subject Area

(where relevant) : _____

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To develop a school wide system of communication so that parents can deepen their understanding of the school’s mission and become involved in their children’s education.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Global school messenger will be used for attendance and announcements.The math and literacy coaches will hold monthly parent workshops on current topics. Volunteer lead teachers will speak on their expertise.The data specialist and technology teacher will conduct parent workshops on the use of ARIS.Parents will be invited to classroom celebrations.Principal will meet daily with the Parent Coordinator.Supply all students with daily planners that include dates of meetings, workshops, celebrations and state tests. It also includes the mission statement and safety procedures.A monthly curriculum will be sent out to the parents including math, science, science hands-on, social studies, reading, writing, technology, physical education, art, music and reader’s theater.</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>The math and literacy coaches will hold monthly parent workshops on current topics. Volunteer lead teachers will speak on their expertise.The data specialist and technology teacher will conduct parent workshops on the use of ARIS.</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Parent sign - in sheets.Written communication to parents regarding student progress.</p>

Subject Area

(where relevant) : _____

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To provide learning opportunities so that members of the school community can engage in professional collaborations focused on improved student outcomes for English Language Learners.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>The preparation schedule allows for more than one common planning time.Grade conferences two times per month structured around professional development.Book study group headed by the ELL NSS for 13 teachers and 3 administrators.Coverage will be provided for the sessions as well as follow-up walkthroughs with the administration, teachers and NSS.</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>The preparation schedule allows for more than one common planning time. Grade conferences two times per month structured around professional development.</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Sign - in sheet for sessions. Teacher observations that exhibit the use of ideas that come from the book study. Walkthroughs with NSS to see progress and make suggestions for next session.</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, 7, & 9. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services	# of Students Receiving AIS
		# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS			
K			N/A	N/A					
1			N/A	N/A					
2			N/A	N/A					
3	87	23	N/A	N/A	2		10		
4	55	33	40		13		9		
5	62	31		50	15		10		
6	52	32			9		14		
7									
8									
9									
10									

11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Teachers provide one to one and small group tutoring approximately one time per week for 45 minutes. Mondo and Teacher's College balanced literacy as well as supplementary materials are utilized.
Mathematics:	Teachers provide one to one and small group tutoring approximately one time per week for 45 minutes. Service is provided through the use of VMath, Impact Mathematics, Everyday Mathematics, manipulatives for use with hands on activities, and other supplementary materials.
Science:	Teachers provide one to one and small group tutoring approximately one time per week for 45 minutes. Service is provided through the use of hands on materials as needed, literature, and other supplementary materials.
Social Studies:	Our teachers provide one to one and small group tutoring approximately one time per week for 45 minutes. Services is provided using
At-risk Services Provided by the Guidance Counselor:	Our guidance counselor provides counseling to those students considered at-risk.
At-risk Services Provided by the School Psychologist:	The School Psychologist provides counseling to those students considered at-risk.
At-risk Services Provided by the Social Worker:	The Social Worker provides counseling to those students considered at-risk.

At-risk Health-related Services:

The nurse refers students to a nutritionist for dietary concerns and a psychiatrist if the situation warrants.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) - Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII - A (1)(a)

Grade Level(s)

3-6

Number of Students to be Served:

LEP 275

Non-LEP 0

Number of Teachers 6

Other Staff (Specify) 2 Assistant Principals and 1 Secretary

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

P. S. 86 conducts a before and an after school program for English Language Learners (ELLs). All classes are taught by certified/licensed ESL teachers. The purpose of these classes is for the development of academic English for content area success. The before school program is five days per week from 7:00 a. m. until 8:00 a. m. In the beginning of the school year one of the morning classes will geared towards fifth grade students who will need to prepare for the fifth grade social studies test. The ESL teacher works on various skills that will be necessary for the students to be able to answer document based questions. After the social studies exam, the teacher focuses on various content based areas helping the students build English vocabulary and strategies they need in order to succeed in school. One of the morning classes is specifically for new comers. The teacher of the newcomers' class uses the LEAPFROG program to assess and monitor the groups reading and math skills. The after school program divides the children into three groups, newcomers, intermediates and the more advanced students. The classes are held twice a week from 3:10 p. m. - 4:40 p. m. The children work with one ESL teacher on computers in the library one day. The Achieve 3000 program which has been recommended by the Central Office will be used in the morning and in the afternoon sessions. Another teacher will be working on writing skills and the third ESL teacher on speaking and listening activities. The children will switch classes each session so that they can be a part of all the various activities. The classes are limited to fifteen students each.

In order for parents of ELLs to become effective members of their new English speaking community, they must also learn to speak English. By having a basic understanding of English they will be able to better help their children assimilate into the English speaking culture. Traditionally the parents and families of the P.S. 86 community have looked forward to the parent English classes. We envision continuing the classes this year with our Title 3 monies.

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

The Assistant Principal in charge of ELL programs regularly provides professional development at grade conferences, monthly faculty meetings and city wide professional development days; appropriate ELL strategies including QTEL scaffolding techniques are shared with staff members for implementation in their classrooms. ESL teachers also receive staff development from the literacy and math coaches. The teachers of general education classes are provided with strategies for scaffolding various subject matter lessons for the English Language Learner. P.S. 86 has a number of classroom teachers who are also certified as ESL teachers. Common preparation periods have been scheduled so that teachers can work together in order to plan and articulate for ELLs.

During the 2009-2010 school year there will be approximately fifteen grade conferences in which the Assistant Principal will discuss ESL strategies. The ESL teachers meet on a weekly basis with the general education teachers of the classes that they push into. During this time they discuss the strategies used and lessons that will be taught during the upcoming week.

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Form TIII – A (1)(b)

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 School: P.S. 86
 BEDS Code: 342800010086
 -

**Title III LEP Program
 School Building Budget Summary**

Allocation Amount:								
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.						
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$29555.14	<table border="1"> <thead> <tr> <th>Budget Category</th> <th>Budgeted Amount</th> <th>Explanation of Proposed Expenditure</th> </tr> </thead> <tbody> <tr> <td> Professional staff, per session, per diem (Note: schools must account for fringe benefits) </td> <td>\$29555.14</td> <td> Morning Program 2 ESL teachers to teach program 60 minutes a day for 5 days per week from December-April=89 hours X 2 teachers X \$49.73 = \$8,851.94. 1 supervisor 60 minutes a day for 5 days per week from December – April =89 hours X \$51.34 = </td> </tr> </tbody> </table>	Budget Category	Budgeted Amount	Explanation of Proposed Expenditure	Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$29555.14	Morning Program 2 ESL teachers to teach program 60 minutes a day for 5 days per week from December-April=89 hours X 2 teachers X \$49.73 = \$8,851.94. 1 supervisor 60 minutes a day for 5 days per week from December – April =89 hours X \$51.34 =
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure						
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$29555.14	Morning Program 2 ESL teachers to teach program 60 minutes a day for 5 days per week from December-April=89 hours X 2 teachers X \$49.73 = \$8,851.94. 1 supervisor 60 minutes a day for 5 days per week from December – April =89 hours X \$51.34 =						

		<p>\$4569.26. Afternoon Program 3 ESL teachers to teach p.m. program 90 minutes a day for 3 days per week from December - April = 82.5 hours X 3 teachers X \$49.73 = \$12308.18 1 supervisor 90 minutes per day for 3 days per week X \$51.34 = \$4235.55 Secretary 1 Secretary for 2 hours per month X 5 months X \$30.65 = \$306.50 Parent ESL Class 1 ESL teacher to teach 2 hour per day 2 days per week for a total of 36 days December – April = 36 days X 2 hours X \$49.73 = \$3580.56</p>
Purchased services - High quality staff and curriculum development contracts	0	n/a
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$588.01	\$588.01 for classroom supplies
Educational Software (Object Code 199)	\$5,900.00	Achieve 3000 site license
Travel	0	n/a

Other	\$3,580.56	Parent ESL class.
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
We use the LAP and the Home Language Survey to determine the language needs of our families. Parents are shown a video explaining the programs that are available through the DOE for their child.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

- **It has been found that a high percentage of our families are in need of translation services**
- **According to the Home Language Survey, Spanish is the most needed language. Bengali is the second most needed language. We have 39.5% Spanish and 22% Bengali**

Part B: Strategies and Activities

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

Translation services are provided by outside vendors, school staff, and parent volunteers. All memos are sent home days before an event with translated reminders of dates and events.

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

Members of the staff as well as parent volunteers are available. This is supplemented by telephone services which are available.

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

P.S. 86 meets the requirements and is in compliance with Section VII regarding parental notification for translation and interpretation services as stated above.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$601,095	\$30,356	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6,012		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$635	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$28,780		

5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$3,183
6. Enter the anticipated 10% set-aside for Professional Development:	\$60,110	
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$6,365

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:
100%

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.
n/a

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student

academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

School-Parent Involvement Policy 2009-2010

P. S. 86 Q, in compliance with the Title1 mandates, has implemented a parent involvement policy that puts into operation programs, activities and procedures that will be planned and operated with meaningful consultation with parents of participating children. Parents are encouraged to participate and become actively with the Parent Teacher Association, the School Leadership Team and school wide as well as individual class celebrations. Our overall aim is to build a strong bond between the home and school. It has been shown, through educational research, that there is a strong correlation between parent involvement and student achievement. This policy has been planned in order to continue to build a home-school partnership that assists parents in acquiring effective parenting skills, provide parents with the information and training needed to effectively become involved in planning and decision making, demonstrate how the role of the home in enriching education can improve student achievement, and help develop positive attitudes toward the school community as a whole.

This policy encompasses all parents including the parents of special needs students and English Language Learners.

This policy is designed based upon careful assessment of parents' needs and the evaluation of the effectiveness of the Title I Parent Involvement Program.

The P.S. 86 PTA and the parent members of the School Leadership Team were consulted on the proposed Parent Involvement Policy and asked to survey its members for additional input in developing this Policy. To increase parent involvement, P.S. 86 Q will:

- Hold regular SLT meetings at times most convenient to the majority of members**
- Allow time for discussion of school review and improvement during regular PTA meetings**
- Send home regular newsletters describing the various school programs**
- Open discussion at PTA meetings to allow parents to discuss programs**
- Invite parents to visit programs**

P.S. 86 Q will encourage more school-level parental involvement by:

- Discuss progress of children attending programs at SLT meetings and sharing the minutes of meetings with the parents
- Discuss the standards for each particular grade including grade level content areas and expected student outcomes at yearly curriculum meetings
- Discuss the various assessments that will be administered during the school year at parent workshops
- Provide documents in the major languages spoken by the school community that discuss the requirements of Title I, Part A
- Discuss how to monitor student progress at parent workshops and in parent hand-outs
- Provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - Provide parent workshops and handouts on 'homework help'
 - Invite parents to participate in class and school wide celebrations and standard setting student achievements

The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- All notices sent home to parents will be in the major languages of the school population
- Parent Coordinator will be available to explain all programs, meetings and activities to parents

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

**School Parent Compact
2009-2010**

School Responsibilities

P.S. 86 Q will:

• **provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

- Every child will receive a standards based education in every curricular area, Literacy, Math, Social Studies, Science and the Arts**
- Every classroom will be set up with libraries, texts and all equipment necessary to provide a supportive and effective learning environment**
- Every class at every grade level will have appropriately New York State certified and New York City licensed teachers for the subjects being taught**
- children with special needs will have appropriate accommodations with teachers certified and licensed to provide the recommended accommodations and services**
- English Language Learners will be given the appropriate services as requested by their parents by teachers who are certified and licensed in bilingual education or English as a Second Language**
- At risk services will be provided to children as needed before, during and after school hours**
- Every child will receive technology classes that will integrate technology into the curriculum**
- Every child will receive art and music classes by certified, licensed professionals that will integrate the arts into the curriculum**
- All teachers will receive professional development on a regular basis to ensure that the standards are being taught in the most effective manner**
- The School Based Support Team (Psychologist, Social Worker, Family Worker and Guidance Counselor) will be available to students and parents to ensure that the social and emotional needs of each child are being met**
- P.S. 86 Q in conjunction with The Queens Community House will provide after school programs for students**

• **hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**

- parent/teacher conferences will be held to discuss this Compact as it relates to an individual child's achievement in November and March of each school year**

• **provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

- report cards will be issued three times a year describing each individual child's progress
- meetings will be arranged in January with parents of children who are at risk of not meeting their grade specific standards

• provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- parents will be given the opportunity to meet with teachers and staff during the November and March parent/teacher conferences
- parents will be given the opportunity to meet with teachers, administrators or other staff at any time after making an appointment to meet in person, or by telephone

• provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- parents will be given the opportunity to accompany class on trips
- parents will be asked to participate in monthly writing celebrations
- parents will be given the opportunity to observe their children in class during open school week in November
- parents will be given the opportunity to observe their children in class at any time with a pre-arranged appointment made by the classroom teacher or the school administration
- parents will be invited to performances given by class or school program

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

• supporting my child's learning by making education a priority in our home by:

- making sure my child is on time and prepared everyday for school;
- monitoring attendance;
- talking with my child about his/her school activities everyday;
- scheduling daily homework time;
- providing an environment conducive for study;
- making sure that homework is completed;
- monitoring the amount of television my children watch;

- volunteering in my child's classroom;
- participating, as appropriate, in decisions relating to my children's education;
- promoting positive use of my child's extracurricular time;
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate;
- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school's discipline policy;
- express high expectations and offer praise and encouragement for achievement;

P.S. 86 Q

_____, Principal
Karen Zuvic

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

See Section III - School Profile and Section IV - Needs Assessment

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

All teachers at PS 86 are all highly qualified and regularly receive professional development in all subject areas. Because of this, our children have the opportunity to meet the state's proficient and advanced levels of student academic achievement. As evidenced by our scores on state exams, continuous progress has been made by our students.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- **ESL students have the opportunity to attend before and after school programs.**
- **Extended day programs are available to all students who are in need of academic intervention services.**

o Help provide an enriched and accelerated curriculum.

- **Students in the top quartile in both Math and Literacy participate in homogenously grouped settings for their academic enrichment**
- **There is an extended day program for enrichment.**

o Meet the educational needs of historically underserved populations.

ESL, bilingual and Special Education teachers regularly meet with their grade level counterparts in their General Education sector to plan and prepare high level, quality lessons that are equitable for all children in the school.

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

PS 86 has a guidance counselor, an intern guidance counselor, a social worker, and a psychologist who work with all students in the school. These professionals regularly visit classrooms to offer support to both students and teachers. Some programs provided are anti bullying, nutrition, Operation Respect,, 4H, and AAA Safety Patrol which encourages our students to work together as a community.

o Are consistent with and are designed to implement State and local improvement, if any.

n/a

3. Instruction by highly qualified staff.

All of the staff instructing children are highly qualified according to the BEDs Survey conducted in the 2008-2009 school year.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

P.S. 86 offers ongoing professional development to staff in all subject areas. Staff and administrators also attend outside professional development based on what they teach as well as the specific need of the staff and school.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Not applicable. P.S. 86 has always attracted highly qualified teachers. P.S. 86 puts together a hiring committee to interview teachers when the need arises. We also have candidates teach demo lessons on the grade level for which they are applying.

6. Strategies to increase parental involvement through means such as family literacy services.

See attached parent involvement policy.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Not applicable. P.S. 86 begins with the third grade.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

P.S. 86 has an instructional team that consists of the principal, assistant principals, literacy staff developer, and math staff developer. The team meets biweekly to address various instructional needs and issues.. The Pupil Personnel Team (PPT) addresses the needs of individual students that have been referred by their teachers. The PPT meets twice a month and is made up of the school psychologist, social worker, guidance counselor, principal, assistant principals, data specialist, special education and general education teachers. Together, the members of the PPT discuss plans for the individual students that have been referred.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Classroom teachers meet with their supervisors on a regular basis to discuss children who are not meeting the standards at proficient or advanced levels. The teacher and supervisor work on a plan to assist the student including implementing strategies obtained from the Pre-referral Intervention Manual (PRIM). If the student needs additional interventions a referral is made to the PPT so that further strategies can be explored and utilized. Interventions are constantly evaluated and the children that have been discussed remain on the agenda until noticeable progress has been achieved.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. P.S. 86 has a Nutrition committee mad up of students and the dietician. The meet regularly to discuss the school menu and proper dietary habits. Minutes of their meetings are disseminated to the classes.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

n/a

2. Ensure that planning for students served under this program is incorporated into existing school planning.

n/a

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

n/a

b. Help provide an accelerated, high –quality curriculum, including applied learning; and
n/a

c. Minimize removing children from the regular classroom during regular school hours;
n/a

4. Coordinate with and support the regular educational program;
n/a

5. Provide instruction by highly qualified teachers;
n/a

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
n/a

7. Provide strategies to increase parental involvement; and
n/a

8. Coordinate and integrate Federal, State and local services and programs.
n/a

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an "audit of the written, tested, and taught curriculum" to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for "corrective action." The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the "audit of the written, tested, and taught curriculum" outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher's role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. Vertical alignment is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas horizontal alignment refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

-Gaps in the Written Curriculum. Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.

-Curriculum Maps. The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

-Taught Curriculum. The Surveys of Enacted Curriculum (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

-ELA Materials. In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

-English Language Learners.

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

²To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the Surveys of Enacted Curriculum (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-2009 school year, to assess whether this finding is relevant to your school's educational program.

We are utilizing technology in ELA such as Acuity to help align and drive instruction. Sub-inquiry groups have been formed and Smart goals, both long and short term, have been established for our Inquiry students in order to provide them with the support necessary to get to the next level. We will incorporate additional staff development in the area of technology, teaching staff how to use and interpret the data in ARIS to further to differentiate instruction.

Additionally, we will continue to build upon both vertical and horizontal alignment of the curriculum for a better understanding both across the grade as well as throughout the grades. As a result, a better understanding of resources needed throughout the school and a greater knowledge base of required standards will become evident throughout the grades.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

- Applicable
- Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We align our curriculum, mapping, and materials with the New York State Standards and New York City Scope and Sequence. We follow a balanced literacy approach to learning.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

n/a

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as process strands and content strands. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (Everyday Mathematics [K–5] and Impact Mathematics [6–8]) are aligned with the New York state content strands except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state process strands for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We have found that since Impact Mathematics has published its new addition, there is no longer an issue of number sense and operations not aligning with the New York State Standards. However, supplemental materials are still used with those students who need a more structured approach to learning. Differentiation of instruction is being utilized on a daily basis.

In addition, sub-inquiry groups have been formed and Smart goals, both long and short term, have been established for our Inquiry students in order to provide them with the support necessary to get to the next level and allow for a defined set of outcomes for each student.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

- Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our Mathematics New York State standardized test scores have increased in the 2008-2009 school year. See 1B.1

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high - observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Overall instruction for ELA is based on a balanced literacy block. This block consists of shared reading, read aloud, guided reading, oral language, skills block, word study block, independent reading, and teacher conferencing with students. We've moved away from extended direct instruction - teacher centered. Instead, our focus is on assessing students and using the results of the individualized assessments to direct and differentiate instruction.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Classroom instruction is based on differentiation of instruction and addressing the individual needs of students. Interest inventories are given to students at the beginning of the year so that the teacher can use this information throughout the year for differentiation of instruction.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

n/a

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Direct instruction in Mathematics is a prevalent practice in our building. Students are engaged in the mathematical process through the use of hands on activities and real world experiences. Through the use of technology Mathematics is reinforced by the school wide interactive computer based math program from Voyager entitled "V Math." Students may continue to use this program from home and during the summer months.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The math coach provides professional development to support the use of hands-on activities. The teachers connect real world experiences to mathematical concepts.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

n/a

³To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

P.S. 86 does not have a high number of new and transferred teachers each year. All of our teachers are high qualified as per the BEDS survey. Additionally teacher turnover rate is low comparatively speaking.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

See 3.1

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

n/a

KEY FINDING 4: PROFESSIONAL DEVELOPMENT - ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The availability of out of school professional development is disseminated by the ESL supervisor through memos, grade conferences, and department meetings. In school, the ESL supervisor meets with all the ESL teachers at least once per month to discuss and share new trends in ESL, review articles and facilitate book discussions.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Grade conferences two times per month structured around professional development.

Book study group headed by the ELL NSS for 13 teachers and 3 administrators.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

n/a

KEY FINDING 5: DATA USE AND MONITORING - ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In addition to the yearly NYSESLAT, both formal and informal assessments are utilized to track the progress of the students. The oral language component of MONDO as well as the ELL interim assessments, are given on a regular basis. Staff has the ability to access results of interim assessments online and use that information to drive instruction. All ESL staff have access to ATS which provides them with the opportunity to view individual test results.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

See 5.1

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

n/a

KEY FINDING 6: PROFESSIONAL DEVELOPMENT - SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support

plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Through the implementation of two CTT classes, grade level meetings, and common planning periods, the general education teachers have familiarized themselves more with the demands and requirements of special education. In order for the general education teachers to become more familiar with the IEPs, we have implemented professional development. The IEP teacher created binders of IEPs for each general education teacher who works with a student with an IEP. The IEP teacher works with the general educationon to understand the IEP and answer any questions they may have.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

See 6.1

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

n/a

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do not consistently specify accommodations and/or modifications for the classroom environment (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We are consistently looking for ways to meet the the modifications written in the IEP for implementation in the classroom setting. State testing should be consistent with the promotional criteria in the students' IEPs as well. Until this change is made, there will continue to be a lack of alignment between the modified promotional criteria as stated in the IEPs and the content on which these students are assessed on grade level state tests. Through collaboration between the guidance counselor, SBST, classroom teachers, and support services, we are able to provide students with behavioral plans to ensure both academic and social success. Behavior Intervention Plans (BIPS) are created as needed for the individual students. All students with documented behavior issues have BIPs. They meet regularly with Special Education teachers for professional development on how to align th students' present performances with the goals, objectives, and modified promotional criteria. Teachers have had professional development in creating Smart goals that are aligned with each student's present level of performance.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

See 7.1

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

n/a

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

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:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

For Title I Schools

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.)

Seven

2. Please describe the services you are planning to provide to the STH population.

- **Students are escorted off the bus and into the lunchroom by a school aide.**

- **Students are served breakfast daily.**
- **Counseling is provided by the guidance counselor and social worker.**
- **Academic Intervention Services are provided if necessary.**
- **School supplies are donated to those students who cannot afford them.**
- **As needed, weekly meetings are scheduled between the social worker, parent, and child in order to assist parents with parenting skills.**

Part B:

For Non-Title I Schools

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).

n/a

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 in the borough Integrated Service Center (ISC) or Children First Network.