



P.S. Q086

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

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.*

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 342800010086 **SCHOOL NAME:** P.S. Q086

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

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

SCHOOL CONTACT PERSON: KAREN ZUVIC **EMAIL ADDRESS** KZuvic@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Michelle Bomser

PRINCIPAL: KAREN ZUVIC

UFT CHAPTER LEADER: Michelle Bomser

PARENTS' ASSOCIATION PRESIDENT: Nieves Ortiz

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

DISTRICT AND NETWORK INFORMATION

DISTRICT: 28 **CHILDREN FIRST NETWORK (CFN):** Integrated Curriculum and Instruction Learning Support Organization

NETWORK LEADER: DIANE FOLEY/Gary D. Goldenback

SUPERINTENDENT: JEANNETTE REED

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
Karen Zuvic	Principal	Electronic Signature Approved.
Michelle Bomser	UFT Chapter Leader	
Miriam Archilla	DC 37 Representative	
Nieves Ortiz	PA/PTA President or Designated Co-President	
Maria Fuentes	Parent	
Afsary Begum	Parent	
Tina Thomas	Parent	
Angelica Guzman-Mejia	Parent	
Sharmeen Sattar	Parent	
Souleyman Coulibaly	Parent	
Monica Valville	UFT Member	
Omar Morales	UFT Member	
Ivorine Wellington	UFT Member	

* 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 Jamaica, New York. Physically connected to, and sharing the campus of Hillcrest High School, this elementary school serves a diverse and transient population. Recent immigrants comprise a significant percentage of the enrollment of 971 students. One hundred percent of our students qualify for free lunch and 25 separate languages are spoken in our students' homes. The school is organized in heterogeneous classes serving students from grades three to six. There are eight classes containing high numbers of ELL students who scored Beginning and Intermediate on the May 2010 NYSESLAT as well as two bilingual classes. There are five self-contained special education classes in the school and three Intergrated Collaborative Teaching classes, one third grade, one fourth, and one fifth. Additionally, we have two SETTS teachers and one SETTS/IEP teacher as well as other related specialists servicing a population of 140 students with IEPs. The majority of our students matriculate from P.S. 182Q, which services Pre-K to 2. Our unique structure prevents us from having a direct impact upon programs designed to meet high standards in early childhood education, allowing for early intervention, or allowing for all students to read at or above grade level by third grade. P.S. 86 has 9 third grade classes with an average class size of 28. There are 26 other classes spread equally throughout grades 4, 5, and 6 with an average class size of 32 students. All of these classes are operating in a physical plant that is at 115% capacity.

Our Reading program is centered around a daily 90-minute literacy block during which students are organized into smaller focused instructional task groups. The program follows a balanced literacy approach utilizing classroom libraries and support materials. Our Mathematics program incorporates a daily 60-minute block and includes one period of Math games per week. The Math program is based upon the New York City and New York State Performance Standards and follows the NYC Scope and Sequence. The programs used include primarily Everyday Mathematics for grades 3 - 5 and Impact Mathematics for grade 6. In addition, differentiation of instruction is taking place in all subject areas to address the specific needs of the children. P.S. 86 employs a full time math staff developer and full time literacy staff developer who is also the UFT Teacher Center representative. A total of 61 teachers, six paraprofessionals, one principal, and three assistant principals serve the students of P.S. 86.

As indicated in the Quality Review, P.S. 86 succeeds largely due to the positive relationships between all adults and students. The staff works hard to create and maintain a purposeful and attractive climate for learning. Students respect their teachers, find them to be kind and helpful, and value the rewards they receive for good work and positive behavior. This culminates in students being motivated to do well, be attentive in class, as well as be responsive and hard working. Attendance is above average and the curriculum is varied and designed to meet the students' learning needs. We have both an art and a licensed music teacher who foster creativity and have a knowledge base in the arts. We have a chorus consisting of 125 children in Grades 3-6 as well as an enrichment program in which students are learning to play guitar and violin.

The school has addressed the issues identified for improvement in the previous Quality Review and is addressing the decrease of student achievement in both ELA and Math through the formation of teams.

We have eight inquiry teams - two for each grade with a total of 50 teachers and each team has one facilitator. The teams meet every Wednesday during extended day from 2:20 p.m. to 3:10 p.m. At that time, the team members look at student work and create plans for increasing student achievement. At this time, they are working on writing and writing in the content area, creating grade appropriate rubrics. A template of the rubric is to be given to the teachers and they will create a final rubric along with the students upon completion of the lesson. Students will keep the rubrics in writing folders to be referred to every time they work on that piece of writing. Rubrics are task appropriate. Once per month facilitators meet as a core inquiry team along with the principal and assistant principals to discuss next steps.

The school instructional cabinet which includes the principal, assistant principals, literacy and math staff developers, and the AIS coordinator, meet every week to discuss instruction, student work, and next steps.

The safety committee meets monthly to address the safety issues brought up by staff members.

The pupil personell team meets every other week to determine interventions and /or evaluations to assistant students in need.

Having created a new curriculum for reading and writing last year for the schoolwide community, the literacy team meets at the end of each month to determine how the curriculum is meeting the teachers' needs in order to meet the students' needs. We are tweeking the curriculum for schoolwide conformity.

The curriculum charting team is responsible for writing curriculum charts for the specific content areas for distribution to parents and teachers.

The math, social studies, and science teams meet monthly and are responsible for creating grade wide units of studey based on the standards.

The Operation Respect Committee consists of 25 dedicated 5th and 6th grade students. Lessons are prepared with regard to respect and bullying issues that the student members present to the student body. These lessons and activities encourage an environment of caring, compassion, and cooperation.

Utilizing these teams helps the school to maintain the clear understanding of what it does well and what the next steps are to secure further improvement.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." 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									
School Name:	P.S. Q086								
District:	28	DBN #:	28Q086	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		94.6	94.7	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	232	261	228		91.7	92.65	TBD		
Grade 4	213	223	250						
Grade 5	241	214	225	Poverty Rate - % of Enrollment:					
Grade 6	211	245	222	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		74.3	74.3	89.3		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		8	22	TBD		
Grade 12	0	0	0						
Ungraded	0	1	1	Recent Immigrants - Total Number:					
Total	897	944	926	(As of October 31)	2007-08	2008-09	2009-10		
					31	48	36		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
(As October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	54	45	54	Principal Suspensions	41	66	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	17	16	Superintendent Suspensions	9	13	TBD		
Number all others	53	52	62						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				(As of October 31)	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants					
(As of October 31)	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		
					0	0	0		

# in Transitional Bilingual Classes	35	38	43				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	203	213	220	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	9	12	61	Number of Teachers	63	66	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	13	13	TBD
				Number of Educational Paraprofessionals	4	3	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	1	TBD	% fully licensed & permanently assigned to this school	98.4	98.5	TBD
				% more than 2 years teaching in this school	79.4	77.3	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	68.3	66.7	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	94	95	TBD
American Indian or Alaska Native	0.1	0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	TBD
Black or African American	18.2	16.9	17.2				
Hispanic or Latino	42.5	43.9	42.7				
Asian or Native Hawaiian/Other Pacific Isl.	36.2	37	37.5				
White	3	2.2	2.6				
Multi-racial							
Male	48.9	49	48.5				
Female	51.1	51	51.5				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
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"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	-	-	-				
Multiracial							
Students with Disabilities	√	√					
Limited English Proficient	√	√					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	85.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	7.9	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	16.7	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	51.1	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	9.8	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

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

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

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?

P.S. 86 has a large number of strengths and they are as follows:

- P.S. 86 has a diverse population of students and staff. There is a wide variety of ethnic cultures represented in our building.
- We are the one elementary school in the district with only grades 3 - 6. This is significant as we test 100% of our students.
- We have an ESL program which services approximately 295 students along with two bilingual bridge classes for grades 3 and 4-5 and five classes with high numbers of beginner and intermediate ELLs. Our ESL teachers are 100% push-in and fulfill the mandatory ESL services.
- P.S. 86 has five Special Education self-contained classes and three integrated collaborative teaching classes that were created with almost 100% of students from our own community.
- We are one of three schools in the city that have a hospital based clinic. Queens Hospital houses a clinic in our building that is run by a nurse practitioner and a health aide.
- We are the only elementary school involved in The Young Debator's Program in which Grades 5 and 6 participate.
- Queens Community House runs an after school program in our building for 120 of our students and The Boys Scouts of America runs an afterschool program for 125 of our male students.
- We organize an annual Career Day, in which a variety of professionals are invited to visit classrooms and speak to the students on education and career opportunities.
- We celebrate an annual Read Aloud Day where invited guests read their favorite childrens' books to classes throughout the school.
- Our 6th grade creates a "Senior Source" that is an in-house newspaper that addresses timely issues in school and in the world. They are also involved in Penny Harvest, the Salvation Army and are part of the Attendance committee.
- Our Science Teachers coordinate a Science Fair in the Spring to celebrate students' experiments, research, and achievements in Science. Our Science mobile lab is used on a daily basis with the students.
- Students from Grades 5 and 6 are members of the AAA Safety Patrol a community service program which teaches responsibility, promotes citizenship, and emphasizes safety.
- P.S. 86 takes part in the "Operation Respect" program, which is a program that promotes self-respect, self-esteem, and respect for others. It includes an anti-bullying campaign promoted schoolwide.

- We have a General Organization for which school-wide elections were held to fill the positions of a president, vice-president, secretary. Student representatives from grade 3 are also part of our G.O.
- We celebrate authors' birthdays and invite authors to meet the students.
- Our music teacher auditions students from grades 4, 5, and 6 to represent the P.S. 86 Chorus. Grade 3 is learning recorder and singing. Violin is taught to select children chosen through a lottery and grades 5 and 6 are learning specialized guitar.
- We have a number of International Luncheons with our parents and the PTA.
- We have a multicultural celebration that includes a fashion show with fashions created by our parents under the direction of our parent coordinator.
- We will continue to provide a year long ESL class for parents.
- There is ongoing professional development for teachers in a variety of areas.
- Our teachers follow Balanced Literacy in a 90 minute block daily.
- We use Everyday Math in Grades 3-5 and Impact Math in Grade 6.
- P.S. 86 enjoys an annual Field Day and Curriculum Share Fair in June.

Some of our accomplishments:

- Through a Reso A grant, we have equipped the Library with an additional 8 IMACS, a scanner, a color and a black and white laser printer. Additionally, 137 Dell PCs have been installed throughout the building as well as additional printers. Eleven SMART boards have been installed in classrooms as well.
- Our classroom libraries continue to be updated and leveled according to Fountas and Pinnell.
- We have formed curriculum teams in Literacy, Math, Science, and Social Studies which meet monthly. They participate in looking at how the new curriculum is meeting their needs and in order to meet the needs of the students.
- Our data specialist creates spread sheets in order for teachers to be able to differentiate instruction by using the data at a glance.
- Our school environment has grown into a happy and positive climate. We enjoy new windows, shades, new roof, auditorium curtains, beautiful landscaping including tulip bulbs planted by students, fresh paint in many of the classrooms and a 'face-lift' in the auditorium and lunchroom/gym.
- New York Cares has come to our building for the last three years and has painted beautiful murals inside and outside of the school.
- Common planning is done schoolwide.
- Our coaches conduct professional development for teachers on each grade bi-weekly during teachers' professional periods.
- There is structure in the building and a strong sense of discipline. The children are well behaved and there is order in the halls and in the stairwells.
- We can evacuate the building in three minutes despite the fact that we have only two exits and over 1,000 students and staff members.
- All classrooms have been equipped with overhead projectors, screens, easels, maps, and globes.
- Our parent coordinator involves parents by conducting sewing, knitting, and craft clubs.

Some barriers to the school's continuous improvement:

- There is a language barrier between home and school.
- Our students come from all over the world and enter our school with vast differences in their academic readiness to perform at their given grade level. Many students leave for various lengths of time during the school year to visit their native countries. Teachers need to know

how to appropriately differentiate lessons in every subject area in order to accommodate the needs of our students.

- Teachers vary in the amount of understanding that they have of the New York State Standards. With the introduction of the Common Core State Standards (CCSS) that will be implemented by the 2013 school year, it is imperative that all teachers at P.S. 86 Q are cognizant of, understand and will be able to incorporate the CCSS into their curriculum and lesson planning.
- Teachers of Special Education have not participated nor received adequate training in the Inquiry approach when looking at their students' work.
- We are still striving to attain the full support of parents.
- The physical location of the building presents serious safety concerns. It is located on a busy street with a public bus stop in front of the building and is attached to Hillcrest High School. There is another high school across the street and a middle school only a few blocks away. There are only two main exits utilized for more than 1,000 students and staff members.
- Because our building is over utilized (114%) and our budget has been cut, we have over crowded classrooms and there is a high student-to-teacher ratio.
- Our cluster teachers for Music, Social Studies, and Technology do not have their own classrooms.
- Our Lunchroom doubles as a Gym and there is no playground area outside of the building. This also makes it difficult to meet the Physical Education compliance requirements.
- Our Auditorium cannot accommodate some of our grades because it is so small. This makes it almost impossible to invite parents to grade-wide celebrations.
- As evident by the responses by faculty on the school survey, morale among faculty members is low.

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"/> By June, 2011, 100% of teachers at P.S. 86 Q will differentiate lessons in academic subjects that are developmentally appropriate, well organized, varied in subject matter and level of difficulty and complementary to their students' interests, abilities, backgrounds and learning styles in order to meet the individual needs of their students in the subjects they teach as measured by written satisfactory observations, either formal or informal by the principal or assistant principals.	<input type="checkbox"/> Provide teachers with professional development in order to provide them with the methodologies needed to ensure that all students are taught through their individual learning styles.
<input type="checkbox"/> By June, 2011, parent participation in various school activities will increase by 20% of the prior (2009-2010) school year. This will be measured by attendance taken at monthly PTA meetings, twice yearly parent teacher conferences, participation in monthly parent workshops, parent coordinator sponsored activities and parent English language classes.	<input type="checkbox"/> <ul style="list-style-type: none"> • Parents will have the opportunity to learn how to navigate ARIS through the use of technology in the new computer center in the parent room. • ESL classes will be available for parents on a weekly basis.
<input type="checkbox"/> By June, 2011, teachers will increase their knowledge of the new Common Core State Standards (CCSS) by attending	<input type="checkbox"/> Teachers will meet for

<p>bimonthly professional development activities which will address the components of the CCSS.</p>	<p>common planning within their grades as well as across the grades in specific disciplines: Literacy, Math, Science, and Social Studies.</p>
<p><input type="checkbox"/> By June, 2011, teaching staff of P.S. 86Q will increase their morale, sense of community and cohesiveness by engaging in external retreats dedicated to specific foci related to various aspects of the curriculum.</p>	<p><input type="checkbox"/> Teachers will attend all day professional development retreats in order to expand on and share ideas on schoolwide goals.</p>
<p><input type="checkbox"/> By June, 2011, Special Education teachers will increase their knowledge of the development of the Inquiry approach by attending weekly inquiry sessions which will address the specific needs of their specific students. This will be measured by the review of lesson plans by their assistant principals, which include diverse strategies that meets students needs as indicated by data from formal and informal assessments.</p>	<p><input type="checkbox"/> Provide support to special education teachers in order for them to use the Inquiry approach and diversify strategies to meet the needs of the students in special education.</p>

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

(where relevant) : _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>By June, 2011, 100% of teachers at P.S. 86 Q will differentiate lessons in academic subjects that are developmentally appropriate, well organized, varied in subject matter and level of difficulty and complementary to their students' interests, abilities, backgrounds and learning styles in order to meet the individual needs of their students in the subjects they teach as measured by written satisfactory observations, either formal or informal by the principal or assistant principals.</p>
<p>Action Plan 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"/> Teacher lesson plans/units are planned with differentiated strategies which consider students with difficulties in specific skills. Libraries are leveled and include a variety of genres and topics. Various assessments , no less than 4, are used to drive instruction. Six half-days (non-instructional) have been scheduled for professional development.</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <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><input type="checkbox"/> Teacher teams will meet weekly during the extended day, as the floaters will cover the classes. They will meet during monthly grade conferences, as needed. Teachers will meet during grade planning common preps.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p>

Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June, 2011, parent participation in various school activities will increase by 20% of the prior (2009-2010) school year. This will be measured by attendance taken at monthly PTA meetings, twice yearly parent teacher conferences, participation in monthly parent workshops, parent coordinator sponsored activities and parent English language classes.</p>
<p>Action Plan <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"/> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> ESL classes will be available for non-English speaking parents on a weekly basis. • Parents have the opportunity to attend monthly workshops with Coaches in the areas of Literacy and Math.

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <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><input type="checkbox"/></p> <p><input type="checkbox"/>Title III money is for the instruction of non-English speaking parents as well as instruction using technology.<input type="checkbox"/></p> <p>Coaches to conduct parent workshops.</p> <p>Data Specialist and Parent Coordinator to work with parents in ARIS</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/>We will see an increase in the parent log-ons to ARIS.</p> <p>An increase in number of parents attending Coaches workshops.</p> <p>An increase in number of parents attending PTA meetings.</p>

Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June, 2011, teachers will increase their knowledge of the new Common Core State Standards (CCSS) by attending bimonthly professional development activities which will address the components of the CCSS.</p>
<p>Action Plan <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"/>Coaches will conduct professional development activities during common preps.<input type="checkbox"/></p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <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><input type="checkbox"/>Common preparation periods for Special Education teachers and teachers of English Language Learners allow for specific planning and professional. development <input type="checkbox"/> activities.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/>Meet with teachers who bring samples of students work and correlate it with core curriculum standards using specific rubrics.</p> <p>The use of rubrics created by the Inquiry Teams.</p>

Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June, 2011, teaching staff of P.S. 86Q will increase their morale, sense of community and cohesiveness by engaging in external retreats dedicated to specific foci related to various aspects of the curriculum.</p>
<p>Action Plan <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>Retreats will take place on December 1, 2010, March 11, 2011 and April 8, 2011 <input type="checkbox"/></p> <p>Teachers will attend all day professional development retreats in order to expand on and share ideas on schoolwide goals.</p> <p>Principal will lead retreats in the areas of teaming building and developing strategies to prepare for the Quality Review.</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <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>	<input type="checkbox"/> <input type="checkbox"/>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<input type="checkbox"/> <input type="checkbox"/> Implementation of what is learned will be evident in the building. Staff members will have a sense of community with all staff members, parents and students

Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<input type="checkbox"/> By June, 2011, Special Education teachers will increase their knowledge of the development of the Inquiry approach by attending weekly inquiry sessions which will address the specific needs of their specific students. This will be measured by the review of lesson plans by their assistant principals, which include diverse strategies that meets students needs as indicated by data from formal and informal assessments.
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<p>Action Plan <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><input type="checkbox"/> Provide support to special education teachers in order for them to use the Inquiry approach and diversify strategies to meet the needs of students in special education.</p> <p>Inquiry teams meet weekly during extended day. General education and special education teachers meet to compare strategies.</p> <p>The facilitators meet regularly with the principal to discuss progress and issues.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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><input type="checkbox"/></p> <p><input type="checkbox"/> Provide support to special education teachers in the strategies used to facilitate learning through Inquiry.</p> <p>The book <u>Looking at Student Work</u> has been purchased and dispersed to all inquiry teams.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> <input type="checkbox"/> Student assessments will be used to measure progress after each individual concept is taught.</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				
1			N/A	N/A				
2			N/A	N/A				
3	5	5	N/A	N/A	6			
4	8	8			4			1
5	6	6			2			
6	10	10			5			
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

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

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)

3-6

Number of Students to be Served:

LEP 60

Non-LEP 0

Number of Teachers 5

Other Staff (Specify) 2 Assistant Principals and 1 Secretary

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.

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

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

Professional Development Program

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

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

During the 2010-2011 school year there will be approximately fifteen grade conferences in which the Assistant Principal will discuss ESL strategies. The ESL teachers meet on a weekly basis with the general education teachers of the classes that they push into. During this time they discuss the strategies used and lessons that will be taught during the upcoming week.

Section III. Title III Budget

School: P.S. 86
 BEDS Code: 342800010086

Allocation Amount:								
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.						
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$28,136.88	<input type="checkbox"/> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Budget Category</th> <th>Budgeted Amount</th> <th>Explanation of Proposed Expenditure</th> </tr> </thead> <tbody> <tr> <td>Professional staff, per session, per diem (Note: schools must account for fringe benefits)</td> <td>\$28,136.88</td> <td> Morning Program 2 ESL teachers to teach program 60 minutes a day for 5 days per week from December-April=89 hours X 2 teachers X \$49.73 = \$8,851.94. 1 supervisor 60 minutes a day for 5 days per week from December – April =89 hours X \$51.34 = \$4569.26. Afternoon Program 3 ESL teachers to teach p.m. program 90 minutes a day for 2 days per week from December - April = 54 hours X 3 teachers X \$49.73 = \$8,056.26 1 supervisor 90 minutes per day for 2 days per week 54 hours X \$51.34 = </td> </tr> </tbody> </table>	Budget Category	Budgeted Amount	Explanation of Proposed Expenditure	Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$28,136.88	Morning Program 2 ESL teachers to teach program 60 minutes a day for 5 days per week from December-April=89 hours X 2 teachers X \$49.73 = \$8,851.94. 1 supervisor 60 minutes a day for 5 days per week from December – April =89 hours X \$51.34 = \$4569.26. Afternoon Program 3 ESL teachers to teach p.m. program 90 minutes a day for 2 days per week from December - April = 54 hours X 3 teachers X \$49.73 = \$8,056.26 1 supervisor 90 minutes per day for 2 days per week 54 hours X \$51.34 =
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		<p>\$2,772.36 Secretary 1 Secretary for 2 hours per month X 5 months X \$30.65 = \$306.50 Parent ESL Class 1 ESL teacher to teach 2 hour per day 2 days per week for a total of 36 days December – April = 36 days X 2 hours X \$49.73 = \$3580.56</p>
Purchased services - High quality staff and curriculum development contracts	0	<input type="checkbox"/> n/a
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$6293.12	<input type="checkbox"/> Parent Workbooks--Side by Side 25 @ \$19.70 = \$492.50 Parent Supplies--folders, notebooks, pencils, pens, paper 25 @ \$5.00 = \$125. ELL Oral Language Intervention Kits 2nd-5th grade @ \$430.90 = \$1,723.68 Language Proficiency and Vocabulary Intervention Kits 2nd - 5th grade @ \$334.00 = \$1,336.00 Content Area Vocabulary System (CAVs) grades 3-5 Science--\$1,895.00 Supplies for students in morning and afternoon program, paper, pencils, markers, folders, copy paper, ink--\$720.94
Educational Software (Object Code 199)	\$8150.00	<input type="checkbox"/> Achieve 3000 site license
Travel	0	<input type="checkbox"/> n/a
Other	0	<input type="checkbox"/> 0

TOTAL	0	
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APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$627,950	\$28,619	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6,280		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$31,398	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$66,442	*	

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.

n/a

* 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-Parent Involvement Policy
2010-2011

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

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

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

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

- Ø Hold regular SLT meetings at times most convenient to the majority of members
- Ø Allow time for discussion of school review and improvement during regular PTA meetings
- Ø Send home regular newsletters describing the various school programs

- Ø Open discussion at PTA meetings to allow parents to discuss programs
- Ø Invite parents to visit programs

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

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

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

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

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
2010-2011

School Responsibilities

P.S. 86 Q will:

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

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

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

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

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

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

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

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

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

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

Parent Responsibilities

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

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

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

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

P.S. 86 Q

_____, Principal
Karen Zuvic

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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.

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

2. Schoolwide reform strategies that:

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

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

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

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

- ESL students have the opportunity to attend before and after school programs.
- Extended day programs are available to all students who are in need of academic intervention services.
- Through a grant, ESL students were given the opportunity to attend a 4 week ESL program which this year is focusing on academic vocabulary.

o Help provide an enriched and accelerated curriculum.

- Students in the top quartile in both Math and Literacy participate in homogenously grouped settings for their academic enrichment
- There is an extended day program for enrichment.
- Teachers differentiate instruction in all academic areas to meet the needs of high performing students on the evaluative level of comprehension.

- o Meet the educational needs of historically underserved populations.
 - ESL, bilingual, ICT, and Special Education teachers regularly meet with their grade level counterparts in their General Education sector to plan and prepare high level, quality lessons that are equitable for all children in the school.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - PS 86 has a guidance counselor, a social worker, and a psychologist who work with all students in the school. These professionals regularly visit classrooms to offer support to both students and teachers. Some programs provided are anti bullying, nutrition, General Organization, Operation Respect,, 4H, and AAA Safety Patrol which encourages our students to work together as a community.

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

3. Instruction by highly qualified staff.

- All of the staff instructing children are highly qualified according to the BEDs Survey conducted in the 2009-2010 school year.

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

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

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

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

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

See attached parent involvement policy.

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

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

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

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

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

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

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

P.S. 86 has a Nutrition committee made up of students and the dietician. They meet regularly to discuss the school menu and proper dietary habits. Minutes of their meetings are disseminated to the classes.

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" ¹ 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 ² 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)

¹**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.

²**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.)

Five

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

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

Part B:

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.

CEP RELATED ATTACHMENTS

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

File Name - 28_28Q086_110110-153142.doc

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 2 CFN 204	District 28	School Number 086	School Name P. S. 86 Q
Principal Karen Zuvic		Assistant Principal Eugenia Ellsworth	
Coach Maryann Whelan		Coach Elizabeth Bachrach	
Teacher/Subject Area Alexandra Vorvolakos/ESL		Guidance Counselor Monica Quintero	
Teacher/Subject Area Jill Brogan/6th grade		Parent Nieves Ortiz	
Teacher/Subject Area Lorena Gargano/3rd grade		Parent Coordinator Selphia Bennett	
Related Service Provider Bridie Kilkenny-McMahon		Other Grisselle Gonzalez/AIS	
Network Leader Diane Foley		Other	

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	3	Number of Certified Bilingual Teachers	4	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	958	Total Number of ELLs	295	ELLs as Share of Total Student Population (%)	30.79%
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Part II: ELL Identification Process

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

1. 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).
2. 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.
3. 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.

Paste response to questions 1-6 here

At the time of registration, when possible, parents are given registration materials in their native language. We have members of our staff who speak Spanish, Bengali, French, Haitian Creole and Greek who are able to assist parents. Initial screening of incoming students is done by Grisselle Gonzalez a certified bilingual teacher, Delores Carpenter, a certified ESL teacher and Eugenia Ellsworth, assistant principal and certified ESL teacher. During the registration process parents of students who are ELLs are informally interviewed in English and whenever possible in their native language by school pedagogues after completing the Home Language Survey in their native language or in English. They are then given the opportunity to view a video in their native language, when possible, that describes the various programs offered by the city to their children. After viewing the video the parents are given the program selection forms to complete. If the family is Spanish speaking, one of the bilingual teachers will speak to the parent regarding the school's bilingual program. Parents are given the opportunity to ask questions regarding the various programs offered before making a choice for their child. If a parent chooses a program that is not offered in this school, we will see if the program is available in another school in this district. The parent selections will be tallied so that when there are enough students to form a class for a selected program, we will contact parents and attempt to offer the requested program. If a parent registering a child into our school does not speak English and no translator speaking the family's native language is available at the school, we will attempt to find a translator using the telephone translation service.

New students requiring the LAB-R will be tested within one week of registering. During the school year the administration is constantly monitoring the new ELLs to our building. An updated list is regularly given to the testing coordinator. Before the administration of the NYSESLAT the student register is reviewed to ensure that every ELL who attends the school is tested annually.

To ensure that parents understand the three program choices we try to either have a native speaker on hand to answer questions after the viewing of the video in the parents' native language. If the parents speak a language for which no video exists, and we do not have a translator in the building, we will use the phone in translation service. Our goal is to complete the process when the family comes into register. If this is not possible we set up an appointment for the parent to return to the school to complete the process. If the parent misses an appointment to complete the program selection process, we follow-up with letters and phone calls to the home. Once it is established that a child is an ELL and in need of a program and the parents have made their choice of programs after viewing the video and having their questions answered by knowledgeable staff, the child is placed in the program of the parents' choice.

If the parent requests a program that is not available, we will find out if the requested program exists in the district and offer that to the parent. If the program a parent requests is not available near this school the child will be placed in an ESL program. The parent will be informed that when there are enough students requesting the program (15 in two contiguous grades). We will make an attempt to open a class for the program requested.

The trend in program choices has been in the selection of ESL classes. When speaking informally to parents regarding their choice the majority of them say that they would like their children to learn English as quickly as possible. Our programs are aligned with parental requests. We have a Spanish/English bilingual program which meets the needs of all families who request it.

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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>				1	1	1								3
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In				5	4	2	1							12
Total	0	0	0	6	5	3	1	0	0	0	0	0	0	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	295	Newcomers (ELLs receiving service 0-3 years)	167	Special Education	62
SIFE	4	ELLs receiving service 4-6 years	122	Long-Term (completed 6 years)	6

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	30	1	0	5	0	2	0	0	0	35
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	137	3	20	117	0	37	6	0	2	260
Total	167	4	20	122	0	39	6	0	2	295

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				17	11	7								35
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
TOTAL	0	0	0	17	11	7	0	35						

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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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:
Native American:	White (Non-Hispanic/Latino):	Other:

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				40	52	33	18							143
Chinese														0
Russian														0
Bengali				29	26	17	7							79
Urdu				3	4	3	1							11
Arabic				1	2	4	3							10
Haitian						2								2
French														0
Korean														0
Punjabi							1							1
Polish														0
Albanian														0
Other				4	5	3	2							14
TOTAL	0	0	0	77	89	62	32	0	0	0	0	0	0	260

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

Instruction is delivered in a self-contained model for the general education bilingual classes. The special education classes that have students requiring bilingual education are served by an alternate placement paraprofessional. The ESL classes are served by a non-ESL teacher with an ESL certified teacher pushing into the class (co-teaching) for four (180 minutes) for advanced students or eight periods (360 minutes) for

beginning and intermediate students per week. The school has 3 licensed ESL teachers who push into classes either 180 minutes or 360 minutes per week depending on the NYSESLAT tested levels of the students. This year children who are brand new to the country and do not speak English will have an additional 45-90 minutes of instruction with a pull-out ESL teacher.

Looking at proficiency in the four modalities, listening, speaking, reading and writing, it is clear, across the grades, it continues that the receptive modalities, listening and reading, are where the children are in need of more concentrated instruction. The highest level of proficiency is found in the expressive modalities of speaking and writing. One of the implications for instruction of the English Language Learner is that there continues to be a need for a heavier emphasis on the receptive modalities. We are continuing the use of MONDO balanced literacy model which has been incorporated into all of our classes. Beginning and intermediate students are in general classes according to their grade levels; English as a Second Language (ESL) teachers push into these classes at least 8 forty-five minute periods a week. The classrooms are provided with libraries that have been leveled to meet the needs of our ELLs across their various abilities and grades. We are implementing daily read alouds with turn and (accountable) talk and the listening skills of the ELLs are being addressed. By providing our ELLs with a variety of literature at levels which meet their independent reading needs, their reading and writing skills will continue to improve. We will also provide extensive professional development to our ESL teachers and the general education teachers that work with our ELLs. The professional development will ensure that our students' level of literacy is raised. In order to improve listening skills P.S. 86 has incorporated the LEAPFROG and LEAPTRACK program. P.S. 86 had been a part of an Achieve 3000 study. Our sixth grade bilingual students were a part of the study. Because of the study we had been given 250 site licenses for our ELLs. The children participate in the Achieve 3000 program online during the school day, after school and at home. Students who participate in the Achieve 3000 program show significant improvement in their reading comprehension skills as indicated on the end of the year Achieve 3000 evaluations. We are again planning to purchase a site license for Achieve 3000 and our ELLs will continue to work on the program.

Another implication for instruction is that in the Transitional Bilingual class English must be spoken at least forty per cent of the school day for the beginning students and sixty per cent of the day for the intermediate students. Review of lesson plans, informal and formal observations will be regularly conducted to make sure that the recommended language use for the TBE program is enforced.

In the next school year we will continue our focus on Academic Language. Although most of our ELLs learn to communicate with their peers in a short amount of time, we have found that their use of Tier 2 vocabulary lags. Teachers have been and will continue to receive professional development on strategies to ensure that ELLs are continuously building their repertoire academic language. We have also noted that differentiation in the classroom needs to be strengthened. In order to ensure that each student's instruction is appropriate to his/her needs, lesson plans will be closely monitored for differentiation. Informal and formal observations of teacher's of ELLs will make certain that the needs of each student are met.

Children in the Transitional Bilingual Education (TBE) class will continue with Native Language Arts. There are classroom libraries at various reading levels in Spanish. These libraries are continuously being added to. The students at P.S. 86 traditionally score high on the Spanish reading test (ELE). It is expected that this trend will continue. The close monitoring of lesson plans and English language instruction in the TBE classes will ensure that children are acquiring the academic language necessary to attain understanding in all subject areas. Sets of non-fiction science and social studies books have been added to in the bilingual and free standing ESL classes in order to promote academic English growth and also to facilitate students' ability to complete homework assignments. Teachers of the TBE classes as well as those of the ESL classes have been given common preparation periods at least once a week so that they can work together in ensuring that there is consistency in the teaching of English to all English Language Learners.

Children, who speak languages other than Spanish, when possible, will be placed in classes where they can be 'buddied-up' with a student who speaks their language. The school library as well as the classroom libraries presently has collections of books in languages other than English. P. S. 86 is continually ordering more books for the school.

Children in the ICT and self-contained special education classes who are English Language Learners receive ESL services according to their Individual Education Plans (IEPs). All children who have not reached English proficiency take the NYSESLAT in the Spring.

P.S. 86 has five mono-lingual self-contained and three ICT Special Education classes. The school has a bilingual, English/Spanish school based support team, and a bilingual Special Education Support Services teacher who are able to meet the needs of many of our bilingual students requiring these services. P.S. 86 also will provide before and after school programs for English Language Learners. The bilingual SETSS teacher gives 'at risk' services to children who are approaching status as long-time English Language Learners in order to assess whether their difficulty with English language acquisition may be due to a learning disability. The long term ELLs at P.S. 86 have been asked to participate in either before or after school programs that will focus on helping them achieve proficiency in English. At this time we have three fourth grade SIFE students and one sixth grade SIFE student. These students receive individual help from their classroom teachers

and participate in the extended day program as well as either the before or afterschool Title 3 program. These students are also invited to participate in the summer ESL program. The speech teacher will also work with these students in order to assess whether the children may have a language processing problem. By making use of all the resources that are available at P.S. 86, all of our children will be assured of the proper educational program and setting. Newcomer ELLs are provided with an addition period of ESL/school survival skills instruction for a period ranging from one to two months. We currently have no ELLs in Special Alternative programs.

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?

Paste response to questions 5-14 here

Intervention programs for ELLs are given through the differentiation of instruction during the specific subject area classes throughout the school day. Teachers group children together according to a specific need for targeted small group instruction in Math, Literacy, Social Studies and Science. Students with higher needs are invited to be a part of the extended day program which also focuses on targeted areas. Depending on the child the services are given in either English or Spanish. The school also offers the services of Counseling, Speech, Occupational Therapy, Physical Therapy and Adaptive Physical Education. These services are given in accordance to a child's IEP. The bilingual Spanish/English SETSS teacher works with SIFE students on an individual, at risk, basis in order to help bridge the academic gaps that may exist.

Children who have reached proficiency on the NYS English Language Proficiency Test will be placed into a monolingual class as well as children who are in ESL classes and have reached proficiency will be carefully monitored by the school's ESL programs as well as by their classroom teachers. Children who have reached proficiency will be exempted to two additional years of testing requirements. If they have taken the ELA and are at or above level, they will receive the same services and interventions as their classmates. If the transitional children are achieving below level in English reading and writing, they will be given Academic Intervention Services (AIS) in reading during the school day and invited to participate in either before or after school AIS classes.

This year we will be focusing on Academic Vocabulary. To help facilitate this focus we have purchased the Content Academic Vocabulary System. This is a supplemental program that goes along with the curriculum to reinforce the academic vocabulary in both science and mathematics. Teachers who work with ELLs have been given professional development in order to appropriately implement this program in conjunction with the curriculum.

At this time we do not plan on discontinuing any programs or services offered to the ELLs.

The total minutes in a school day are 380 minutes. Fifty minutes are for lunch leaving 330 minutes of academic instruction. The breakdown of minutes for Spanish and English instruction follows.

Generally the make-up of TBE classes is of beginner and intermediate students. The trend has been for parents to opt their children out of the bilingual class and into a free-standing ESL class once the student has reached an advanced level of English proficiency. The projections are that for the beginners the instruction will be differentiated so that 60% of instructional time will be in Spanish and 40% will be in English. For the intermediate students 50% of instructional time will be in Spanish and 50% will be in English. The percentage of English and native language use will ultimately be determined on an individual basis as per students' needs.

The students at a beginner level will have 90 minutes of math in Spanish daily and 104 minutes of Native Language Arts daily. The NLA will include Spanish literacy and either Social Studies or Science daily. These students will have 45 minutes daily (during the classroom teacher preparation time) of PE, Technology, Art, Music, Science and/or Oral Language Development given by a cluster teacher in English. The classroom teacher will provide ESL daily for a 90-minute period of time.

The students at an intermediate level will have 80 minutes of Math in Spanish daily and 90 minutes of Native Language Arts daily. NLA will

include Spanish Literacy and either Social Studies or Science daily. These students will have 45 minutes daily (during the classroom teacher preparation time) of PE, Technology, Art, Music, Science and/or Oral Language Development given by a cluster teacher in English. The classroom teacher will provide ESL daily for a 90 minute period of time. Each day 25 minutes will be used for either reinforcing math concepts in English two-three times a week or working on English writing skills two-three times a week. During the ESL periods for both beginning and intermediate students, content area subjects will be taught using ESL methodologies. The ESL periods will also be used to familiarize newcomers with American culture and traditions.

The Assistant Principal in charge of ELL programs has a Masters Degree in Bilingual Education, certification in ESL and is tri-lingual (Greek/Spanish/English). The bilingual and ESL teachers all hold appropriate certification or license. A number of monolingual teachers also hold ESL certification.

Our Bilingual and ESL programs adhere to the CR Part 154 NYS Regulations. Specifically our Spanish/English TBE program provides students with the required units of ESL/Native Language Arts/ Content Area instruction. ESL and NLA are provided 100% in English and Spanish respectively, following the appropriate New York State learning standards. Content area instruction is provided in both languages following the recommended Language Allocation as stipulated in the LAP toolkit. Content area instruction materials parallel in quality and scope those used in monolingual classes. For example Matemáticas Diarias series is the equivalent of the Everyday Math series used in monolingual classrooms. For NLA, science and social studies native language thematic book baskets are being utilized in the TBE classrooms. In the Explicit ESL programs the New York State ESL Standards and accompanying Performance Indicators provide the framework for instruction. A workshop model of balanced literacy, using MONDO as a framework is being implemented with relevant scaffolding strategies (teachers attend workshops geared towards adapting the program to ELLs) in both reading and writing. Thematic sets of leveled books are utilized in all ESL classrooms including ESL as part of the bilingual program. The advanced level ELL students receive one unit of ESL and also receive one unit of ELA instruction which is provided in the general classroom. ELA instruction follows the balanced literacy workshop model along with the monthly units of study. ESL teachers collaboratively plan with the classroom teachers for alignment of instruction. The Assistant Principal in charge of ELL programs regularly provides professional development at grade conferences and monthly faculty meetings; appropriate ELL strategies including QTEL scaffolding techniques are shared with staff members for implementation in their classrooms.

Newly enrolled ELLs have been invited to participate in the summer ESL program. Once school begins the newly enrolled ELLs are given small group English Language instruction to help them acclimate to their new language and culture. New comers are paired with a buddy, who speaks their language when possible, to help them navigate through this new system.

P.S. 86 does not offer language electives.

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)?

Paste response to questions 1-5 here

n/a

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.

Paste response to questions 1-3 here

Professional Development for the entire school is built into the school schedule consisting of 45 minutes every two weeks for every teacher. In addition to that there are full professional development days during the school year. The minimum 7.5 hours of ELL school wide training for all staff members is scheduled during those times. Topics that are discussed have to do with the needs of our students and teachers. The focus for the 2010-2011 professional development is Differentiation of Instruction for the English Language Learner. Multiple copies of various professional books on this subject are being ordered so that teachers can work together in study groups or check them out for

individual use. Teachers who work with ELLs are also sent to various professional development opportunities that are offered by the Office of English Language Learners during the school year and summer. During the school year teachers who work with ELLs participate in profession development that deals with the specific needs of ELLs through the UFT Teacher Center. ELL specific book studies are held with all teachers of ELLs on a monthly basis and are facilitated by the ELL/NSS. Transition from elementary to middle school is a huge change for all students. The sixth grade teachers, both ESL and general teachers work together during the school year to prepare the students. The children have the opportunity to visit the local middle school as well as 'choice' schools to which they may be applying. Meetings are held with parents to discuss the transition of their children to the middle school. Translators are provided at those meetings.

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?

Paste response to questions 1-4 here

P. S. 86 has an active PTA which invites all parents to regularly scheduled meetings. Parental needs and concerns are discussed during those meeting. The school Leadership Team also meets regularly to discuss the needs and concerns of our school community. Parents are provided with the meeting dates at the beginning of the school year. The parent coordinator offers classes in crafts, sewing, and crocheting. She has brought in experts to teach classes in nutrition. The parent room is set up with a bank of computers that are for the exclusive use of parents. Instruction on the use of the computers and how to navigate the Department of Education website is offered to parents in the school. Monthly workshops are offered by the math and literacy coach in 'how to help your child' in areas such as homework, math, literacy and test taking skills. The parent coordinator in conjunction with the PTA conducts a yearly talent/fashion show which highlights the various cultures of our community. ESL classes are provided for the parents and are well attended. We have a school based clinic with a nurse practitioner who speaks Spanish, French and Haitian Creole. The nurse practitioner holds meeting with parents concerning health and nutrition needs of their children. All families are invited to sign their children up with the clinic.

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)				9	11	10	7							37
Intermediate(I)				54	24	19	6							103
Advanced (A)				31	60	30	18							139
Total	0	0	0	94	95	59	31	0	0	0	0	0	0	279

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B				3	4	5	4						
	I				7	5	7	4						
	A				27	58	28	11						
	P				68	24	22	12						
READING/ WRITING	B				11	10	10	7						

	I				54	21	22	6						
	A				40	53	27	16						
	P				0	7	3	2						

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	0	0	0	4
4	35	40	6	0	81
5	23	23	1	0	47
6	17	8	0	0	25
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	5	1	0	0	0	0	0	0	6
4	24	7	45	2	16	1	3	0	98
5	8	4	31	3	9	0	0	0	55
6	12	1	11	3	4	1	0	0	32
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	8	0	24	5	23	1	1	0	62
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	8	0	5	0	3	0	0	0	16
8									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	5	9	10	7				
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.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

P. S. 86 commences with the third grade. All students, including ELLs are assessed using MONDO assessments. This battery of diagnostic assessments measures oral language, benchmark text level/comprehension which includes fiction retell, nonfiction recall and comprehension, oral reading fluency, vocabulary and letter-sound correspondence. These assessments are one of the tools that provides the teacher with starting points for instruction, is useful in the creation of student profiles and assists in the organization of instructional groups in order to provide for differentiated instruction. These assessments are given during the first two weeks of school and give the teacher a starting point for instruction. The teacher is able to form differentiated groups for the various ELA skills that either need to be remediated, taught or enriched. Oral language is assessed in this battery so that the teacher is able to move children into the next level of competency by having a fairly accurate starting point.

When looking at the data patterns across proficiency levels and grades on the LAB-R and the NYSESLAT it was noticed that the areas of listening and speaking have a significantly higher levels of proficiency than the areas of reading and writing. It was also noticed that Listening and Speaking was at a much higher proficiency level for third grade than for fourth, fifth and sixth grades.

Listening and Speaking at the Proficient Level

3rd	4th	5th	6th
64%	26%	35%	38%

Reading and Writing at the Proficient Level

3rd	4th	5th	6th
0%	7.6%	4.8%	6.4%

This pattern of proficiency indicates that P.S. 86 needs to put a much stronger focus on the reading and writing aspects of language acquisition. Our focus for this year is the reading and writing of academic vocabulary. Children create vocabulary cards with the vocabulary from each unit of study in each subject area. Children are asked to use the new vocabulary in their writing activities. Teachers will group children according to their abilities in literacy in order to be able to focus on the academic needs of each individual child. Students will be assessed on an ongoing basis both formally and informally to ensure that progress is being made. Using the programs KidBiz from Achieve 3000, LeapTrack from LeapFrog and Raz-Kids children will work at their own level individually on reading comprehension skills. Teachers will regularly evaluate their progress and adjust their programs to ensure that progress is being made.

Periodic Assessments are used in order to assess where the children are in their Literacy and Math skills at a certain point in time during the school year. The results are used to differentiate instruction according to the competencies of each individual. Teachers are able to direct their students to various activities on Acuity that connect with the actual academic needs of each child. School leadership can review the progress that is being made by class and by individual student. The Periodic Assessments are fairly accurate indications of the skills that need to be remediated in order for ELLs to reach proficiency in the English Language Arts. Native Language is used to help children acquire the background knowledge that is necessary to comprehend the educational tasks that are required. Forty-five percent of our bilingual students scored below the 50th percentile on the ELE (Spanish reading test) in the Spring of 2010. This indicates that the students in our bilingual class are coming in to the country less educated in their native language (Spanish) than they have been in the past. We have also noticed this trend through interviews with parents and students. The ramifications of having students with little education in their native

language is that the Bilingual Teachers are focusing on basic literacy skills in Spanish before they are able to move on to literacy in English.

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		11/1/10
	Assistant Principal		11/1/10
	Parent Coordinator		11/1/10
	ESL Teacher		11/1/10
	Parent		11/1/10
	Teacher/Subject Area		11/1/10
	Teacher/Subject Area		11/1/10
	Coach		11/1/10

	Coach		11/1/10
	Guidance Counselor		11/1/10
	Network Leader		11/1/10
	Other <u>ALS</u>		11/1/10
	Other		
	Other		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. Q086					
District:	28	DBN:	28Q086	School		342800010086

DEMOGRAPHICS

Grades Served:	Pre-K		3	v	7		11		
	K		4	v	8		12		
	1		5	v	9		Ungraded		
	2		6	v	10				

Enrollment				Attendance - % of days students attended:			
<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		94.6	94.7	94.5
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	261	228	249	Student Stability - % of Enrollment: <i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 4	223	250	237		91.7	92.7	91.2
Grade 5	214	225	261				
Grade 6	245	222	210	Poverty Rate - % of Enrollment: <i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		74.3	89.3	89.3
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number: <i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 10	0	0	0		8	22	33
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	1	1	0	Recent Immigrants - Total Number: <i>(As of October 31)</i>	2007-08	2008-09	2009-10
Total	944	926	957		31	48	36

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<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	45	54	53	Principal Suspensions	41	66	86
# in Collaborative Team Teaching (CTT) Classes	17	16	28	Superintendent Suspensions	9	13	25
Number all others	52	62	65				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	38	43	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	213	220	TBD
# ELLs with IEPs	12	61	TBD
Number of Teachers			
	63	66	64
Number of Administrators and Other Professionals			
	13	13	10
Number of Educational Paraprofessionals			
	4	3	6

These students are included in the General and Special Education enrollment information above.

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	1	2	% fully licensed & permanently assigned to this school	98.4	98.5	100.0
				% more than 2 years teaching in this school	79.4	77.3	92.2
				% more than 5 years teaching anywhere	68.3	66.7	81.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	94.0	95.0	96.9
American Indian or Alaska Native	0.0	0.0	0.1	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	16.9	17.2	17.0				
Hispanic or Latino	43.9	42.7	44.0				
Asian or Native Hawaiian/Other Pacific	37.0	37.5	36.6				
White	2.2	2.6	2.2				
Male	49.0	48.5	47.8				
Female	51.0	51.5	52.2				

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

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated 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:

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

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

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

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	-	-	-				
Multiracial							
Students with Disabilities	v	v					
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
Student groups making	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	41.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	4.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	3.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	33						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 28q086

All Title I SWP 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:	627,950	28,619	656,569
2. Enter the anticipated 1% set-aside for Parent Involvement:	6,279	286	6,565
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	31,398	*	
4. Enter the anticipated 10% set-aside for Professional Development:	62,795	*	

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

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.

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.

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.

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.

3. Instruction by highly qualified staff.

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.

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 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.

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 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" ¹ 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 ² 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	yes			527,478		
Title I, Part A (ARRA)	Federal	yes			28,333		
Title II, Part A	Federal	yes			24,025		

¹ **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.

² **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.

Title III, Part A	Federal	yes			42,580		
Title IV	Federal			n/a			
IDEA	Federal		no				
Tax Levy	Local	yes			4,256,586		