



**P.S. 086 THE IRVINGTON**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: P.S. 086 THE IRVINGTON**  
**ADDRESS: 220 IRVING AVENUE**  
**TELEPHONE: 718-574-0252**  
**FAX: 718-919-1839**

## TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

<b>SECTION I: SCHOOL INFORMATION PAGE .....</b>	<b>3</b>
<b>SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE .....</b>	<b>4</b>
<b>SECTION III: SCHOOL PROFILE.....</b>	<b>5</b>
<b>Part A. Narrative Description .....</b>	<b>5</b>
<b>Part B. School Demographics and Accountability Snapshot.....</b>	<b>6</b>
<b>SECTION IV: NEEDS ASSESSMENT .....</b>	<b>10</b>
<b>SECTION V: ANNUAL SCHOOL GOALS.....</b>	<b>11</b>
<b>SECTION VI: ACTION PLAN .....</b>	<b>12</b>
<b>REQUIRED APPENDICES TO THE CEP FOR 2009-2010 .....</b>	<b>13</b>
<b>APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM .....</b>	<b>14</b>
<b>APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs) .....</b>	<b>17</b>
<b>APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION .....</b>	<b>24</b>
<b>APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS .....</b>	<b>26</b>
<b>APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING .....</b>	<b>30</b>
<b>APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).....</b>	<b>32</b>
<b>APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) .....</b>	<b>33</b>

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 333200010086 **SCHOOL NAME:** P.S. 086 The Irvington

**SCHOOL ADDRESS:** 220 IRVING AVENUE, BROOKLYN, NY, 11237

**SCHOOL TELEPHONE:** 718-574-0252 **FAX:** 718-919-1839

**SCHOOL CONTACT PERSON:** MABEL SARDUY **EMAIL ADDRESS** MSarduy@schools.nyc.gov

**POSITION / TITLE** **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Nioka Mantilla

**PRINCIPAL:** MABEL SARDUY

**UFT CHAPTER LEADER:** Cynthia Monteleone

**PARENTS' ASSOCIATION PRESIDENT:** Carolina Reyes

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* N/A

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 32 **CHILDREN FIRST NETWORK (CFN):** 307

**NETWORK LEADER:** ADA ORLANDO/Tatyana Ulubabova

**SUPERINTENDENT:** LILLIAN DRUCK

**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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *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
Mabel Sarduy	Principal	Electronic Signature Approved.
Nancy Chelune	Admin/CSA	Electronic Signature Approved.
Cynthia Monteleone	UFT Chapter Leader	Electronic Signature Approved. Comments: approved verbally via telephone
Reyes Carolina	PA/PTA President or Designated Co-President	Electronic Signature Approved.
Lorraine Luna	DC 37 Representative	Electronic Signature Approved. Comments: forgot her log-in but approved the CEP
nora acosta	Title I Parent Representative	Electronic Signature Approved. Comments: approved CEP
nioka mantilla	Title I Parent Representative	Electronic Signature Approved.
concepcion perez	Title I Parent Representative	Electronic Signature Approved. Comments: was unable to get to computer, yet approved CEP
Jodie Lopez	Title I Parent Representative	Electronic Signature Approved. Comments: read through CEP and approved them.

\* Core (mandatory) SLT members.

## SECTION III: SCHOOL PROFILE

### **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 the Bushwick section of Brooklyn, New York. Our kindergarten to fifth grade school serves a population of 540 students from culturally diverse backgrounds. This community is home to many new immigrants from Mexico, the Dominican Republic, Ecuador, and Central America. The school is a central part of the community to many of the students and their families. The school building is a well kept, 119-year-old landmark, where pride in the students' accomplishments is evident in the prominently displayed student work.

P.S.86 currently has fifth grade students serving as patrols before, during, and after school. This will build student ownership and leadership. As part of P.S.86's family literacy program, teachers work in collaboration with the Parent Coordinator, to develop a series of workshops that are designed to teach parents how to help their children become more proficient in reading. Teachers and staff members collaborate to conduct math workshops including math night. These workshops provide families with activities and strategies that promote math literacy at home and at school. As part of the school's family literacy program, trips to the theater, museum, and the library are scheduled so that parents learn how to choose appropriate educational settings as well as choosing appropriate books for their children. Lastly, we provide family workshops to empower and strengthen the family unit.

P.S.86 enjoys collaborations with several community based organizations and elected officials, including but not limited to, The Hispanic Coalition, Children for Children, Ridgewood Bushwick Senior Citizens Center, Hope Gardens, Adult Education Department, Cornell Hospital, Woodhull Hospital, Christ Tabernacle, Catholic Charities and the Puerto Rican Family Institute. These agencies provide on-going parent outreach, counseling and medical services, student tutoring, and referrals to other support agencies and are vital components of our comprehensive intervention program that addresses the needs of our at risk students.

Through PENCIL, Inc we have established a partnership with IceStone, LLC. Together teachers and students develop awareness of the impact we have on the environment and how we can affect it by reducing, reusing, and recycling. Students will explore the benefits of reducing, reusing and recycling through hands-on activities. Staff members from IceStone provide workshops in basic economic topics such as making a profit and different jobs within the company. The employees equip students with skills and knowledge to begin their own projects by reusing materials from within the school to create something new. Our goal is to display student projects at a school fair and then sell them to earn a profit, which will then help a local community based organization.

Our school thrives in enrichment through the arts. Therefore, we have several children working on dancing, Capoeira (Brazilian Martial Arts), yoga, music, instruments, and the arts. This exposure to the arts provides many opportunities for students to thrive in other areas as well, such as acquiring skills to become self-reliant, confident and determined.

P.S.86 recognizes that in order to meet the diverse needs of the students and families of this community, the role of the school should expand beyond traditional definitions of teaching and learning. Various grants and funding streams help our school to continue to be a full service school and become an active change agent in the community. Thus, we are able to provide services and opportunities that address the academic, social, health needs, and knowledge of the arts for the community. Ridgewood Bushwick offers individual and group tutoring, as well as housing needs. City Council grants provide funds for the enrichment through the arts programs for families. Children for Children helps families get involved in volunteering with outside communities, as well as their own. Hispanic Coalition, which provides counseling for families. Together, all of us at P.S.86 are actively engaged in the process of developing students who can achieve their personal best.

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." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
<b>School Name:</b>		P.S. 086 The Irvington								
<b>District:</b>		32	<b>DBN #:</b>		32K086	<b>School BEDS Code:</b>				
DEMOGRAPHICS										
<b>Grades Served:</b>		<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input 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			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			93.8	94.8	TBD	
Kindergarten		77	75	71						
Grade 1		109	100	94	<b>Student Stability - % of Enrollment:</b>					
Grade 2		96	105	92	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		94	90	97			93.9	93.84	TBD	
Grade 4		80	91	90	<b>Poverty Rate - % of Enrollment:</b>					
Grade 5		77	75	92	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 6		0	0	0			86.5	92	98.1	
Grade 7		0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 8		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 9		0	0	0			15	49	TBD	
Grade 10		0	0	0	<b>Recent Immigrants - Total Number:</b>					
Grade 11		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 12		0	0	0			12	9	11	
Ungraded		6	0	1	<b>Special Education Enrollment:</b>					
Total		539	536	537	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		0	5	10	Principal Suspensions		7	12	TBD	
# in Collaborative Team Teaching (CTT) Classes		28	33	29	Superintendent Suspensions		0	0	TBD	
Number all others		31	26	28	<b>Special High School Programs - Total Number:</b>					
<i>These students are included in the enrollment information above.</i>					<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
<b>English Language Learners (ELL) Enrollment:</b>					CTE Program Participants		0	0	0	
<i>(BESIS Survey)</i>					Early College HS Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10						
# in Transitional Bilingual Classes		0	0	23						

# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	124	119	122	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	3	4	19	Number of Teachers	45	41	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	7	6	TBD
				Number of Educational Paraprofessionals	1	1	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	86.7	85.4	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	62.2	68.3	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	84	83	TBD
American Indian or Alaska Native	0.2	0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.1	98.2	TBD
Black or African American	3.9	4.7	4.3				
Hispanic or Latino	89.6	89.6	92				
Asian or Native Hawaiian/Other Pacific Isl.	3.9	4.3	2.8				
White	2.4	1.3	0.6				
Multi-racial							
<b>Male</b>	49.2	50.6	50.5				
<b>Female</b>	50.8	49.4	49.5				
<b>2009-10 TITLE I STATUS</b>							
<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		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White							
Multiracial	-	-	-				
Students with Disabilities	√	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	5	5	1				

#### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	79.1	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	13.1	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	18.5	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	42.2	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	5.3	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = 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.  
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.  
\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## 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/Teacher 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 your 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?

2-Year Trend in ELA – All Tested Students

Year	Grade	Level 1		Level 2		Level 3		Level 4		Levels 3 + 4	
		#	%	#	%	#	%	#	%	#	%
2008	3	9	10.1	38	40.0	40	44.9	2	2.3	42	47.2
	4	7	8.8	32	45.3	39	48.8	2	2.5	41	51.3
	5	1	1.3	25	47.0	50	64.9	1	1.3	51	66.2
Total	2008	17	6.9	95	38.6	129	52.4	5	2.0	134	54.5
2009	3	4	4.4	28	31.1	58	64.4	0	0.0	58	64.4
	4	2	2.4	24	28.6	56	66.7	2	2.4	58	69.1
	5	0	0.0	29	40.8	39	54.9	3	4.2	42	59.1
Total	2009	6	2.7	81	33.5	153	62.0	5	2.2	158	64.2

Total Population ELA

Grade	Did Not Meet Promotional Criteria	Did Meet Promotional Criteria
3	4%	85%
4	10%	89%
5	10%	83%

2010 ELA by Subgroup

Grade	Did Not Meet Promotional Criteria	Did Meet Promotional Criteria
3 <sup>rd</sup> Full-Time Special Education	75%	25%
3 <sup>rd</sup> Part-Time Special Education	100%	0%
4 <sup>th</sup> Full-Time Special Education	25%	75%
4 <sup>th</sup> Part-Time Special	25%	75%

Education		
5 <sup>th</sup> Full-Time Special Education	33%	67%
5 <sup>th</sup> Part-Time Special Education	0%	100%

2010 ELA

Grade	Did Not Meet Promotional Criteria	Did Meet Promotional Criteria
3 <sup>rd</sup> Grade ELLs	29%	71%
4 <sup>th</sup> Grade ELLs	18%	82%
5 <sup>th</sup> Grade ELLs	48%	52%

2009 ELA

Grade	Did Not Meet Promotional Criteria	Did Meet Promotional Criteria
3 <sup>rd</sup> Grade ELLs	7%	93%
4 <sup>th</sup> Grade ELLs	10%	90%
5 <sup>th</sup> Grade ELLs	0%	100%

2009 ELA

Grade	Did Not Meet Promotional Criteria	Did Meet Promotional Criteria
3 <sup>rd</sup> Grade Part-Time Special Education	0%	100%
3 <sup>rd</sup> Grade Full-Time Special Education	17%	83%
4 <sup>th</sup> Grade Part-Time Special Education	0%	100%
4 <sup>th</sup> Grade Full-Time Special Education	18%	82%
5 <sup>th</sup> Grade Part-Time Special Education	25%	75%
5 <sup>th</sup> Grade Full-Time Special Education	17%	83%

2-Year Trend in MATH – All Tested Students

Year	Grade	Level 1		Level 2		Level 3		Level 4		Levels 3 + 4	
		#	%	#	%	#	%	#	%	#	%
2009	3	0	0.0	2	2.2	78	84.8	12	13.0	90	97.8
	4	2	2.2	13	14.4	55	61.1	20	22.2	75	83.3
	5	3	4.2	16	22.2	40	55.6	13	8.1	53	73.6
Total	2009	5	2.0	31	12.2	173	68.1	45	17.7	218	85.8
2010	3	4	5.0	45	45	35	38	10	11	45	49
	4	7	8.0	44	48	28	31	10	12	38	43
	5	8	9.0	38	41	33	36	13	14	46	50

Total	2010	19	7.0	127	45	96	35	33	12	129	47
-------	------	----	-----	-----	----	----	----	----	----	-----	----

Total Population Math

Grade	Did Not Meet Promotional Criteria	Did Meet Promotional Criteria
3	5%	95%
4	8%	92%
5	9%	91%

2010 Math

Grade	Did Not Meet Promotional Criteria	Did Meet Promotional Criteria
3 <sup>rd</sup> Full-Time Special Education	N/A	N/A
3 <sup>rd</sup> Part-Time Special Education	N/A	N/A
4 <sup>th</sup> Full-Time Special Education	17%	83%
4 <sup>th</sup> Part-Time Special Education	0%	100%
5 <sup>th</sup> Full-Time Special Education	33%	67%
5 <sup>th</sup> Part-Time Special Education	0%	100%

2010

Grade	Did Not Meet Promotional Criteria	Did Meet Promotional Criteria
3 <sup>rd</sup> Grade ELLs	11%	88%
4 <sup>th</sup> Grade ELLs	14%	86%
5 <sup>th</sup> Grade ELLs	17%	83%

2009

Grade	Did Not Meet Promotional Criteria	Did Meet Promotional Criteria
3 <sup>rd</sup> Grade ELLs	0%	100%
4 <sup>th</sup> Grade ELLs	2%	98%
5 <sup>th</sup> Grade ELLs	4%	96%

2009 Math

Grade	Did Not Meet Promotional Criteria	Did Meet Promotional Criteria
3 <sup>rd</sup> Grade Full-Time Special Education	75%	25%
3 <sup>rd</sup> Grade Part-Time Special Education	100%	0%
4 <sup>th</sup> Grade Full-Time Special	0%	100%

Education		
4 <sup>th</sup> Grade Part-Time Special Education	0%	100%
5 <sup>th</sup> Grade Full-Time Special Education	0%	100%
5 <sup>th</sup> Grade Part-Time Special Education	0%	100%

#### 2009 Science Grade 4

	Level 1	Level 2	Level 3	Level 4
Full Time Special Education	8%	33%	42%	17%
Part Time Special Education	0%	0%	100%	0%
General Education	4%	21%	49%	26%

#### 2009 Social Studies Grade 5

	Level 1	Level 2	Level 3	Level 4
Full Time Special Education	33%	25%	42%	0%
Part Time Special Education	0%	0%	100%	0%
General Education	16%	14%	60%	10%

#### ELA

After analysis of the 2010 NYS ELA Exam we have found that:

- This is an accomplishment for the staff and students of the school and reflects our continued dedication to growth and development.

#### Barriers

As evidenced in the school demographics in Section 3 class size in grade five increases substantially and therefore is a major barrier to student performance on the ELA.

Many students have a lack of proficiency in their native language and therefore the transfer of English proficiency is hindered.

Based on analysis of NYS ELA exam results:

- Fourth grade teachers will focus on Common CORE State Standards for English Language Arts Integration of Knowledge and Ideas for Literature strand and Integration of Knowledge and Ideas for Informational Text strand.
- Fifth grade teachers will focus on Common CORE State Standards for English Language Arts Key Ideas and Details for Literature strand and Craft and Structure for Informational text stand.

#### Math

After analysis of the 2010 NYS Math Exam we have found that:

- 
- Based on analysis of NYS Math exam results:
  - Third grade teachers will focus on New York State Mathematics Learning Standard Number Sense and Operations and Measurement strands.
  - Fourth grade teachers will focus on New York State Mathematics Learning Standard Number Sense and Operations and Geometry Strands.
  - NCLB TITLE IIB MATH/SCIENCE PARTNERSHIP GRANT: This grant was written to create and enhance a community of mathematics life long learners in the New York City schools. The vision of this grant is to build capacity within our math community that will ensure continuous and sustainable growth in the learning and teaching of mathematics as well as to increase the academic achievements of students in mathematics by enhancing the content knowledge and teaching skills of the classroom teachers. Having analyzed students assessment data of participating schools, the main focus will be on the New York State Mathematics Learning Standard Algebra strand in year one (2010-2011); in year two (2011-2012) the main focus will be on the New York State Mathematics Learning Standard Measurement strand; and in year three (2012-2013) the main focus will be on the New York State Mathematics Learning Standard Probability and Statistics strand. The instructional components of this grant are all researched based. The school will participate in this 3 year grant (July 1, 2010 through June 30, 2013). The school principal, mathematics assistant principal, math coach and math teachers in the school will be offered a menu of professional development opportunities to deepen their content knowledge of mathematics and pedagogy. There is a mathematics scholarship component t at Hunter College in which select teachers will be offering mathematics Master’s Degree through the Mathematics Department of Hunter College. There is a Mathematics Institutes component that will be offered at Hunter College to the principal, math assistant principals, math coaches and lead math teachers as well as to the parent coordinator. There are two summer institutes being offered each year with graduate courses in Math Education and STEM an Lehman College and CCONY (Engineering – NOAA CREST) respectively. Additionally, the grant includes a partnership with Channel 13 in which teachers will be offered the opportunity to receive 2 graduate mathematics credits through the Channel Thirteen On-Line Website. There also will be an offering of series of workshops with the Churchill School and Center (Rtl with Math Focus), with the Metropolitan Museum of Art (Math and Art) and a series addressing Special needs and ELLs.

#### Accomplishments

92%. This indicates an increase of 27.8% of students meeting promotional criteria. This is an accomplishment for the staff and students of the school and reflects our continued dedication to growth and development.

#### Barriers

One barrier to the school’s continuous improvement is the reduced funding which resulted in limited AIS for students.

As referenced in the ELA Needs Assessment Narrative fifth grade class size significantly increases resulting in a greater student teacher ratio.

With many students lacking academic vocabulary in their native language, student acquisition of domain specific vocabulary is greatly impeded.



## 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 2010-11 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 (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> 1. ELA :  By <input type="checkbox"/> June 2011 , All Students subgroup will improve their ELA performance by <input type="checkbox"/> 3% as measured by the New York State Assessment.	<input type="checkbox"/> In 2009-2010, 86% of students in grades 3, 4, and 5 met promotional criteria on the New York State ELA exam.
<input type="checkbox"/> 2. Math:  To increase the number of students scoring levels 2, 3, or 4 by 3% in mathematics by 2011.	<input type="checkbox"/> In 2009-2010, 93% of students in grades 3, 4, and 5 met promotional criteria on the New York State Math Exam.
<input type="checkbox"/> <input type="checkbox"/> 3. ESL:  By June 2011, Teachers working with English Language Learners will receive professional development in order to improve NYSESLAT scores by 3%.	<input type="checkbox"/> In 2009-2010, 24% of ELL students in grades K - 5 scored proficient on the NYSESLAT exam.
<input type="checkbox"/> 4. Inquiry:  To increase the number of males in grade 3 meeting promotional criteria by 3%, for an overall percentage of 80% by June 2011.	<input type="checkbox"/> In 2009-2010, ELA exam results showed that 91% of female students in grade 3 met promotional criteria, while 77% of male students in grade three met promotional criteria.



## 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 2010-11 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, PLA, 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** **ELA**  
**(where relevant) :** \_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>1. ELA :</p> <p>By <input type="checkbox"/> June 2011 , All Students subgroup will improve their ELA performance by <input type="checkbox"/> 3% as measured by the New York State Assessment.</p>
<p><b>Action Plan</b>  <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><input type="checkbox"/></p> <p>Through data analysis an emphasis in Guided Reading Instruction throughout the grades will focus on explicit teaching in students’ area of need.          20 sessions of Guided Planning and professional development BY AUSSIE.          Teachers will implement higher order questioning to create rigorous instruction. (Level 1 and low Level 2 students in grades 3,4,and 5) and enrichment activities (High Level 2 and levels 3 and 4 in grades 3,4, and 5), using Kaplan programs, push-in AIS providers, Ticket to Read, Edperformance.com, Reading Street on-line activities and Extended Day Program.          Through Inquiry teachers focus on data and research to effectively plan for all students in Literacy.          Use of Renzulli Interactive Technology to develop learning profiles, which will recommend the assignment of appropriate learning activities to all participating students in grades 2 through 5.          Analyze trends of strengths and challenges on item analysis of ELA exam to determine focus of inquiry.          Align the New York State Common CORE State Standards for ELA to our daily</p>

	Instruction. <input type="checkbox"/>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	Fair Funding dollars, Title I, Title II supplement, Title III, and IDEA
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> In order to monitor progress throughout the year we will administer We will make adjustments and modify the Implementation of data-driven instruction, based on continuous and periodic reviews using running records (4 times a year), pre and post assessments like on-demand writing tasks, Acuity test results per NYC schedule Daily teacher evaluation of class work, homework, and student participation Supervision of teacher effectiveness and provision of suitable professional development An analytic review of the Spring 2011 NYS English Language Arts Test Align The New York State Standards to our daily instruction.

**Subject Area**  
(where relevant) :

**Math**

---

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> 2. Math:  To increase the number of students scoring levels 2, 3, or 4 by 3% in mathematics by 2011.
---	--

<p><b>Action Plan</b>  <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><input type="checkbox"/></p> <p>Professional Development on teaching above average students and implementing strategies and challenging activities in the classroom (grades K-5)</p> <p>Use of Renzulli differentiation in the classroom (grades 2-5)</p> <p>Send teachers to out-of-state or local professional development conferences  Teachers will implement higher order questioning to create rigorous instruction.  Emphasis on domain specific vocabulary to increase rigor.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>FairFunding dollars, TitleI, ARRA, TitleII, TitleIII, and IDEA.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>In order to monitor progress throughout the year we will  Assessments and make</p> <p>Review of unit tests and interim assessments</p> <p>Daily class work and observations using the Everyday Math checklist</p>

**Subject Area**  
**(where relevant) :**

**ESL**

---

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and</i></p>	<p><input type="checkbox"/></p>
--	---------------------------------

<i>Time-bound.</i>	<input type="checkbox"/> 3. ESL:  By June 2011, Teachers working with English Language Learners will receive professional development in order to improve NYSESLAT scores by 3%.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> <p>The professional development will take place throughout the year as well as in November and June.          20 sessions of Guided Planning and professional development BY AUSSIE.</p>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	Fair Funding and Title III funding
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <p>Teacher feedback, goals and reflections</p> <p>Analysis of student scores on NYSESLAT</p> <p>Running records</p> <p>Assessments/Benchmarks</p>

**Subject Area**  
(where relevant) :

**Academic Intervention Services**

---

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> 4. Inquiry: To increase the number of males in grade 3 meeting promotional criteria by 3%, for an overall percentage of 80% by June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> Classroom teachers, as well as AIS providers, will have access to licensed Internet applications they can use with students in need of AIS, i.e. <b>Ticket to Read</b> (for grades K – 3) and <b>Renzulli Interactive Technology</b> (for grades 2 – 5), among others. Students will be cycled through sessions, dependent upon their needs and progress made. This will go on year-long. EDP goes on all year and services small groups of children having common needs, such as academic area needs, being ELLs or a SWD. Enrichment clubs will include, but not be limited to, Art, Band, Chorus, Dance, and Chess. Students, demonstrating a need for social/non-instructional support services, will be scheduled to receive counseling services with the guidance counselor or school psychologist, individually or in small groups, as needed, as well as classroom teachers will provide small group intervention groups focused on yoga through literacy and skits.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b> Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p>Fair Funding and Title I dollars</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/> During a 6 week cycle students will be provided with assessments (formal and Informal) such as running records, Reading Street Assessments, Acuity, etc. to determine if intervention is supporting the individual needs of students. If it is we will move the student forward. If the intervention is not working, we will revise the support and change instruction. We are expecting each student to make a least one year gain.</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. 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 Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**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: 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				
K			N/A	N/A	8	2	3	
1	12		N/A	N/A	4	2		
2	10		N/A	N/A	4		5	
3	32	2	N/A	N/A	4			8
4	26	15	23		4	1	3	8
5	29	19			8	1	5	
6								
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. Part B - Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<input type="checkbox"/> These services are provided in small group during the day, after school, and on Saturdays.
<b>Mathematics:</b>	<input type="checkbox"/> <b>Math AIS is provided during the day in small groups as well as after school and on Thursdays.</b>
<b>Science:</b>	<input type="checkbox"/> Small group science academic intervention is provided by using project based learning.
<b>Social Studies:</b>	<input type="checkbox"/> <b>Small group social studies intervention is provided by using non-fiction texts as well as project based learning.</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<input type="checkbox"/> <b>One to one and small group interventions are provided using strategies learned through “Respect For All.”</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<input type="checkbox"/> <b>Psychologist is in our school twice a week. Therefore, at risk intervention is limited to several emergencies.</b>
<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> Social worker provides one to one and group interaction to emergencies because she is only in our school two times per week.
<b>At-risk Health-related Services:</b>	<input type="checkbox"/> <b>Department of Health Nurse provides small group instruction and support for students with asthma and other health issues.</b>

## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy** - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

### **Section I. Student and School Information.**

**Grade Level(s)**

**K-5**

**Number of Students to be Served:**

**LEP 153**

**Non-LEP Recent Proficient**

**Number of Teachers 10**

**Other Staff (Specify) Parent Coordinator & Administrator**

**School Building Instructional Program/Professional Development Overview**

### **Section II. Title III, Part A LEP Program Narrative**

**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.

□

School Description

Newly admitted students, as identified by the Home Language Identification Survey, are administered the Language Assessment Battery-Revised (LAB-R) and/or Spanish Language Assessment Battery Revised within 10 days of admission to determine program eligibility and/or placement. Continuous entitlement as an English language learner is determined by yearly results on the New York State English as a Second Language Achievement Test (NYSESLAT). Programs for language learning are offered at the school based on parental request, in compliance with CR Part 154. 141 English language Learners (26.5%) of our students are placed among 12 classes in Kindergarten through Grade 5. The number of English language learners per grade are as follows; 30 in Kindergarten, 33 in 1<sup>st</sup> grade, 34 in 2<sup>nd</sup> grade, 21 in 3<sup>rd</sup> grade, 10 in 4<sup>th</sup> grade, and 9 in 5<sup>th</sup> grade. According to NYSESLAT test data from spring 2010 and LAB-R Fall '10, there are 65 Advanced, 43 Intermediate, and 32 Beginner English language learners school-wide. Our program consists of ESL push-in, a small set for pull-out services as well as one transitional bilingual each in Kindergarten and first grade, two self-contained classes in second and third grades. Our staff consists of 5 fully certified ESL teachers and 1 fully certified bilingual teacher.

All programs adhere to the mandated number of units as per CR Part 154 (360 minutes of instruction for beginner and intermediate students; 180 minutes of ESL instruction and 180 minutes of ELA instruction for advanced level students). One certified ESL teacher services all ELLs not in self-contained classrooms. A Bilingual certified teacher services the newcomers in Native Language Arts.

Everyday Math is a spiraling curriculum based on a hands-on learning approach with multiple student grouping opportunities and a technology component. This program is used school wide to build students understanding of math in real life situations and develop a richer math vocabulary.

**All strategies are incorporated into the workshop model to ensure academic success for all.**

**Three self-contained classes are taught by teachers who are certified in both Common Branch as well as TESOL. ELL strategies to support all learners are used throughout the curriculum in all subject areas.**

#### Instructional Program

The P. S 86K Title III program provides ELLs with supplemental instruction through a Saturday instructional program, The Saturday ELL Academy. This program will service ELLs in Kindergarten through fifth grade, who scored at the beginning, intermediate and advanced levels on Spring 2010 NYSESLAT assessment. We will also service recent proficient students with instruction in ELA and X-coded ELLs will receive NYSESLAT prep. The Saturday Academy will meet for a total of 10 sessions, beginning in February 2011 through May 2011, from

#### Parent and Community Involvement

As in the past, an invitation will be sent to the parents of all ELLs to participate in 10 sessions of inter-visitation activities. During the Saturday ELL Academy, parents will be invited to sit with their children, in the class, from 9:00 – 10:00 a.m. From 10:00 – 11:00 a.m., they will meet with the parent coordinator for refreshments and “Make and Take” Workshops that will teach study skills and strategies that extend daily classroom learning. The goal here is to help parents feel more connected to the school and students’ learning/achievement. The adult ESL class for parents/guardians will be taught by a certified bilingual teacher at cost to Title III. The refreshments, materials for the make and take will be at cost to Title III.

#### 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.

Professional development will be facilitated by administrators and certified ESL teachers. Ongoing professional development topics will include:

- Data-driven instruction
- Effective learning groups
- Improving needs assessment skills
- Building faculty inquiry groups
- Instructional Adaptations
- Developing language skills in ESL
- Assessment tools, techniques, and strategies
- Oral reading and fluency
- Vocabulary development
- Effective read alouds to teach vocabulary
- Writing strategies for each language development stage
- Implementing NYSESLAT strategies throughout the program
- Beyond the text comprehension strategies
- Content Area ESL strategies (CALLA)
- Scaffolds for all subject areas

Tentative PD schedule: TBA

**Section III. Title III Budget**

—

**School: 32K086**  
**BEDS Code: 333200010086**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted</b>	<b>Explanation of expenditures in this category as it relates to the</b>

	Amount	program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$15,356.05	<input type="checkbox"/> The Saturday Academy (Teachers)*(Sessions)*(Hours)* (rate) $(10)*(10)* (3)* (\$47.35)=\$14,205.00$  <i>(PD Participants)*(Sessions)*(Hours)*(Rate)</i> $(10) *(3) *(1)*(\$17.85) = \$535.50$ (PD Provider)*(Sessions)*(Hours)*(Rate) $(1)*(3)*(1)*(\$47.35)= \$142.05$  The Saturday Academy Parent ESL sessions (1 Hour) * (10 sessions) * (rate) $(1) * (10)*(\$47.35) = \$473.50$
<b>Purchased services</b> - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$ 3,165.00	<input type="checkbox"/> <i>General instructional supplies for the Saturday Academy will include charts, paper, <b>Empire State NYSESLAT ESL/ELL</b> , Continental Press</i>  <i>60 Students books and <b>Getting Ready for NYSESLAT</b> , Attanasio and Associates 60 Student books</i>  <p style="text-align: center;"><b>Total cost \$2,500.00</b></p> <i>General instructional supplies for hands-on activities during Make-and –Take workshops: construction paper, index cards, markers and others =\$300.00</i> Food/refreshment / snacks for parent workshops =\$365.00  <p style="text-align: right;">Total cost =\$665.00</p>

		<input type="checkbox"/>
<b>Educational Software (Object Code 199)</b>	N/A	<input type="checkbox"/> N/A
<b>Travel</b>	N/A	<input type="checkbox"/> N/A
<b>Other</b>	\$3,132.00	<input type="checkbox"/> The Saturday Academy (Total cost) *(Fringe Benefit Rate) = \$14,205.00 *(18.59%) = \$2,640.71  <i>The Saturday Academy</i> (Total cost) *(Fringe Benefit Rate) = (\$677.55) *(\$18.59%) = \$125.96
<b>TOTAL</b>	<b>0</b>	

## **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.

P.S.86K has a group of dedicated staff that are responsible for providing interpretation services to those parents whose primary language is other than English. Parents receive information regarding their child's education through school notices, phone conversations, as well as formal or informal meetings. When a child is enrolled at the school, parents are asked to specify their primary language on the child's emergency card and in ATS in order to communicate effectively.

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.

Every new academic school year, parents are provided with a booklet which is translated into their language that explains the school mission, rules and regulations, and a copy of the Bill of Parent Rights and Responsibilities which includes their rights for interpretation and translation services. All relevant information related to health, safety, discipline, standards and performance, and attendance, is available in the parents primary language.

### **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.

All document translations are performed in-house under the supervision of Mrs. Mabel Sarduy, Principal, by a committee that is headed by Mrs. Jacqueline Bautista. The staff members on this committee translate all the documents that are given to the parents. We also have other staff members that work as interpreters during school meetings.

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.

All oral interpretation services are provided by school staff during phone conversations and during formal or informal meetings.

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

As per Regulation A-663, the parents of P.S.86K are provided every year with a copy of The Parents Bill of Rights and Responsibility in English as well as in the parent's language preference (primary language).

All notices are posted in the primary languages of our parents by the main entrance of the school.

Our safety plan contains procedures that ensure that those parents in need of translation are assisted when it is needed.

Forms regarding translation services are posted outside as well as inside the building in different locations.

## 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 2010-11:	\$671,364	\$51,142	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6,714		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$33,568	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$67,136	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
100%

6. If the percentage of high quality teachers during 2009-2010 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.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

**1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

**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.



School Goals:

- **Provide a safe environment for all students, staff and parents.**
- **Set high standards for all our children.**
- **Strengthen and improve parent participation in children's education.**
- **Ensure that high quality programs are provided for all students so that this will enable them to become high achievers and meet and exceed the standards through differentiation of instruction and infuse art.**

**School Activities :**

- **Convene an annual meeting for parents of participating students to explain the Title I program and activities and inform parents of their right to be involved.**
- **Offer a flexible number of meetings with parents, before, during or after the school day.**
- **Involve parents in the joint development of school wide program plans through participation of a school-based planning and decision-making committee.**
- **To improve communication between parents and school through letters, flyers, newsletters, etc.**
- **Submit to the ISC ( Integrated Service Center ) comments on school-wide program plans that are deemed unsatisfactory to parents.**
- **Provide parents with timely information about program, including school performance profiles; their child's individual student assessment results; a description of the curriculum, forms of assessment and the proficiency levels that students are expected to meet; opportunities for regular meetings to formulate suggestions and share experiences; and timely responses to their suggestions.**
- **Jointly develop with parents a school-parent compact that outlines how parents, staff and students will share responsibility for improved student's achievement and explain how they will work as partners to enable participating students to achieve the high standards.**
- **To provide parents with the opportunity to participate in school sponsored workshops on appropriate subjects, i.e., literacy classes, reading strategies, math, homework etc.**

In order to work with students at P.S 86K, parents must attend a series of three workshops provided by Learning Leaders. Once parents fulfill all requirements provided by Learning Leaders and receive a certificate then he/she can volunteer at the school.

**2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.**

**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.



**SCHOOL – PARENT COMPACT**

**P.S. 86K School Name: The Irvington School – P.S. 86K**

The school and parents working cooperatively to provide for the successful education of the children agree:

---

THE SCHOOL AGREES

---

THE PARENT/GUARDIAN AGREES

To deal with communication issues between Teachers and Parents through:

- **Parent-teacher conferences at least annually**
- **Frequents reports to parents on their children’s Progress.**
- **Reasonable access to staff**

To share responsibility for improved student achievement.

**To communicate with his/her child’s/children’s teachers about their educational needs.**

- **Opportunities to volunteer and participate in their child's class.**
- **Observation of classroom activities.**

**To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need**

to help them be more effective in assisting their child/children in the educational process.

To assure that parents may participate in professional development activities if the school determines that is appropriate, i.e., literacy classes, workshops on reading strategies.

### **PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

#### **Section I: Schoolwide Program (SWP) Required Components**

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.



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.

2. Schoolwide reform strategies that :

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement .
- 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.
  - o Help provide an enriched and accelerated curriculum.
  - o
  - 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.
  - o Are consistent with and are designed to implement State and local improvement, if any.

See pages 14-20.

3. Instruction by highly qualified staff. **Yes.**
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.  
On going professional development for administration and teachers is done through local as well as out of town professional development.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards **Renzulli Learning, Voyager and Reading Street intervention materials. The Acuity Performance Series, Dibels, Peabody, ECLAS-2, as well as individual running records, all are used to ensure those students' difficulties are identified within 4 to 6 weeks, and to provide sufficient information on which to base effective assistance.**
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.

2. Schoolwide reform strategies that:

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



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.

o Help provide an enriched and accelerated curriculum.

o Meet the educational needs of historically underserved populations.

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.

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

3. Instruction by highly qualified staff.

YES

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.

On going professional development for administration and teachers is done through local as well as out of town professional development.

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

**Website and borough-wide fairs to recruit highly qualified teachers.**

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

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.

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.

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.

Renzulli Learning, *Voyager* and *Reading Street* intervention materials. The Acuity Performance Series, Dibels, Peabody, ECLAS-2, as well as individual running records, all are used to ensure those students' difficulties are identified within 4 to 6 weeks, and to provide sufficient information on which to base effective assistance.

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.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)** **Explanation/Background:**

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(I.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

<sup>1</sup>**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup>**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
  - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

#### **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: 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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

---

### **Part A:**

#### **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.)

There are 8 students in temporary housing.

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

The services that we provide, and will continue to provide, to the STH population are transportation, Academic Intervention services, and Guidance Intervention services.

### **Part B:**

#### **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 your Children First Network.

N/A



# **CEP RELATED ATTACHMENTS**

## **Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'**

***File Name - 28\_32K086\_020411-094957.doc***

P.S. 86K  
M. Sarduy, Principal

Dr. Moschella, A.P.

### **School Profile**

P.S. 86K, located in Bushwick, Brooklyn has a population of 533 students: 91.6% Hispanic, 4.6% African Americans, 2.8% Asian/Pacific Islanders, and .6% Caucasian, and .4% Multi-racial. 96% of the student population is eligible for free lunch. Newly admitted students as identified by the Home Language Identification Survey are administered the Language Assessment Battery-Revised (LAB-R) and/or Spanish Language Assessment Battery Revised within 10 days of admission to determine program eligibility and/or placement. Continuous entitlement as an English language learner is determined by yearly results on the New York State English as a Second Language Achievement Test (NYSESLAT). Programs for language learning are offered at the school based on parental request, in compliance with CR Part 154. 141 English language Learners (26.5%) of our students are placed among 12 classes in Kindergarten through Grade 5. The number of English language learners per grade are as follows; 30 in Kindergarten, 33 in 1<sup>st</sup> grade, 34 in 2<sup>nd</sup> grade, 21 in 3<sup>rd</sup> grade, 10 in 4<sup>th</sup> grade, and 9 in 5<sup>th</sup> grade. According to NYSESLAT test data from spring 2010 and LAB-R Fall '10, there are 65 Advanced, 43 Intermediate, and 32 Beginner English language learners school-wide. Our program consists of ESL push-in, a small set for pull-out services as well as one transitional bilingual each in Kindergarten and first grade, two self-contained classes in second and third grades. Our staff consists of 5 fully certified ESL teachers and 1 fully certified bilingual teacher.

### **ELL Identification Process**

In order to successfully begin the school year, parents of newly entitled students are invited to attend parent orientation workshops which are facilitated by Maria Mendez, Parent Coordinator and Tina Moschella, assistant principal who supervises ESL. Orientation seminars are held as needed depending on newly entitled admits. All three program choices are thoroughly explained via video and a question/answer session. Each parent is given language specific information contained in the regional parent kit, “EPIC”. Additionally, there are weekly workshops and/or seminars, facilitated by the parent coordinator, where parents receive information and training in various topics that are based upon the goal of school and language learning success.

### **Title III**

All ELLs (K-5), former ELLs, Special Ed. Ells and X-coded English Language Learners are invited to attend The Title III Saturday Academy. They will be taught by ESL, bilingual and common branch certified teachers in a small group setting. The teachers will use **Getting Ready for NYSESLAT** or **Kaplan Advantage ELA/Math**. Invitations are sent to the parents of ELLs to participate in the Title III Saturday ELL Academy. Parents work together with their children in the classroom for the first hour for the inter-visitation session. Parents then participate in a make and take activity that teaches study skills and strategies to extend the daily classroom learning into the home. Title III will support the parent coordinator by providing funds for materials as well as refreshments.

### **Program Choice**

Students are identified for entitlement by the Home Language Identification Survey, and then tested to determine placement on the Language Assessment Battery-Revised. Both the survey and the LAB-R assessment are administered by Christine Marshall, certified ESL teacher. After the LAB-R scores are determined entitlement letters are sent home with the student in the home language. The Parent Coordinator follows up with any parents that have not responded to the Entitlement letter with a face-to-face conversation and/or a telephone call inviting them to the parent orientation workshop. Continuous entitlement is determined by yearly NYSESLAT scores. New parents are invited to parent orientation workshops given in conjunction with the parent coordinator where all

program models are thoroughly explained via video and question/answer sessions. Each parent is given native language specific information contained in the regional EPIC parent kit. After the orientation, parents are given the parent survey and program selection form. After reviewing the Parent Survey and Program Selection forms for this school year, there seems to be a change in the choices of parents. In the past the parent choice was predominantly ESL program (90%) and only about 10% of parents would choose Transitional Bilingual program. This year roughly 95% of newly enrolled parents chose to place their children in a transitional bilingual education program while 5% chose freestanding ESL. This indicates a major change from previous years where the trend was a first choice for ESL only program. Programs offered at this school are aligned with parental request in compliance with CR Part 154. In the case where neither ESL nor TBE were the choice of the parents or there were not enough parents choosing the same option, the parents were offered the transfer option.

### **ELL Demographics**

#### **Programming and Scheduling Information**

All classes in our school are heterogeneously mixed. Our school is comprised of two Spanish transitional bilingual education programs. These classes are on the kindergarten (26 students) and 1<sup>st</sup> grade levels (21 students). There are two self-contained ESL classes: second grade has twenty four students and third grade has nineteen English Language Learners. Fourth grade has nine English learners serviced by an ESL certified teacher. There are many students throughout the school who are serviced in a push-in/pull-out ESL model. Kindergarten has four students (push in), first grade has thirteen (push in), second grade has nine (pull out), fourth grade has 2 (pull-out), and fifth grade has nine students (push-in).

All ELLs in the Transitional Bilingual program will slowly move from 75% Native Language instruction to 25% native language instruction. All ELLs in freestanding ESL programs receive 100% of instruction in English. Both programs will be using scaffolding techniques throughout every lesson and within all content areas. All programs adhere to the mandated number of units as per CR Part 154 (360 minutes of

instruction for beginner and intermediate students; 180 minutes of ESL instruction and 180 minutes of ELA instruction for advanced level students). One certified ESL teacher services all ELLs not in Transitional Bilingual or self-contained ESL classrooms through a push-in/pull-out program. A Bilingual certified teacher services the newcomers in Native Language Arts in extended day. In our Transitional Bilingual classrooms, Native Language instruction is delivered throughout the school day by the classroom teacher. Native Language is maintained in self-contained classes through the use of classroom multicultural libraries, bilingual glossaries, home sets of Everyday Math materials in Spanish, Native language story summaries in Reading Street, bilingual library support within classrooms and school library/media center, Family Math Night, and bilingual theater productions.

Content Area subjects are taught by out of classroom teachers as well as classroom teachers. The science and social studies curriculum follow the New York City Scope and Sequence and is aligned to the New York State Learning Standards. We are beginning the work of aligning them to the Common Core State Standards as well. This program uses hands-on projects and experiments to teach the content and academic vocabulary. All teachers incorporate ESL strategies/scaffolds throughout their lesson plans.

Kindergarten classes follow the writing component of our reading program, Reading Street. All other classes follow the Teacher's College Writer's Workshop model using Balanced Literacy. The Reading Street Balanced Literacy Initiative is followed in grades K through 5. Reading Street emphasizes the five main components of literacy in a 90 minute block: phonemic awareness, phonics, fluency, comprehension, and vocabulary.

Everyday Math is a spiraling curriculum based on a hands-on learning approach with multiple student grouping opportunities and a technology component. This program is used school wide to build students understanding of math in real life situations and to help them develop an academic math vocabulary.

The common branch classroom teachers and the certified ESL teacher articulate weekly to plan and collaborate on instruction in order to maximize learning in the second

language. Content area teachers meet with ESL teachers weekly to support their academic language growth and collaborate in daily and long term planning for second language acquisition. Implemented learning strategies, which include team teaching, differentiated instruction/grouping, instructional scaffolding strategies, and individualized instruction, are based on formal as well as informal assessment data. All strategies are incorporated into the workshop model to ensure academic success for all. Two self-contained classes are taught by teachers who are certified in both Common Branch as well as TESOL. ELL strategies are shared with all teachers to support all learners throughout the curriculum in all subject areas. Additionally, all ELLs (grades 1st-5th) are serviced in the extended day program and they are the focus of all Inquiry Teams.

In examining the data, our ELL population struggled in the reading and writing modality of language learning. The Reading, Writing, and Mathematics workshops will be used to strengthen vocabulary, reading comprehension, and writing. Writing as a whole seems to be the most challenging modality for our students. With this in mind, the writing workshop will be supported with teacher modeling through think alouds, use of graphic organizers, use of academic language, and precise questioning techniques. “Even more than reading, writing is a mental juggling act that depends on automatic deployment of basic skills such as handwriting, spelling, grammar and punctuation so that the writer can keep track of such concerns as topic organization, word choice, and audience needs.” (Moats, 2005) Since we know that our ELL population is in need of more experience with academic language, content area instruction will be more comprehensible and challenging. A more calculated approach will be taken to the pre-teaching (background/schema building, activating prior knowledge), during teaching, and post-teaching of academic language. Based on our targeted needs, the following programs are used by the teachers who service the ELLs as intervention programs: ELLis Essentials by Pearson in English with Native Language support is used to increase second language acquisition with a focus on all four language modalities while incorporating the content areas.

According to Title III mandates all ELLs are afforded equal access to all school and after school instructional programs.

In April and June the Parent Coordinator works with parents and incoming students on hands-on activities that support pre-literacy skills. This is in order to prepare incoming students for the new school year.

Extended day services are offered to our ELL population. These include, after school ELA and Math programs. Saturday Title III supplemental programs are offered as well; NYSESLAT program and Saturday Math Academy. All programs focus on increasing fluency, vocabulary, comprehension, writing, and mathematical concepts in order to increase achievement on state assessments.

We are currently using the following instructional technology programs, Leap Frog, Renzulli, Ed Performance, ELLis Essentials, Everyday Math Games, Foss Online Activities, Reading Street Online Activities, and The Florida Center for Reading Research (FCRR.org).

Our 141 ELLs consists of the following subgroups; 117 newcomers 0-3 years, fifteen 4-6 years, 7special education, and 1 long term ELL, 2 SIFE, 3 X-coded and recently proficient ELLs.

***SIFE:***

Two SIFE students have been identified this school year as per Department of Education guidelines. The instructional plan for these students is as follows:

- Pushing in to primary grade literacy block in order to build a deep foundation
- Peer partnering
- FCRR.org
- Title III after school and Saturday ELL Academy (for vocabulary development, State ELA, Math, and NYSESLAT preparation.)
- Native Language Arts instruction through a certified bilingual teacher

- Ongoing data collection and analysis through formal and informal assessment (Interim, Reading Street baseline and end of unit benchmarks, Everyday Math unit tests, daily/weekly conferring, running records, quizzes, and portfolios)
- Parents Workshops and ESL classes
- Extended Day Instruction (Tuesday –Wednesday)
- ELLis Essentials Technology program

***Newcomers (Less than 3 years):***

One hundred seventeen newcomers have been identified as per Department of Education guidelines. The instructional plan for these students is as follows:

- Intensive English Language development during literacy block
- Title III supplementary programs (afterschool and Saturday prep)
- Peer Partnering
- FCRR.org
- ESL (push in/pull out)
- Parent Workshops/ESL classes
- Title III after school and Saturday ELL Academy (for vocabulary development, State ELA, Math, and NYSESLAT preparation.)
- Thursday ELA Academy for ELLs who are entitles to test.
- Maintain native language through certified bilingual teacher
- Leveled libraries as well as Native language libraries
- Extended Day Instruction (Tuesday –Wednesday)
- ELLis Essentials Technology program

***Long Term ELLs:***

Fifteen long term ELLs and one ELL who has completed six years have been identified as per Department of Education guidelines. The instructional plan for these students is as follows:

- Title III after school and Saturday ELL Academy (for vocabulary development, State ELA, Math, and NYSESLAT preparation.)

- After school ELA Academy for ELLs who are entitled to test.
- Using data to drive instruction
- ESL push-in to support classroom curriculum
- Ongoing data collection and analysis through formal and informal assessment (Interim, Everyday Math unit tests, daily/weekly conferring, running records, quizzes, and portfolios)
- ELLis Essentials Technology program
- Extended Day Instruction (Tuesday –Wednesday)
- FCRR.org

***Special Needs/X-coded:***

Seven special need/X-coded ELLs have been identified as per Department of Education guidelines. The instructional plan for these students is as follows:

- Regular review of student’s IEP to examine language goals
- Small group and individual instruction
- Collaboration between ITT, General Education, Special Education, and English as a Second Language teachers
- Using data to drive instruction
- Title III after school and Saturday ELL Academy (for vocabulary development, State ELA, Math, and NYSESLAT preparation.)
- After school ELA Academy for ELLs who are entitled to test.

***Recently Proficient ELLs (2 Years):***

Thirty two ELLs have been identified as being eligible for continuing transitional support after reaching proficiency on the NYSESLAT. The instructional plan for these students is as follows:

- Invitation to Title III ELA and Math programs
- Push-in ESL teacher support
- Examination of NYSESLAT modality results to see areas that still could use improvement

- Extended Day Instruction (Tuesday –Wednesday)
- FCRR.org

### **Professional Development and Support for School Staff**

Professional development is a continuous process of examination and improvement of practice in this school building. The support plan for this school year is as follows for all staff members including Assistant Principals, subject area teachers, para-professionals, guidance counselors, special education teachers, psychologists, related service teachers, speech therapists, secretaries, and parent coordinators:

- On going/constant modeling by certified ESL teachers
- Lunch and Learns
- Faculty/Grade Conferences
- CLSO professional development sessions for all staff members including
- ELL monthly Institute
- Intensive Teacher Institute for ESL and/or Bilingual certification
- In house professional development and cross grade planning
- Student research based on inquiry team work
- Aussie – Guided Reading Bi-weekly Training
- Monthly ELL Institute

### **On going professional development topics will include:**

- Data-driven instruction
- Standards based instruction
- Building faculty inquiry groups
- Instructional Adaptations
- Developing language skills in ESL
- Assessment tools, techniques, and strategies
- Oral reading and fluency/Guided reading groups/instruction
- Vocabulary development

- Effective read alouds
- Writing strategies for each language development stage
- Implementing NYSESLAT strategies throughout the year
- Beyond the text comprehension strategies
- Content Area ESL strategies (CALLA)/Academic language
- Scaffolds for all subject areas
- Using the Interim Assessment to plan instruction collaboratively
- Building background/prior knowledge
- Running records (MSV analysis)

To support staff to assist ELLs as they transition from one school level to another the guidance counselor gives an orientation to the fifth grade students about all programs offered at junior high schools including Bilingual/ESL services and related language programs.

ELL training is given to all staff (excluding teachers who hold ESL or bilingual licenses as per Jose P.) This is provided through in-house training sessions such as cross grade and cross subject planning and through workshops attended by staff outside of the school that are turn keyed. (CLSO training)

Parents are involved in our school through a number of workshops. Weekly workshops are provided in the areas of literacy, math, science, social studies, homework help, health issues, and fatherhood workshops. We evaluate the needs of parents through the parent survey and parent communication with our parent coordinator and PTA. This school year, on Tuesday and Thursday evenings, our school is being used by the Office of Adult Education programs for the teaching of English as a second language classes and GED classes to all parents.

### **Assessment Analysis**

#### **LAB-R and NYSESLAT Modality Analysis**

**23.4% are Beginner, 31.4% are Intermediate, and 45.2% are Advanced.**

In examining the previous year's data of LAB-R/NYSESLAT, it is notable that reading and writing seem to pose the greatest challenge for our ELL population. Many students scoring at the advanced levels show weaknesses in the writing modality. English Language Learners need to be able to manipulate sophisticated vocabulary, deep language structures, and use critical thinking strategies in order to perform better on the reading modality. We also noticed that a majority of beginners are in the primary grades. In grades K and 1<sup>st</sup> only 11% are proficient in listening /speaking modalities. While 66% are proficient in the grade span 2 – 4(ATS-RNMR). The implication here is that we need more rigorous instruction in kindergarten and first grades. Background/ schema building through read alouds, listening centers, computer programs that increase listening skills. They will be more opportunities for students to engage in high quality oral exercises with peers and adults. Since about 45% of our ELLs are scoring at advanced placement in English proficiency, the English Language Arts are scaffolded by differentiating instruction, grouping, leveled libraries, and read alouds that expose students to rich vocabulary above grade level. In order to address the needs of our ELLs in vocabulary development, and reading and writing, we have developed structured 90 minute literacy blocks in grades K-5. We will continue to use more scaffolds in the Teacher's College Writing workshops and intensify vocabulary, comprehension, and read aloud instruction in Reading Street with the following scaffolds: continuation of the sixth day to the suggested five day lesson planner to increase oral/written language and vocabulary, grouping, schema building, differentiated instruction, modeling, bridging, contextualization, text re-presentation, and consistent professional development. Additionally, ELLis Essentials (a computer based language program) is used for small group instruction. There are no students in this school that are administered the NYSAA.

### *New York State Math*

Grade 3, 18% scored at Level 1, 59% scored at Level 2, 18% scored at Level 3 and 6% at level 4.

Grade 4, 42% scored at Level 2, 42% scored at Level 3, 17% scored at Level 4. Grade 5, 17% scored at Level 1, 71% scored at Level 2, 8% scored at Level 3, and 4% scored at Level 4. Everyday Math has been implemented for mathematics instruction. Everyday Math is a balanced mathematics program that uses precise vocabulary instruction, games,

group activities, visual cues, clarification, and learning stations in an effort to reach all learners. All ELLs, grades 3-5, will be invited to attend a Wednesday After-School Math Academy. This program will run from fall to spring. Additionally, ELLs and recently proficient ELLs are offered instruction in Math during Extended Day.

#### *NYS ELA*

In April 2010, students in grades 3-5 took the NYSELA. In grade 3, 5 students scored at level 1, 10 students scored at level 2 and 2 scored at level 3. In grade 4, 2 students scored at level 1, 5 students scored at level 2, and 4 scored at level 3. In grade 5, 10 students scored at level 1, 9 students scored at level 2 and 2 students scored at level 3.

#### *NYS Science*

In the spring of 2010, 12 students in the fourth grade took a test in science content. 1 student scored at a level 2, 8 students scored at level 3, and 3 students scored at a level 4.

This current school year the assessment tools used to assess the early literacy skills of ELLs are ECLAS-2, EL-SOL, and Fountas and Pinnell running records. Native Language Reading Tests are not administered due to the fact that Transitional Bilingual classes are not offered at the 3-5 grade levels (As per parent choice).

According to our NYSESLAT results, certain patterns were identified. In first and second grade students were weak in all four modalities. In third and fourth grade, the weakness was in reading and writing. In grade 5, the weaknesses shift to the listening and speaking modality.

On assessments given in students' native languages ELLs show a greater weakness in writing when compared to those taking the test in English. School administrators and teachers are using the results of the periodic assessment to formulate groups for differentiated instruction, plan and revise lessons accordingly, and purchase materials and develop new programs to address the needs of the students identified by the assessment. Through the periodic assessments the school has learned that our ELL population

requires more support with higher order thinking skills such as compare and contrast and drawing conclusions.

Native language is used in the TBE classrooms and in pull out programs on a daily basis. This is accomplished through the use of classroom multicultural libraries, bilingual glossaries, home sets of Everyday Math materials in Spanish, Native language story summaries in Reading Street, bilingual library support within classrooms and school library/media center, Family Math Night, and bilingual theater productions. There is a focus on cognates wherever possible. A certified bilingual teacher supports Native Language Arts in content area instruction during extended day for newcomers.

The success of our ELL programs are evaluated by a variety of assessment tools, they include ECLAS-2, Fountas and Pinnell Running Records, NYSESLAT, ELA, Math, ITA, Ed Performance, Predictors, Science assessment, Social Studies assessment, classwork, homework, and teacher observation.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	P.S. 086 The Irvington								
<b>District:</b>	32	<b>DBN:</b>	32K086	<b>School</b>		333200010086			
DEMOGRAPHICS									
Grades Served:	Pre-K		3	v	7		11		
	K	v	4	v	8		12		
	1	v	5	v	9		Ungraded	v	
	2	v	6		10				
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>					
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Pre-K	0	0	0				93.8	94.8	94.3
Kindergarten	75	71	94						
Grade 1	100	94	82	<b>Student Stability - % of Enrollment:</b>					
Grade 2	105	92	93	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Grade 3	90	97	82				93.9	93.8	93.6
Grade 4	91	90	95						
Grade 5	75	92	85	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6	0	0	0	<i>(As of October 31)</i>			2008-09	2009-10	2010-11
Grade 7	0	0	0				86.5	98.1	99.1
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10	0	0	0	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Grade 11	0	0	0				15	49	36
Grade 12	0	0	0						
Ungraded	0	1	1	<b>Recent Immigrants - Total Number:</b>					
Total	536	537	532	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
							12	9	11
<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>					
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
# in Self-Contained Classes	5	10	10	Principal Suspensions			7	12	11
# in Collaborative Team Teaching (CTT) Classes	33	29	25	Superintendent Suspensions			0	0	0
Number all others	26	28	27						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				<i>(As of October 31)</i>			2007-08	2008-09	2009-10
				CTE Program Participants			0	0	0
<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				Early College HS Program Participants					
<i>(As of October 31)</i>	2008-09	2009-10	2010-11				0	0	0
# in Transitional Bilingual Classes	0	23	TBD	<b>Number of Staff - Includes all full-time staff:</b>					
# in Dual Lang. Programs	0	0	TBD	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
# receiving ESL services only	119	122	TBD	Number of Teachers			45	41	42
# ELLs with IEPs	4	19	TBD	Number of Administrators and Other Professionals			7	6	6
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals			1	1	1

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	86.7	85.4	85.7
				% more than 5 years teaching anywhere	62.2	68.3	71.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	84.0	83.0	90.5
American Indian or Alaska Native	0.0	0.0	0.2	% core classes taught by "highly qualified" teachers	98.1	98.2	98.5
Black or African American	4.7	4.3	3.8				
Hispanic or Latino	89.6	92.0	91.0				
Asian or Native Hawaiian/Other Pacific	4.3	2.8	3.4				
White	1.3	0.6	1.7				
<b>Male</b>	50.6	50.5	47.7				
<b>Female</b>	49.4	49.5	52.3				

**2009-10 TITLE I STATUS**

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

**Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

**Individual Subject/Area AYP Outcomes:**

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White							
Multiracial	-	-	-				
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	5	5	1				

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	37.5	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	12	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8.2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	16.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.5						

<b>KEY: AYP STATUS</b>		<b>KEY: QUALITY REVIEW SCORE</b>					
v = Made AYP		U = Underdeveloped					
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features					
X = Did Not Make AYP		P = Proficient					
– = Insufficient Number of Students to Determine AYP		WD = Well Developed					
		NR = Not Reviewed					

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster	District <b>32</b>	School Number <b>086</b>	School Name <b>The Irvington</b>
Principal <b>Mabel Sarduy</b>	Assistant Principal <b>Tina Moschella</b>		
Coach <b>type here</b>	Coach <b>type here</b>		
Teacher/Subject Area <b>Christine English - Marshall</b>	Guidance Counselor <b>Jacqueline Bautista</b>		
Teacher/Subject Area <b>Jenifer Pace ESL teacher</b>	Parent <b>type here</b>		
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Maria Mendez</b>		
Related Service Provider <b>Helen Amsterdam SETTS</b>	Other <b>type here</b>		
Network Leader <b>Ada Orlanda</b>	Other <b>type here</b>		

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>5</b>	Number of Certified Bilingual Teachers	<b>1</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>5</b>

### C. School Demographics

Total Number of Students in School	<b>533</b>	Total Number of ELLs	<b>138</b>	ELLs as Share of Total Student Population (%)	<b>25.89%</b>
------------------------------------	------------	----------------------	------------	---	---------------

## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	138	Newcomers (ELLs receiving service 0-3 years)	117	Special Education	7
SIFE	3	ELLs receiving service 4-6 years	15	Long-Term (completed 6 years)	1

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

ELLs by Subgroups									
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	

<b>TBE</b>	47																			47
<b>Dual Language</b>																				0
<b>ESL</b>	75	2	11	16	1	1	1	1	1	0	1									92
<b>Total</b>	122	2	11	16	1	1	1	1	1	0	1									139

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	25	22												47
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	25	22	0	0	0	0	0	0	0	0	0	0	0	47

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	11	33	22	10	9								89
Chinese		1												1
Russian														0
Bengali														0
Urdu				1										1
Arabic		1												1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	4	13	33	23	10	9	0	0	0	0	0	0	0	92

# Part IV: ELL Programming

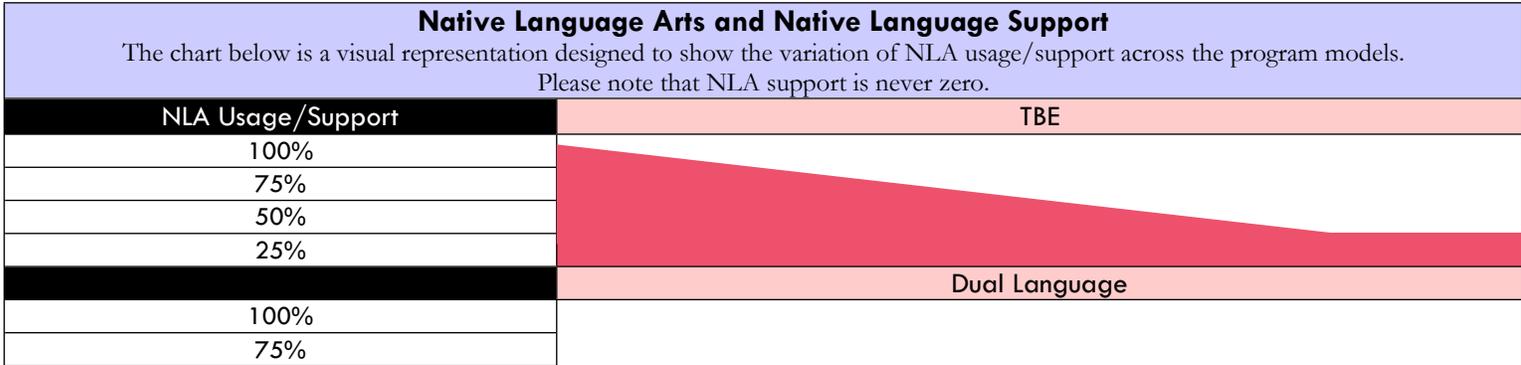
## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

### B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

SEE ATTACHED

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

SEE ATTACHED

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

SEE ATTACHED

### E. Parental Involvement

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

SEE ATTACHED

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	13	14	3	2	2	0								34
Intermediate(I)	1	18	11	10	10	3								53
Advanced (A)	16	1	20	10	7	7								61
Total	30	33	34	22	19	10	0	0	0	0	0	0	0	148

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		1	0	0	0	0							
	I		12	7	0	1	2							
	A		15	23	7	2	6							
	P		1	2	12	7	3							
READING/ WRITING	B		13	3	1	1	0							
	I		18	8	8	1	3							

	<b>A</b>		0	12	11	7	4						
	<b>P</b>		0	9	0	0	1						

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	10	2	0	17
4	2	5	4	0	11
5	10	9	2	0	21
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3		10		3		1		17
4	0		5		5		2		12
5	4		17		2		1		24
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		1		8		3		12
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

Paste response to questions 1-6 here

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/3/10
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		

	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**School DBN: 32K086**

*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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	671,364	51,142	75,9401
2. Enter the anticipated 1% set-aside for Parent Involvement:	6,714		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	33,568	\$511	
4. Enter the anticipated 10% set-aside for Professional Development:	67,136		

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. 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.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

## **Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

***Explanation – School Parental Involvement Policy:*** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.



**P.S 86K - The Irvington School**  
**“Where Excellent is a Way of Life”**  
**220 Irving Avenue, Brooklyn, NY 11237**  
**Tel. (718) 574-0252 – Fax (718) 919-1839**

**Maria Anaya**  
**Assistant Principal**

**Mabel Sarduy**  
**Principal**

**Tina Moschella**  
**Assistant Principal**

---

**PARENT**

**INVOLVEMENT**

**POLICY**

**2009 - 2010**

### **School Goals:**

- Provide a safe environment for all students, staff and parents.
- Set high standards for all our children.
- Strengthen and improve parent participation in children's education.
- Ensure that high quality programs are provided for all students so that this will enable them to become high achievers and meet and exceed the standards through differentiation of instruction and infuse art.

### **School Activities:**

- Convene an annual meeting for parents of participating students to explain the Title I program and activities and inform parents of their right to be involved.
- Offer a flexible number of meetings with parents, before, during or after the school day.
- Involve parents in the joint development of school wide program plans through participation of a school-based planning and decision-making committee.
- To improve communication between parents and school through letters, flyers, newsletters, etc.
- Submit to the ISC (Integrated Service Center) comments on school-wide program plans that are deemed unsatisfactory to parents.
- Provide parents with timely information about program, including school performance profiles; their child's individual student assessment results; a description of the curriculum, forms of assessment and the proficiency levels that students are expected to meet; opportunities for regular meetings to formulate suggestions and share experiences; and timely responses to their suggestions.

- **Jointly develop with parents a school-parent compact that outlines how parents, staff and students will share responsibility for improved student’s achievement and explain how they will work as partners to enable participating students to achieve the high standards.**
- **To provide parents with the opportunity to participate in school sponsored workshops on appropriate subjects, i.e., literacy classes, reading strategies, math, homework etc.**
- **In order to work with students at P.S 86K, parents must attend a series of three workshops provided by Learning Leaders. Once parents fulfill all requirements provided by Learning Leaders and receive a certificate then he/she can volunteer at the school.**

## **ESCUELA 86K- LA ESCUELA IRVINGTON**

“DONDE LA EXCELENCIA ES UNA FORMA DE VIDA”

220 de la Avenida Irving, Brooklyn, NY 11237

Tel. (718) 574-0252- Fax (718) 919-1839

Maria Anaya

Mabel Sarduy

Tina Moschella

Asistente de la Directora

Directora

Asistente de la Directora

PLAN  
DE PARTICIPACIÓN  
DE LOS PADRES/TUTORES  
2009-2010

### **Metas de la Escuela:**

- Proveer un lugar seguro para todos los estudiantes, padres y el personal de la escuela.
- Planear grandes metas para todos los niños.
- Enriquecer y mejorar la participación de los padres en la educación de sus hijos.
- Asegurarnos que los programas proporcionados para todos los estudiantes sean de buena calidad para que los alumnos puedan lograr las metas trazadas y sobrepasar las normas establecidas de instrucción, Además, queremos asegurarnos que los estudiantes logren infundir el arte.

### **Actividades Escolares:**

- Tener una reunión anual con los padres de los estudiantes con el propósito de instruirles sobre el Programa del Título 1, las actividades y el derecho que tienen como padres de involucrarse en la escuela.
- Ofrecer un número flexible de reuniones para los padres, durante, antes o después del día escolar.
- Involucrar a los padres en la unidad del desarrollo de la amplitud de programas de planes de la escuela por medio de la participación del comité que toma las decisiones relacionadas con la escuela.
- Mejorar la comunicación entre los padres y la escuela por medio de cartas, periódicos, anuncios, etc.
- Someter al Centro de Servicios Integrado (ISC) los planes que son considerados no satisfactorios para los padres.
- Notificar a tiempo a los padres sobre los programas, el progreso y desarrollo de la escuela; los resultados individuales de las pruebas de sus hijos; descripciones de los planes de estudios, las diferentes pruebas y los niveles que cada estudiante debe alcanzar; oportunidades

para reunirse regularmente para poder dar sugerencias; compartir experiencias; y recibir respuestas a las sugerencias ofrecidas en una forma rápida.

- Hacer un contrato con los padres para identificar las formas como compartir las responsabilidades para mejorar al máximo el desarrollo de los estudiantes académicamente.
- Proveer a los padres con la oportunidad de participar en talleres apropiados en las áreas de literatura, estrategias de lectura, matemáticas, tareas etc.
- Para trabajar con los estudiantes de la Escuela 86K, los padres deben asistir a una serie de tres talleres ofrecidos por los Líderes del Aprendizaje. Después que los padres haya completado los requisitos de los Líderes del Aprendizaje, recibirán un certificado que les ofrece la oportunidad de ser voluntarios en la escuela.



***Explanation – School-Parent Compact:*** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**SCHOOL-PARENT COMPACT**

School Name: The Irvington School - P.S. 86K

The school and parents working cooperatively to provide for the successful education of the children agree:

---

**THE SCHOOL AGREES**

**THE PARENTS/GUARDIAN AGRESS**

---

To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.

To become involved in developing, implementing, evaluating, revising the school-parent involvement policy.

To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.

To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and

teaching and learning strategies.

To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.

To work with his/her child/children on school work;  
read for 15 to 30 minutes per day to kindergarten

To provide parents with timely information about all programs.

through 1<sup>st</sup> grade students; and listen to grade 2<sup>nd</sup>  
and 3<sup>rd</sup> students read for 15 to 30 minutes per day.

To provide performance profiles of each individual student.

**-continued-**

assessment results for each child and other pertinent individual and school district education information.

To monitor his/her child's/children's:

- attendance at school

- homework

To provide high quality curriculum and instruction.

- television watching

## **SCHOOL – PARENT COMPACT**

**P.S. 86K School Name: The Irvington School – P.S. 86K**

**The school and parents working cooperatively to provide for the successful education of the children agree:**

---

**THE SCHOOL AGREES**

**THE PARENT/GUARDIAN AGREES**

---

**To deal with communication issues between Teachers and**

**Parents through:**

- **Parent-teacher conferences at least annually**
- **Frequent reports to parents on their children's**

**To share responsibility for improved student**

**achievement.**

**To communicate with his/her child's/children's**

**Progress.**

- Reasonable access to staff
- Opportunities to volunteer and participate in their child's class.
- Observation of classroom activities.

**teachers about their educational needs.**

**To ask parents and parent groups to provide information to the school on the type of**

**training or assistance they would like and/or need to help them be more effective in assisting their**

**To assure that parents may participate in professional development activities if the school determines that is appropriate, i.e., literacy classes, workshops on reading strategies.**

**child/children in the educational process.**

**Student:** \_\_\_\_\_

**Grade:** \_\_\_\_\_ **Class:** \_\_\_\_\_

**Parent:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

## **CONTRATO DE PADRE Y LA ESCUELA**

Nombre de la Escuela: The Irvington School - P.S.86K

**Acuerdo entre la escuela y los padres de trabajar unidos para el progreso de la educación de los niños:**

---

**LA ESCUELA ESTÁ DEACUERDO**

**LOS PADRES ESTÁN DEACUERDO**

---

Organizar una reunión anual para los padres  
de Título 1 para informarles sobre el Programa de Título 1 y sus derechos de involucrarse en el desarrollo, implementación, evaluación, y revisión de la reglas de participación de los padres.

Ofrecer un número flexible de reuniones técnicas que la autoridad  
fondos están disponibles para proveer transportación, cuidado de niños o visitas a los padres que no pueden asistir a las reuniones a diferentes horas si es necesario y si los de ayuda local de educación o la escuela ofrece sobre prácticas de crianzas y estrategias de aprendizaje.

reuniones.

Activamente involucrar a los padres en la elaboración, repaso y el progreso de los Programas Título 1 y la regla de participación de los padres.

Proveer a los padres con la información sobre los programas de una forma rápida.

Proveer a los padres con el resultado individual de la pruebas de cada estudiante y de cualquier otra importante información.

Participar con su hijo/a en trabajo de la escuela; leerles de 15 a 30 minutos todos los días a los estudiantes del jardín de infantes hasta el primer grado; y escuchar a los estudiantes del segundo y tercer grado mientras leen durante 15 a 30 minutos diariamente.

Observar a su hijo/a o hijos:  
-registro de asistencia  
-asignaciones  
observar los programas de televisión que los estudiantes ven en el hogar.

## **CONVENIO ENTRE LA ESCUELA Y LOS PADRES**

P.S 86K School Name: The Irvington School – P.S. 86K

**La escuela y los padres trabajando cooperativamente para estar de acuerdo en el logro de la educación exitosa de los niños.**

---

LA ESCUELA ESTÁ DEACUERDO      EL PADRE/TUTOR ESTÁ DEACUERDO

---

Resolver los problemas de comunicación      Compartir responsabilidades para mejorar  
entre los maestros y los padres por medio      el rendimiento de los estudiantes.

de:

- Conferencia de padres y maestros por lo menos una vez al año.      Comunicarse con los maestros de su hijo/a sobre las necesidades del estudiante.
- Reportes frecuentes para los pdres sobre el progreso de sus hios/as.
- Un acceso razonable a los maestros.      Preguntar a los padres y grupos de padres que tipo de información/entrenamiento o asistencia le gustaría recibir para poder
- Oportunidades de ser voluntarios y participar en la clase de su hijo/a.

- Observación de actividades en el salón de clases. ayudar a sus hijos en el proceso de aprendizaje.

Asegurarse que los padres participen en talleres y actividades en la escuela tales como clases de literatura y estrategias de la lectura.

Estudiante: \_\_\_\_\_ Grado: \_\_\_\_\_ Clase: \_\_\_\_\_

Padre/Tutor: \_\_\_\_\_ Maestro/a: \_\_\_\_\_

### **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

#### **Section I: Schoolwide Program (SWP) Required Components**

**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.

**The State academic content and student academic achievement standards are measured through a number of NYS assessments in the areas of English language Arts (ELA or NYSESLAT), Mathematics, Social Studies and Science,**

administered to students in grades 3, 4 and 5, except for the NYSESLAT, which is administered to students in grades K through 5. Assessments, such as ECLAS-2, the Peabody, Dibels, Terra Nova, and E-PAL 2 and 3, are administered to students in grades K, 1, 2, and 3. The results of these assessments, as well as the results of running records, on-demand writing pieces, Reading First unit tests, Everyday Mathematics Program unit tests, Social Studies and Science student projects and research papers, are looked at closely to determine how well our students are acquiring State academic content and attaining the academic achievement standards.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
  - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - Help provide an enriched and accelerated curriculum.
  - Meet the educational needs of historically underserved populations.
  - 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.
  - Are consistent with and are designed to implement State and local improvement, if any.

**See pages 14-20.**

3. Instruction by highly qualified staff. **Yes.**

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.  
**On going professional development for administration and teachers is done through local as well as out of town professional development.**
  
5. Strategies to attract high-quality highly qualified teachers to high-need schools.  
**Website and borough-wide fairs to recruit highly qualified teachers.**
  
6. Strategies to increase parental involvement through means such as family literacy services.  
**Weekly workshops are provided in the areas of literacy, Math, Science, Social Studies, Homework help, and health issues. There is a group for fathers, as well, which shows then how to be an active participant in their children's academic lives.**
  
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.  
**Psychologist, schoolworker and guidance counselor visit neighboring pre-school programs to build a connection between pre-school and elementary school. We also have an open house and pre-school workshops for parents.**
  
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.

**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 are provided through our Instructional Cabinet, Faculty conferences, grade level conferences, and grade leader common preps. Additionally, data is looked at carefully, by Inquiry Team members, grade leaders, respective supervisors, and determinations are made as to how to proceed with instruction, differentiation regarding grouping, pacing, and revision of work.**

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.

**We provide activities which are researched based, to ensure that students, who experience difficulty mastering the proficient or advanced levels of the academic achievement standards; materials include *Renzulli Learning, Voyager and Reading Street* intervention materials. The Acuity Performance Series, Dibels, Peabody, ECLAS-2, as well as individual running records, all are used to ensure those students' difficulties are identified within 4 to 6 weeks, and to provide sufficient information on which to base effective assistance.**

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.

**We are a Title 1 school based program school, which commingles funds in order to support all Federal, State, and Local programs, such as Violence Prevention programs, nutrition programs, housing programs, the Head Start program and adult education programs. Our pupil personnel committee ensures that delivery of support programs for children and parents.**

## Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

### *Explanation/Background:*

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$563,946	✓	17, 20, 29, 43, 50, 55, 57
Title I, Part A (ARRA)	Federal	✓			\$50,631	✓	17, 20, 29, 43, 50, 55, 57
Title II, Part A	Federal	✓			\$213,557	✓	15, 21
Title III, Part A	Federal	✓			\$21,580	✓	15, 19, 24, 29, 30, 31
Title IV	Federal			✓			

<sup>1</sup> **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup> **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

IDEA	Federal			✓			
Tax Levy	Local	✓			\$2,263,483	✓	