



**KINGSBRIDGE HEIGHTS SCHOOL  
P.S. 86X**

**2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 10X086  
ADDRESS: 2756 RESERVOIR AVENUE,  
BRONX, NY 10468  
TELEPHONE: 718-584-5585  
FAX: 718-584-7027**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** P.S. 86x      **SCHOOL NAME:** The Kingsbridge Heights School

**SCHOOL ADDRESS:** 2756 Reservoir Avenue; Bronx, New York 10468

**SCHOOL TELEPHONE:** 718-584-5585      **FAX:** 718-584-7027

**SCHOOL CONTACT PERSON:** Robert Carl Hajek      **EMAIL ADDRESS:** rhajek@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Robert Carl Hajek /Marilyn Teicher

**PRINCIPAL:** Sheldon Benardo

**UFT CHAPTER LEADER:** Gail McLean

**PARENTS' ASSOCIATION PRESIDENT:** Esther Hernandez

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 10      **CHILDREN FIRST NETWORK (CFN):** 6

**NETWORK LEADER:** Bob Cohen

**SUPERINTENDENT:** Sonia Menendez

## 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
Sheldon Benardo	*Principal or Designee	
Gail McLean	*UFT Chapter Chairperson or Designee	
Esther Hernandez	*PA/PTA President or Designated Co-President	
Maira Burgoa	Member/Parent	
Isabel Colon	Member/Parent	
Robert Carl Hajek	Co-Chairperson/Asst Principal	
Juan Lantigua	Member/Parent	
Marissa Owsley	Member/Grades 4 - 6	
Merima Radoncic	Member/Parent	
Alejandra Siliezar	Member/PreK-3rd grade	
Lisa Sills-Short	Member/Parent	
Veronica Sutton	Member/Paraprofessional	
Magnolia Tavarez	Member/Aide	
Marilyn Teicher	Member/Co-Chairperson- out of classroom	
Alicia Vasquez	Member/Parent	
Gina Willis	Member/Parent	

\* 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.

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P.S. 86 the Kingsbridge Heights School, one of the largest elementary schools in the United States, serving more than 1700 Pre-K through 6<sup>th</sup> grade students in both general education and special education classes, is situated in a working class section of the north central Bronx. Built in 1927 the school was and continues to be a vital resource for the community. As a Beacon school, P.S. 86 provides children and families with education and recreation opportunities beyond regular school hours.

The mission of our school is to ensure a rigorous education for the students with an emphasis on holistic growth. Support services including a range of mental health professionals; provide children and families with links to social service support and advocacy. Children are expected to respect themselves and the institution. Staff understands a child's dignity and culture must be recognized and celebrated.

As test scores are an important barometer of whether or not a school succeeds, P.S. 86 staff have been effective and successful in enabling students to show positive growth on these tests year after year. Small group instruction, advanced use of technology and enrichment opportunities continue to be the way of life at our school. The focus on staff development allows teachers to be on the cutting edge of curriculum innovation and the art and science of teaching. P.S. 86 is a training site for Teach for America and many P.S. 86 teachers are graduates of the most selective colleges and universities in the country.

The P.S. 86 arts program, funded in part by generous donations from P.S. 86 alumni, boasts of relationships with the Guggenheim Museum, Ballroom Dancing, Lehman College, the Bronx Botanical Gardens, the Bronx Zoo, Wave Hill, Project Arts, the National Audubon Society, and other museums and cultural institutions throughout the metropolitan area. P.S. 86 fields a variety of sports teams, providing equal opportunity for boys and girls to participate in organized sports in basketball, volleyball and tennis. No fees are charged and all who apply are welcomed into the arena.

A hallmark of P.S. 86 is the commitment to parent involvement and the recognition that the school/family dialog and relationship auger well for success. There is an active School Leadership Team whose nine elected parent representatives advocate for issues important to the community. Budget and curriculum and purchasing and school rules all fall under the aegis of this decision making body. Team members survey their constituencies formally twice a year and informally throughout the year so that the school can be sensitive to community priorities. The team seeks consensus and no voice is more important than another. Staff members serve two year terms and are selected by their colleagues.

P.S. 86 is a melting pot of language, culture and ideas. It is a living breathing entity which provides students and their families with a pathway to a bright future.

**SECTION III – Cont’d**  
**Part B. School Demographics and Accountability Snapshot**

**CEP Section III: School Profile**  
**Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	P.S. 086 Kingsbridge Heights								
<b>District:</b>	10	<b>DBN:</b>	10X086	<b>School BEDS Code:</b>	321000010086				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6	√	10				
<b>Enrollment</b>					<b>Attendance - % of days students attended:</b>				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	82	77	72		90.6	92.7	TBD		
Kindergarten	193	181	207	<b>Student Stability - % of Enrollment:</b>					
Grade 1	195	214	197	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	260	222	239		91.3	91.9	TBD		
Grade 3	218	266	260	<b>Poverty Rate - % of Enrollment:</b>					
Grade 4	248	224	285	(As of October 31)	2007-08	2008-09	2009-10		
Grade 5	236	256	243		82.5	82.5	91.5		
Grade 6	270	237	251	<b>Students in Temporary Housing - Total Number:</b>					
Grade 7	0	1	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	0	0	0		37	77	TBD		
Grade 9	0	0	0	<b>Recent Immigrants - Total Number:</b>					
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		53	64	50		
Grade 12	0	0	0	<b>Special Education Enrollment:</b>					
Ungraded	6	3	13	(As of October 31)	2007-08	2008-09	2009-10		
Total	1708	1681	1767						
<b>Special Education Enrollment:</b>					<b>Suspensions (OSYD Reporting) - Total Number:</b>				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	154	155	157	Principal Suspensions	0	0	TBD		
# in Collaborative Team Teaching (CTT) Classes	40	40	53	Superintendent Suspensions	0	0	TBD		
Number all others	104	119	128	<b>Special High School Programs - Total Number:</b>					
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b>					CTE Program Participants	0	0	0	
(BESIS Survey)					Early College HS Program Participants	0	0	0	
(As of October 31)	2007-08	2008-09	2009-10	<b>Number of Staff - Includes all full-time staff:</b>					
# in Transitional Bilingual Classes	247	249	273	(As of October 31)	2007-08	2008-09	2009-10		
# in Dual Lang. Programs	0	0	0	Number of Teachers	118	123	TBD		
# receiving ESL services only	239	223	223						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	30	32	141	Number of Administrators and Other Professionals	35	33	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	7	7	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
	1	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	68.6	64.2	TBD
				% more than 5 years teaching anywhere	54.2	55.3	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	74.0	68.0	TBD
American Indian or Alaska Native	0.2	0.2	0.0		95.7	98.2	TBD
Black or African American	14.2	14.0	14.5				
Hispanic or Latino	81.1	81.1	80.2				
Asian or Native Hawaiian/Other Pacific Isl.	2.8	2.5	3.2				
White	1.7	2.1	1.8				
Male	53.0	52.3	51.8				
Female	47.0	47.7	48.2				
<b>2009-10 TITLE I STATUS</b>							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
SURR School (Yes/No)		If yes, area(s) of SURR identification:					
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase				Category		
	In Good Standing (IGS)		√	Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
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	√sh	√					
Limited English Proficient	√	√					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	6	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	102.8			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	13.5			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	18.8			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	60						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	10.5						
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
<b>KEY: PROGRESS REPORT DATA</b>				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = 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.							
<a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

## **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 school's 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 received an "A" on our Progress Reports for the past four years. We have also received a "well-developed" on our School Quality Review for 2006-2007 and 2007-2008 which exempted us from a School Quality Review for 2008-2009 and 2009-2010. In 2010- 2011, in place of the School Quality Review, we will participate in a Peer Review with a school that is part of our Network, P.S. 168, District 6 in Manhattan. P.S. 86 is a school that consistently engages in analyzing the various data sources available to us in order to set rigorous and focused goals.

In 2008-2009, 61.8% of our grade 3-6 students scored at level 3 or 4 on the New York State English Language Arts Test while in 2009-2010, 41% of our grade 3-6 students scored at level 3 or 4 on the New York State English Language Arts Test. In 2008-2009, 86% of our grade 3-6 students scored at levels 3 or 4 on the New York State Mathematics Test while in 2009-2010, 58% of our grade 3-6 students scored at levels 3 or 4 on the New York State Mathematics Test. In 2009-2010, the State rescaled the scoring of the English Language Arts and Mathematics Test which resulted in fewer students attaining levels 3 and 4. However, upon closer inspection of the data, a high number of our students increased in scale scores in both the English Language Arts and Mathematics Test, this increase was not enough to bring them to levels 3 and 4. This increase in student's scale scores shows that our students continue to achieve high levels and represents the highly collaborative culture and the extremely strong commitment of our staff for continuous improvement. This is also evidence as to how well teachers know their students' learning needs, plan for differentiation in their teaching and provide rich stimulating classroom environments. For ELA, our overall student median growth percentile and our median growth percentile for the schools lowest third was 79% and 85% respectively. These scores put us in the high end of the range for our Peer Horizon and City Horizon for ELA student progress for 2009-2010. For Math, our overall student median growth percentile and our median growth percentile for the schools lowest third was 75% and 80% respectively. These scores put us in the medium to high end of the range for our Peer Horizon and City Horizon for Math student progress for 2009-2010.

In 2008-2009 and 2009-2010 our data show that we made significant progress in closing the achievement gap for all high-need students in both English Language Arts and Mathematics as identified in our NYCDOE Progress Report. We received extra credit on our 2009-2010 Progress report for students at proficiency and percent of students at the 75<sup>th</sup> Growth Percentile or Higher for all identified groups except for students in our CTT classes. These classes will be of particular focus this year as we develop strategies to improve student achievement for all students.

When we disaggregated both our ELA and Mathematics data by gender and ethnicity, no major gaps in performance were detected. This leads us to believe that differentiated instruction is occurring in the classrooms to successfully meet all learners' needs.

In July of 2004, P.S. 86 became a Reading First school in grades K-3. Fluency rates in all areas assessed in all K-3 classes have been consistently increasing from our benchmark assessment administered in 2004-2005 as evidenced by our DIBELS and ECLAS-2 data. Even though the Reading First grant has expired, we have experienced such high levels of success in student achievement with our Reading First initiative that we will continue to utilize the instructional strategies and resources implemented through Reading First in grades K – 3. We have one onsite literacy coach who is responsible for training all K-3 teachers and ensuring that the school adheres to the Reading First guidelines.

Reflecting upon the needs of our classroom teachers in grades 4-6, it was determined that there was a need for an in-house school based Literacy Coach. This Literacy Coach will further assist teachers in analyzing ELA data to develop effective instructional practices. The Coach will work directly with the Grade Leaders and classroom teachers based on the unique needs of each grade. We have also partnered with A.U.S.S.I.E. to provide 30 days of literacy professional development throughout the school year.

In light of our school's needs assessment for Mathematics and the lower percentage of students at levels 3 and 4 on the 2010 New York State Mathematics Exam, we have decided to implement an initiative to increase our students' fluency in recalling basic math facts. Research shows that students demonstrating an automatic recall of basic math facts (addition, subtraction, multiplication, and division) by grade 5 are better prepared to tackle mathematical concepts requiring critical thinking. The Final Report of the National Mathematics Advisory Panel (U.S. Department of Education 2008) states that computational proficiency with whole number operations is dependent on sufficient and appropriate practice to develop automatic recall of addition, subtraction, multiplication, and division facts, as well as fluency (speed and automaticity) of these algorithms. Lack of fact fluency gets in the way of mathematical mastery and conceptual understanding. We are invested in developing math fact fluency at P.S. 86 as we feel it will provide an important foundation for building higher-order math skills. Once students know their facts, it becomes easier to focus and apply strategies to problem solve and think critically. Goal 2 reflects this need for fact fluency.

Project Arts collaborations with outside teaching artists enhance and support our curriculum. These programs have become so successful in their scope that we dedicate a staff member part time to manage and schedule all Project Arts related activities.

In June 2008 we applied to the New York City Department of Education to become a Design Your Own Assessment (DYO) school as the New York City ACUITY periodic assessment system we were currently using did not meet our needs. Our proposal, which integrated all that we learned from our research and experience with designing our own in-house assessments, was accepted. We implemented our DYO plan for the 2008-2009 school year for both ELA and Mathematics and we will continue to refine and develop this system, especially in tracking reading growth. This year we were asked to partner with the NYCDOE Division of Strategy and Innovation to receive extensive reading growth assessment professional development support as well as in-depth training on a new Reading Tracker tool. A team of teachers and an administrator will attend the initial training and they will be responsible for rolling out the Reading Tracker information to the rest of the school. Our in-house Literacy Coach and Aussie Consultant will continue to work with teachers to develop strategies for small group differentiated instruction with the goal being all students will make one year of progress based on the Fountas and Pinnell Assessment System. As indicated by our 2009-2010 in-house needs assessment we noticed there is a need to develop strategies based on utilizing data and instructional strategies from Fountas and Pinnell including running records which will impact on students' reading growth. Our ultimate goal is to increase the percentage of students who are receiving 3's and 4's on the ELA.

Per session for extended day activities will continue for small group instruction for targeted students. P.S. 86 hosts tutoring and test prep programs for all grades three days a week. In addition, we hold a series of

Saturday Academies for ELA, Mathematics, Social Studies, and Science. These programs have a high attendance rate and have proven to be successful in increasing student achievement.

Our DYO program in ELA and Mathematics was so successful that we expanded our DYO to the content areas of Science and Social Studies. As part of our in-house needs assessment in 2008-2009 and 2009-2010, we determined that each grade needed to continue to develop curriculum calendars, units of study, and standardized assessments for Science and Social Studies as they do not currently exist in any standardized format. In 2009-2010, it was determined that each grade was at a different place in the development of their Science and Social Studies pacing calendars and assessments. We have created a goal reflecting the need to continue our work in developing pacing calendars and tracking student growth in these important content areas. Our ultimate goal is to prepare our students not only for the rigorous testing required in elementary school but also to provide them with a solid foundation in Science and Social Studies.

In 2009-2010 our overall attendance was 92.2%. This percentage put us in the 59<sup>th</sup> percentile compared to our peer schools and in the 30<sup>th</sup> percentile citywide. We have developed a comprehensive attendance goal and action plan to address the need to increase our student attendance. We have developed and refined both new and existing strategies for improving overall student attendance with an eye toward increasing our standing relative to both the City and Peer Horizons. These strategies will involve engaging the entire school community in improving our student attendance.

P.S. 86 is a large community with many unique characteristics. We have established a culture of care, trust, excellent behavior and a highly stimulating learning environment. We are a reflective community that uses every opportunity to continue to learn about ourselves as a community and about how we can improve in order to serve our students and community better.

## 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.

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We have established the following goals for the 2010-2011 school year:

**Goal 1: All students will increase their reading level by a minimum of 1 year by June 2011, as measured by the Fountas and Pinnell Assessment System.**

- This goal addresses the gap between the ELA scores and the Mathematics scores for grades 3 - 6 for 2009-2010. It also addresses the school's need for a common assessment that will be used across all grades, K – 6, which will allow for continuity between grades and provide a common language when discussing reading growth. We set the goal at a minimum of 1 year as we felt this would empower our students to strive to become better readers and in our testing grades bolster the amount of students achieving proficiency in ELA. All students will be assessed 3 times (Fall, Winter and Spring) and goals will be set based on their fall level.

**Goal 2: Students in grades 1-5 will demonstrate 80% average retention mastery of grade-aligned basic math facts by June 2011, as measured by daily fact fluency quizzes. Grades 1 and 2 will be expected to master addition and subtraction facts, grade 5 will be responsible for multiplication and division, and grades 3 and 4 will be responsible for all four operations.**

- Each student in grades 1-5 will receive a year-long daily fluency fact booklet created by the math coaches. Each booklet contains weekly sets of fact fluency quizzes (4 days for quizzes and 1 day of self-reflection of weekly performance).

**Goal 3: Continue to develop curriculum pacing calendars and end of unit standardized assessments for Science and Social Studies based on the New York City Scope and Sequence by June 2011.**

- Based on our 2009 – 2010 in-house needs assessment for Science and Social Studies, we determined that each grade was at a different place in the development of their Science and Social Studies pacing calendars and assessments. This goal was developed to address the need to continue the work of developing pacing calendars and tracking student growth in these important content areas.

**Goal 4: Continue to develop and implement strategies so that schoolwide attendance will increase by a minimum of .8% by June 2011.**

- In 2009-2010 our overall attendance was 92.2%. Our overall attendance goal for 2010-2011 is 93%. We have developed this goal in order to improve our overall attendance. The action plan includes strategies and plans to develop activities designed to increase our attendance by involving the entire school community including school staff, students and parents.

**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):** English Language Arts

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>All students will increase their reading level by a minimum of 1 year by June 2011, as measured by the Fountas and Pinnell Assessment System.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Coaches and teachers will work to develop a common understanding of the different reading levels and the characteristics and behaviors associated with each level. This will allow us to more effectively match our readers to books and provide them with the instructional tools to increase their reading levels. This will occur throughout the year during grade meetings, study groups and other professional development opportunities including coaches working with individual teachers.</li> <li>• Effective models of conferring in the Reading and Writing Workshops will be developed by coaches, teachers and the literacy team in order to create a more standard system of conducting conferences that leads to positive student outcomes.</li> <li>• ELA Routines Notebooks will be developed in each grade by coaches and teachers. These Notebooks will provide daily opportunities for students to practice and review grammar, vocabulary, word work and comprehension strategies through the implementation of spiraling daily activities.</li> <li>• Classroom teachers, coaches and administrators will meet for three rounds of one on one data conversations following each periodic assessment window. These ongoing data meetings will focus on exploring trends, addressing needs of individual students and identifying effective teaching strategies that facilitate student achievement. Each meeting will result in detailed, targeted action plans.</li> <li>• We will continue to adhere to the Reading First guidelines for grades K-3, focusing on phonemic awareness, phonics, vocabulary, fluency and comprehension.</li> <li>• Strategies will be developed by the school’s Literacy Coaches for small group differentiated instruction focusing on specific needs of students as indicated by the data.</li> </ul>

- The Literacy Coaches, in collaboration with school staff, will revise and update the reading and writing units to better correlate to the new State Assessments and the upcoming Common Core State Standards. In addition, vertical alignment between grades will be a focus of this revision.
- Grades 4 - 6, will continue to implement a daily 120 minute literacy block, which includes: a 45 minute Writing Workshop, a 45 minute Reading Workshop, 10 minutes of read aloud and 20 minutes of word study.
- Guided reading instruction will be implemented daily in grades 1-6. Support will be provided by the Literacy coaches in the form of materials and professional development.
- Grade leaders, coaches, classroom teachers and other staff will be involved in classroom inter-visitations and lab sites designed to increase teacher effectiveness as it relates to reading growth.
- The extended day (37 ½ minutes) will be utilized for small group guided reading including independent literacy center activities in every grade.
- Academic Intervention Services (AIS) will be provided to our struggling readers in all grades. AIS providers will use a scientifically based reading research program; Grades K - 3 will use the Voyager Passport and grades 4 - 6 will use the "Soar to Success" program. AIS providers will collaborate with the classroom teachers to identify the specific needs of their students.
- All students, grades 1 - 6, will be given access to the most updated technology for individual reading instruction and practice. This will include Ticket to Read, a fluency based program developed by Voyager.
- We will continue to use "iStation" in grades K-6, an online reading intervention program that allows students to practice and teachers to assess and support progress in the five areas of reading.
- After school academies for ELA will begin in October 2010 and continue throughout the year. Three ELA Saturday academies will be held a month prior to the ELA test.
- Our Library will provide Open Access. This is an opportunity for students to select books of interest, which will increase their love of reading. Last year, students borrowed approximately 31,000 books. Our goal this year is to increase borrowing to 35,000 books.
- Our Buddy Reading program will be expanded to include 100% of our classrooms in grades PreK-6. In addition to focusing on fluency, we will develop strategies for buddy reading which will increase reading comprehension.

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with 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><b>Directions:</b> 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. <b>Reminder:</b> 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 identified.</p> <p><b>Indicators of Interim Progress and/or Achievement</b>  <i>Include: interval (frequency) of periodic measurement.</i></p> <p><b>Subject Area (where relevant):</b> <u>Mathematics</u>  <i>projected gains</i></p>	<ul style="list-style-type: none"> <li>Assistant Principals, Grade leaders, Literacy Coaches, Aussie Literacy Consultant and the Media Specialist will provide professional development around data analysis and best practices.</li> <li>Lab sites for Literacy will be scheduled throughout the school year and held during the school day.</li> </ul> <p><b>SECTION VI: ACTION PLAN</b></p> <ul style="list-style-type: none"> <li>FY'11 PS funds will be utilized for After School and Saturday Academies.</li> <li>FY'11 OTPS funds will be utilized for consumable workbooks and support materials for Trophies/Trofeos in grades K – 3. In addition OTPS funds will be used to supply classrooms with guided reading and leveled libraries in order to implement Reading Workshop in its various components.</li> </ul> <p>The Fountas &amp; Pinnell benchmark assessment will be administered to every student in grades K - 6 three times during the school year – Fall, Winter, and Spring. The results of this assessment will be analyzed and used to determine next steps.</p>
<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Individualized book marks will be administered to every student in every grade level. The book marks will display students' benchmark independent level. Their end of year goal and interim progress toward the goal. Grades 1 and 2 will be expected to master addition and subtraction facts, grade 5 will be responsible for multiplication and division, and grade 6 administrators will collaborate during data meetings to set long term and short term goals in Literacy with students.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>In September, each student in grades 1-5 will receive a year-long daily fluency fact booklet created by the math coaches. Each booklet contains weekly sets of fact fluency quizzes (4 days for quizzes and 1 day of self-reflection of weekly performance). Students will be given 1 minute to complete each quiz and teachers are expected to review answers with class immediately following administration. Results of benchmark assessments will be made public to the school community. This data will be used to identify areas in need of improvement.</p> <p>In addition to Fountas &amp; Pinnell, teachers will administer informal running records on an ongoing basis to monitor student progress between the 3 benchmark periods. Coaches will support fact fluency by:</p> <ul style="list-style-type: none"> <li>Providing students with fact flashcards for home practice</li> <li>Holding a school-wide Fact Fluency Bee in February 2011</li> <li>Specific Instruction in these key elements will be given to struggling readers in order to advance overall reading comprehension.</li> <li>Encouraging upper grade classes to choose and work with a lower grade class to help practice facts</li> <li>Administrators, Grade leaders and coaches will analyze class, grade and school level data for trends.</li> <li>Continuing to create activities to practice and promote fact fluency throughout the 2010-2011 school year</li> <li>We expect that each student will achieve at least 1 year of growth as measured by the Fountas &amp; Pinnell assessment. We realize the point of entry is different for each student at every grade level, therefore student specific goals are set according to where they fall on the continuum of literacy development as published in the Fountas &amp; Pinnell kit.</li> <li>Tracking and Celebrating Fact Mastery in the classroom</li> <li>Assigning daily spiraling fact review for homework</li> <li>We expect students in our bilingual classes to make the 1 year of reading growth.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with 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>Coaches will create fluency fact booklets during the summer of 2010. Duplication of materials will occur in August by school aide.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Teachers will track progress daily, students will reflect on their performance weekly, and data will be collected school wide 3 times per year--September, January, and May- to measure mastery of goals set. This data will be reviewed with coaches, teachers and administrators in data meetings during the data collection periods.</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):** Science and Social Studies

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Continue to develop curriculum pacing calendars and end of unit standardized assessments for Science and Social Studies based on the New York City Scope and Sequence by June 2011.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Grade level teams have prioritized the content area to be addressed. At this point, certain grades are at different points in planning for each of the content areas and each grade has determined their next steps for that particular grade.</p> <ul style="list-style-type: none"> <li>• Kindergarten will work on completing four science assessments.</li> <li>• Grade 1 will work on completing six science assessments.</li> <li>• Grade 2 will create a pacing calendar for science.</li> <li>• Grade 3 will continue to collect resources and refine a common rubric for assessment development to be used for project based assessment in social studies.</li> <li>• Grade 4 will create a social studies pacing calendar and assessments for each unit.</li> <li>• Grade 4 will upload all science assessments into DataLink.</li> <li>• Grade 5 will create assessments for science.</li> <li>• Grade 6 is developing a curriculum map which aligns with their new social studies text.</li> <li>• Grade 6 will create social studies assessments for each unit in their curriculum.</li> </ul> <p>A Cross Grade Content Area team consisting of teachers and administrators from each grade will meet monthly to share best practices and to ensure vertical alignment of calendars and assessments.</p> <p>End of Unit Assessments will reflect the multiple choice and constructed response format of the New York State Grade 4 Science. End of unit science assessments will be developed in such a way as to eventually be incorporated into our DYO system which utilizes Datalink and Scantron. This will allow us to track and analyze the data gathered from each assessment.</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with 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>Pacing Calendars and Assessments will be created during grade meetings, professional development days and per session.</p> <p>Grade level teams will meet during common prep periods.</p> <p>Content Area Team will meet during a common prep monthly. The team will be responsible for creating an online database for all grades to access. The database will include standard based unit plans, websites, reproducibles, video links and other resources.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Grade Level representatives will report their progress on assessment creation during the monthly Cross Grade Content Area Team meetings. Additional resources will be assigned to specific grades as needed.</p> <p>By June 2011, each grade will have completed assessments for each of the units within their Science and/or Social Studies Pacing Calendars depending on the priority they established in September 2010.</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):** Attendance

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Continue to develop and implement strategies so that schoolwide attendance will increase by a minimum of .8% by June 2011.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Our Attendance Team includes the following staff: Attendance Coordinator, Family Worker, and School Aides. This team will be facilitated by the school’s Attendance Coordinator. The team will meet monthly to develop strategies to monitor and improve the school’s attendance rate.</p> <p>Our attendance team has launched “School Messenger.” “School Messenger” is an automated phone system that contacts parents when students are absent or late. We are currently updating student contact information in ATS based on data reports generated by School Messenger. The success of “School Messenger” will be contingent on the continual update of student contact information for all grades.</p> <p>The Attendance Team will communicate with school staff as to the procedures for maintaining accurate attendance data. Systems will be maintained for teachers to monitor daily attendance, identify students with excessive lateness and absence. This data will be made public on the school’s dedicated attendance bulletin board. This board will be updated monthly based on the most current student attendance. In addition an attendance tracker has been posted in the main lobby and will be updated daily with current attendance data including daily absence.</p> <p>The Attendance Team will reward grades and classes with the highest percentage of attendance monthly. Students with perfect attendance will also be recognized.</p> <p>The Attendance Team will work with classroom teachers to create systems within the</p>

	<p>classrooms for rewarding students for good attendance. Teachers will be expected to publicly track attendance data in their classrooms. The Attendance Team will work directly with classroom teachers to identify students at-risk for absence and lateness.</p> <p>Parent Involvement will include the Attendance Team facilitating the following activities:</p> <ul style="list-style-type: none"> <li>• Monthly letters to be distributed informing parents of grades and classes with the highest attendance rate</li> <li>• Attendance assemblies</li> <li>• A partnership with the Parents Association will be established to identify additional strategies for improving attendance including workshops and other events.</li> </ul> <p>The Attendance Team will capture best practices through a PowerPoint presentation which will be presented at grade meetings. Effective strategies for promoting good attendance will be highlighted in this PowerPoint.</p> <p>Students with asthma related absences will participate in the American Lung Association Open Airways program to empower students with asthma and their parents to control asthma trigger symptoms and medication in an effort to reduce asthma related absences.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with 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>Attendance Coordinator, Family Worker, Guidance Counselors, School Aides, Assistant Principals and School Staff.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Attendance percentages will be reviewed monthly by the Attendance Team, administrators and grade leaders. Teachers will receive monthly data reports and graphs that display attendance data for each grade. Adjustments will be made to the plan according to the data.</p> <p>Grades and classes that drop below 93% during any month will become a focus of the Attendance Team.</p> <p>“School Messenger” generated data reports will show an increase in successful parent contact as phone numbers are updated in the system.</p> <p>Perfect Attendance posters will be displayed outside each classroom door across the school.</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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also 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 – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**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	N/A	20		6	13
1	35	35	N/A	N/A	30		10	15
2	30	30	N/A	N/A	80	12	2	12
3	32	30	N/A	N/A	50	8	6	14
4	32	32			36	2	5	7
5	50	38			65		1	7
6	37	32			39			10
7								
8								
9								
10								
11								
12								

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

## Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	AIS providers in grades K – 3 work with small groups of students who are either borderline or on intensive or strategic level based on the DIBELS assessment, or score below grade level on Fountas & Pinnell. AIS instructors in K-3 utilize the Voyager Passport Program, which is a scientifically based reading research program. AIS providers, in grades 4 – 6 work with small groups of students who scored either Level 1 or 2 on the ELA or are below grade level in reading as determined by the Fountas & Pinnell assessment. AIS providers, grades 4-6, use the Soar to Success, a reading intervention program. All AIS services, grades K – 6, are provided during the school day as a push-in program.
<b>Mathematics:</b>	AIS providers work in small groups targeting areas of need as determined by the classroom teacher and Progress in Mathematics Benchmark and Chapter Assessments administered throughout the school year. Student groups are flexible. Harcourt’s Mathletics is the Core program for AIS math. AIS teachers and classroom teachers collaborate on an on-going basis to determine student progress and the use of intervention strategies. AIS math services are provided during the school day as a push-in program.
<b>Science:</b>	SETSS, AIS and classroom teachers provide small group instruction to support at risk students’ needs through differentiated instruction to support students to meet grade specific performance indicator goals in Science.
<b>Social Studies:</b>	SETSS, AIS and classroom teachers provide small group instruction to support at risk students’ needs identified by Instructional Support Team, AIS Team and classroom teacher through differentiated strategies to support students to meet grade specific performance indicator goals in Social Studies.
<b>At-risk Services Provided by the Guidance Counselor:</b>	Counselors meet with students in small groups and individually to address social skills, character development, conflict resolution, study skills, bereavement and self-awareness. Students are referred for services by parents, the classroom teacher, the Instructional Support Team, or other school staff members who believe the student’s ability to meet his/her academic goals is at risk.
<b>At-risk Services Provided by the School Psychologist:</b>	The school psychologist intervenes with students on an individual basis who are identified by the Instructional Support Team and/or AIS team as not meeting academic grade standards due to emotional, behavioral and/or emotional concerns. The school psychologist observes the student in the classroom as well as at recess or during prep period. This information is brought back to the referral source and a plan is designed in conjunction with the classroom teacher and parent to help support the student’s academic progress. At times, the school Psychologist will meet with students individually, with parental consent to address social skills, character development, conflict resolution, study skills, bereavement and self awareness concerns that have been identified by the

	classroom teacher, parent, self referral or school staff member.
<b>At-risk Services Provided by the Social Worker:</b>	Social Workers meet with students in small groups and individually to address social skills, character development, conflict resolution, study skills, bereavement and self-awareness. Students are referred for services by parents, the classroom teacher, the Instructional Support Team, or other school staff members who believe the student's ability to meet his/her academic goals is at risk.
<b>At-risk Health-related Services:</b>	The Public Health School nurse provides a series of workshops with students who suffer from asthma entitled, Open Airways. The vision/hearing team performs vision and hearing screenings on an on-going basis. A school funded free eyeglass voucher program is in place with a local optometrist for those students who are in need of eyeglasses. HIV/AIDS curriculum is provided to grades K-6. Teachers are provided with the curriculum and instructed on its implementation at grade level meetings.

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

*NCLB/SED requirement for all schools*

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

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**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) 2 - 5      Number of Students to be Served: 93    LEP 0    Non-LEP

Number of Teachers 10      Other Staff (Specify) Bilingual Coordinator

**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.

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### **Description of Instructional Title III After-school Program**

In order to continue to raise the standards for our LEP population, our title III monies for 2010-2011 will be used to extend and enhance the present reading and writing block of time for the targeted ELLs in grades 2 -5. Our goal is to provide support for our ELL students to achieve success in mastering the necessary skills needed to pass the standardized test for their perspective grades. This will fuel a positive movement towards qualitative performance and hold ELLs to the same high standards and expectations as all students.

Beginning in October and ending in May, about 90 students in bilingual education classes in grades 2 through 5 will participate in an after-school program that will run three days a week for a total of 144 hours. This program will be aligned with the New York State Language Arts curriculum and the New York State ESL Standards. The program will consist of an intensive reading and writing instruction academy in which ten to twelve students per class will be able to better develop reading and writing skills.

Eight certified bilingual education teachers will be committed to demonstrate successful teaching strategies with an emphasis on fluency to help students who struggle in reading. Teachers will determine the amount of time devoted to fluency instruction depending on students' NYSESSLAT proficiency level, Fountas and Pinnell reading comprehension level, and the students' ability to identify words (high frequency and content). The program embeds the expectation that all children can learn. The program will expose students to both their native (NL) and English language (EL) in order to increase and enhance their vocabulary skills as well as their oral, listening, reading, and writing skills in both languages.

In addition, the students will also participate in a writing academy where students will continue to discover the structure and features good writers use when writing for specific purpose. An emphasis on the use of grammar will be a secondary goal. The academy will incorporate technology as an educational tool where groups of students will have scheduled times throughout the week to visit the technology lab. One technology teacher, in collaboration with each individual certified bilingual teacher in the program, will work with students to improve their reading and writing abilities. In the technology lab, students will use Ticket to Read-an online reading program that allows students to read text at their independent reading level and answer comprehension questions. Both the technology teacher and the classroom teacher support the students in mastering the various reading and writing tasks embedded in the program. In addition, students also have the opportunity to visit the lab to work on their revision and editing skills before a piece of writing is published. One of the final projects of the program consists of each student publishing a final writing piece in the form of a book. During this time, each class uses the technology lab where the technology teacher and the classroom teacher work together with the students in smaller groups to help them publish their final writing piece.

Students will also visit our library to borrow books, read independently or read with a partner on a regular basis.

Finally, each teacher will complete an assessment on each student to determine their reading and writing growth and to assess the achievement of program related objectives.

### **Parental Involvement**

P.S. 86 will continue to teach the Civic/ESL class to about 30 parents in our community. The teacher providing this class is a certified bilingual education teacher. The class will begin in October and run through May. The class will meet in the evening twice a week, for two and a half hours each day. Two weekly lesson plans will be prepared based on the history of the United States of America. Class will be instructed in both English and Spanish.

The goal of this program is to help those individuals who are interested in becoming American citizens pass the New York State Citizenship exam. As well as, to help new comers understand United States laws. Our ESL component will consist of a pre and post writing sample with an emphasis on oral language development, phonics, basic vocabulary and rules of grammar needed to communicate daily life situations (informal and formal letter writing).

**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.

Prior to the commencement of the program eight bilingual teachers will participate in a two hour five day seminar to become proficient in understanding, assessing, planning and implementing the necessary components of the reading and writing academy. They will read Fluency Strategies & Assessment by Jerry L. Johns and Roberta L. Berglund. The book will provide them with questions and answers about fluency, evidence based strategies, activities and resources.

Bilingual teachers will use their findings to create lessons for use within our current literacy units during our extended day reading and writing academy.

In addition, the eight teachers will revisit the components of the writing workshop model and use Reading, Writing and Learning in ESL by Suzanne F. Peregoy to study and discuss the developmental phases in second language writing and develop lessons implementing strategies to assist writers of different levels.

At the end of the program, teachers will come together to create a resource guide of lessons and work samples used throughout the program. They will share their knowledge at their grade meetings as the program ensues which will assist teachers who are new to the teaching of English Language Learners.

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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**

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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.
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.

Almost one-third of the students in P.S. 86 are identified as English Language Learners. During registration, P S 86 will determine the primary language spoken by the parents of each student. Two certified ESL teachers, Mrs. Deborah Gitelman and Mrs. Melissa Tirado administer the Home Language Survey to parents upon registration. Every effort is made to communicate with non – English speaking parents in their home language. There are staff members available when needed to translate information to parents. This ensures that all parents are provided with appropriate and timely information in a language they can understand. Home Language Surveys are available in fourteen languages other than English. An interview with the student is also conducted to ensure the Home Language Survey reflects the students' dominant language. Translation needs are determined by examining the Home Language Survey. The primary language in the homes of most students in our school is Spanish. Therefore, all written and oral communication is always in English and Spanish. If the primary home language is not English, the school will determine whether the parent requires language assistance in order to communicate effectively and have access to programs and services offered to benefit their child's education.

P S 86 has staff that provides translation services in the following languages: Bengali – Ms. Kusum, French – Ms. Sachs, Italian – Mr. Robertiello, Mandarin – Mrs. Preston, Filipino – Mr. Florendo, Punjabi – Ms. Maini, and Spanish – Bilingual Staff.

The school safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers. A sign in each available language, including the availability of interpretation services will be posted in the primary entrances of the main building and mini school. Grisel Santiago, the Pupil Accounting Secretary, has translation service numbers posted by her desk in the main office.

## Part B: Strategies and Activities

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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.
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.
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>

During registration, parents are given the option to request written and oral communication in a specific language on Part III of the Home Language Identification Survey. This provides P S 86 with the specific translation needs for individual students. At the time of registration, the ESL teachers supported by bilingual coordinator and parent coordination ensure information is provided to parents in their home language. We have copies of Home Language Surveys, Parent Selection Forms and Parents Guides in many languages. We make use of other staff, as well as vendors to translate important information so parent make an informed choice in their child's placement in our school. In accordance with the requirements under Chancellor's Regulation VII, each parent whose primary language is a language translated on the DOE website will be provided with a copy of the Bill of Parent's Rights and Responsibilities which includes their rights regarding translation and interpretation services.

Teachers are provided with The Place of Birth Report which identifies specific children with a language other than English. A list of students in need of translation services is compiled by language and official class for administrative use. P S 86 plans to use translation funding with the D.O.E's approved vendor LIS, Telephone # 718-786-7890. Translation services will be requested for the following languages; Albanian, Cambodian, Fulani, Mandingo, Urdu, and Vietnamese. In addition, the school will make use of the Translation and Interpretation Unit's free over the phone services, Telephone # 718-752-7373. Competent volunteers from the community assist the school with translation services, when they are available. Parents may also rely on an adult or relative for language and translation services if they choose to do so.

Funding will be used for per session written and oral translation services before and after the regular school day. Paraprofessionals will receive per session pay to translate at evening parent-teacher conferences. The parent coordinator is available during conferences to ensure all parents are receiving valuable academic information regarding their child in a language they understand. Substitute teachers will be hired to provide coverage of classes for staff providing translating services during the regular school day. When a substitute is unavailable, extra pay will be given to any staff who translates at a group and/or a one on one meeting.

## 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$1,474,291	\$732,625	\$2,206,916
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$14,743	\$7,326	\$22,069
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$73,715	*	\$73,715
4. Enter the anticipated 10% set-aside for Professional Development:	\$147,429	*	\$147,429

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

# ***P.S. 86 Kingsbridge Heights School***

## ***PARENT INVOLVEMENT POLICY***

Parental involvement at P.S. 86 means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities. The school will put into operation programs, activities and procedures for the involvement of parents Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA), such as:

- Support parents through workshops and experiential activities.
- Support parent associations with technical assistance through regularly scheduled professional development in order to help parents comply with the Chancellor's Regulations. The Parent Coordinator will serve as intermediary.
- Raise the level of awareness of grade level expectations through the dissemination of information and literature on standards and assessments. Grade level Open Houses in the fall and parent teacher conferences will provide this information along with school and teacher notices throughout the year.
- Empower parents in their key role as partners in the decision-making process of educational policies and practices. Parents will serve as members of the School Leadership Team.
- Encourage partnerships with parents that promote and support the school's attendance program.

# **P.S. 86 Kingsbridge Heights School**

## **Póliza de Participación de los Padres**

La implicación parental en p.s. 86 significa la participación de padres en la comunicación regular, de dos vías, y significativa, que implica actividades de aprendizaje académicos del estudiante y otras actividades en la escuela.

La escuela pondrá programas en operación, actividades y procedimientos para la implicación de padres en los programas Title I, y programas consistentes con la educación elemental y secundaria (ESEA), por ejemplo:

- Ayuda a los padres con talleres y actividades experimentales.
- Ayuda a la asociación de padres regularmente con asistencia técnica por medio el desarrollo profesional, de esta manera ayudar a padres a conformarse con las regulaciones del canciller. El coordinador de padre servirá como intermediario.
- Aumentar el nivel del conocimiento de las expectativas del nivel del grado con la difusión de información, estándares de literatura, y evaluaciones. Los días de bienvenidas del nivel del grado, las conferencias de padres y maestros proporcionarán esta información junto con avisos de la escuela y del profesor a través del año escolar.
- Autorización a los padres a utilizar su función como socios en el procedimiento de tomar decisiones de políticas y de prácticas educativas. Los padres servirán como miembros del equipo de la dirección de la escuela.
- Proveer actividades estructuradas y talleres, que promueven la sociedad del hogar/de la escuela/de la comunidad. Animar la asociación de padres a que promueva y apoye el programa de la asistencia de la escuela.

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

**COMMUNITY SCHOOL DISTRICT TEN**

**SCHOOL: P.S. 86**

**SCHOOL YEAR: 2010 - 2011**

**SCHOOL – PARENT COMPACT**

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

<b>The School Agrees</b>	<b>The Parent/Guardian Agrees</b>
<p>To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.</p> <p>To offer a flexible number of meetings at various times, and if funds are available, to provide childcare for parents who attend school meetings and/or workshops (e.g. School Leadership Team (SLT) meetings, family institutes).</p> <p>To provide parents with timely information about school programs and policies.</p> <p>To encourage and actively involve parents in planning, reviewing and improving:                      -Title I programs                      -School Parent Compact                      -School Parental Involvement Policy                      -School Comprehensive Education Plan</p> <p>To recruit, support and involve parents in schoolwide planning and decision making process (e.g. School Leadership Team, Title I Committee).</p> <p>To provide a nurturing environment and promote high quality curriculum and instruction with an emphasis on professional development.</p> <p>To create a school climate in which parents and staff can communicate easily through:                      -Parent Coordinator                      -parent-teacher conferences, open houses                      -frequent reports to parents on their children’s progress</p>	<p>To become involved in developing, implementing, evaluating and revising the school parent involvement policy.</p> <p>To participate in or request technical assistance training that the local education authority or school offers on child rearing practices as well as teaching and learning strategies.</p> <p>To share the responsibility for his/her child’s improved academic performance.</p> <p>To make literacy development a family focus:                      -encourage his/her child to write at home for real purposes (e.g. letters to relatives, shopping lists, thank you notes, diaries, special occasion invitations)                      -read at home with each child as part of the daily routine encourage and supervise his/her child’s reading of at least twenty five books or book equivalents each year (e.g. books, magazine and newspaper articles).                      -utilize local public libraries to expand and enhance his/her child’s literacy experiences (e.g. library card, storytelling).</p> <p>To make math development a family focus:                      -increase family awareness of the school’s mathematics instructional program (e.g. participate in family math workshops, review math homework).                      -encourage his/her child to use math at home and in daily living to create real math experiences (e.g. playing math games, creating household and shopping budgets, comparative shopping as a math experience).</p> <p>To regularly review his/her schoolwork at home (e.g. review notebooks, homework and special projects)</p>

<p>-reasonable access to staff          -varied opportunities to volunteer and participate in school programs, advisory and decision making committees          -class celebrations</p> <p>To ask parents and/or staff volunteers to act as translators during school parent meetings</p> <p>Parent Coordinator provides ongoing communication with parents that encourages and supports parent participation in issues to their child's education (e.g. parent newsletters, bulletins, family letters, workshop flyers, curriculum meetings, and parent centered bulletin boards.</p> <p>To provide ongoing learning opportunities for parents and families (e.g. parent curriculum meetings, family literacy and math institutes, ESL workshops, curriculum enrichment field trips).</p> <p>To provide performance profiles and individual student assessment results for each child as well as other pertinent individual and school district education information.</p>	<p>To be aware of and monitor his/her child's daily school attendance and punctuality.</p> <p>To supervise and monitor his/her child's:          -television watching          -video game playing          -internet use</p> <p>To actively participate in curriculum and informational parent meetings as well as parent-teacher conferences at the school.</p> <p>To become familiar with school, district and city-wide assessments (e.g. DRA, ECLAS, CTB, ELA, TEM) and plan to prepare his/her child for test experiences.</p> <p>To complete surveys and provide feedback so that Title I Parent Involvement activities meet the needs, concerns and interests of parents.</p> <p>To become familiar with and support the school dress code, discipline code and safety plan procedures.</p> <p>To communicate with his/her child's teacher and other school personnel pertinent information about the child's educational needs and health conditions.</p> <p>To communicate the type of assistance and workshops needed and desired by the parent community to assist them in supporting his/her child's educational progress.</p> <p>To participate, when possible, on advisory or decision making committees within the school and/or school district.</p>
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<b>La escuela acuerda</b>	<b>Los padres / tutores acuerdan</b>
<p>Convocar una reunión anual para los padres de los niños del programa Title I, e informarles acerca del programa y su derecho a estar involucrado.</p> <p>Ofrecer reuniones flexibles varias veces, y si hay fondos disponibles proveer cuidado de niños para los padres que asistan a las reuniones en la escuela y/o a los talleres.</p> <p>Proveer a los padres con información a tiempo acerca de los programas y pólizas de la escuela.</p> <p>Animar e implicar activamente a los padres en planeamiento, revisiones, e improvisaciones.</p> <ul style="list-style-type: none"> <li>• Programas Title I</li> <li>• Acuerdo padres-escuela</li> <li>• Póliza de participación de participación de los padres</li> <li>• Plan comprensivo educacional de la escuela</li> </ul> <p>Reclutar, apoyar e implicar a los padres en planeamiento y en el proceso de hacer decisiones en toda área escolar.</p> <p>Proveer un ambiente de desarrollo y promover un programa de alta calidad e instrucción con énfasis sobre un desarrollo profesional.</p> <p>Crear un clima escolar en el cual los padres y personal de la escuela puedan comunicarse fácilmente por medio de :</p> <ul style="list-style-type: none"> <li>• Coordinador de padres</li> <li>• Conferencias de padres y maestros</li> <li>• Frecuentes reportes escolares (calificaciones)</li> </ul>	<p>Llegar a estar envuelto en desarrollar, implementar, evaluar, y revisar la póliza de participación de los padres en la escuela.</p> <p>Participar or requerir entrenamiento en asistencia técnica que ofrece la autoridad local de educación, o la escuela en practicas que ayudan en el aprendizaje y enseñanzas del niño.</p> <p>Compartir la responsabilidad del mejoramiento académico de sus hijos.</p> <p>Hacer del desarrollo de la literatura un foco familiar :</p> <ul style="list-style-type: none"> <li>• Persuadir a sus hijos de que escriban en casa teniendo un verdadero propósito (cartas a un amigo, lista del mercado, notas de agradecimiento, un diario personal, invitaciones de ocasiones especiales etc.,).</li> <li>• Leer en casa con cada niño y hacerlo como una rutina diaria, supervisando lo que el niño lee por lo menos veinticinco libros o un equivalente a los libros que tiene que leer cada año escolar ( libros, revistas, artículos del periódico)</li> <li>• Utilice la biblioteca pública para agrandar la experiencia literaria de sus hijos (tarjeta de biblioteca, contar historias etc.,)</li> </ul>

## ACUERDO PADRES Y ESCUELA

Padres y escuela trabajan juntos para proveer el éxito educacional de los niños, acuerdan:

Escuela P.S. 86	Año Escolar: 2010-2011
<ul style="list-style-type: none"> <li>• Acceso razonable al personal escolar</li> <li>• Oportunidades voluntarias, participación en programas escolares, comité de consejería y decisiones.</li> <li>• Celebraciones en clase.</li> </ul> <p>Preguntar a los padres y/o miembros voluntarios si pueden servir de traductores durante las conferencias de padres y maestros.</p> <p>El coordinador de padres tendrá comunicación abierta con los padres que fomente y apoyen la participación de padres en asunto de la educación de sus hijos ( periódico escolar, boletines, cartas familiares, publicidad para los talleres, reuniones de curriculum, boletín escolar para los padres)</p> <p>Proveer oportunidades de aprendizaje para los padres y familiares (programas de reuniones de padres, literatura familiar e institutos de matemáticas, talleres de ingles, programas de mejoramientos para los paseos escolares.</p> <p>Proveer archivos de rendimientos y resultados individuales de la evaluación de cada estudiante así como otras personas relacionadas, y de la información educacional de la zona escolar.</p>	<p>Hacer del desarrollo de la matemática un foco familiar:</p> <ul style="list-style-type: none"> <li>• Aumentar el conocimiento familiar con los programas educacionales de matemáticas de la escuela.</li> <li>• Anime a sus hijos a usar la matemática de manera usual en la casa y de esta manera crear experiencias reales de la matemática (juegos de matemáticas, hacer presupuesto de compras al mercado, comparando las compras pra usar la matemática, etc.,)</li> </ul> <p>Revisar regularmente las tareas en la casa (cuadernos, las tareas del día, proyectos pendientes)</p> <p>Estar pendiente y monitorizar la asistencia y puntualidad diaria de sus hijos.</p> <p>Supervisar y monitorizar a sus hijos con:</p> <ul style="list-style-type: none"> <li>• Televisión</li> <li>• Juegos de videos</li> <li>• Uso de Internet</li> </ul> <p>Participar activamente en los programas y las reuniones informativas para los padres, así como en las conferencias de padres y maestros.</p> <p>Familiarizarse con la escuela, el distrito, los exámenes correspondientes de la ciudad ( Fountas &amp; Pinnell, ECLAS, ELA, MATH) y planear como preparar los niños para estos exámenes.</p> <p>Completar encuestas y proveer opiniones para que las actividades del programa Title I tenga un resultado, que puedan ser de gran interés para los padres</p> <p>Estar familiarizado, y estar de acuerdo en apoyar el código de</p>

vestimenta, el código de disciplina, y el procedimiento de seguridad de la escuela.

Comunicarse con el o los maestros de sus hijos y otro personal de la escuela con información relacionada con las necesidades educacionales y condiciones de salud de sus hijos.

Comunicar los tipos de asistencia y talleres necesitados por la comunidad de padres para que de esta manera sientan apoyo en el progreso educacional de sus hijos.

Participar cuando sea posible, en consejos y decisiones hecha por el comité relacionado con la escuela o el distrito escolar.

## 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.  
Please refer to pages 9 – 11, the 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.
  - 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.

#### ***Grades K – 3(general, special and bilingual education):***

##### Instructional Materials:

- Trophies (Trofeos in Bilingual classes)
- Trophies Intervention Kit (we are using a mandated core reading program to fulfill the requirements of the Reading First grant)
- LeapFrog SchoolHouse (intervention for grades K-2)
- Trophies Pacing Calendar
- P.S. 86 Writing and Reading Curriculum Calendars
- Istation
- Ticket to Read
- New ELA standards

##### **Components of Reading First:**

- 90 minutes uninterrupted reading instruction daily
- Assessment driven instruction / flexible grouping
- Use of a scientifically based Reading Research program (Trophies/Trofeos)

- Use of LeapFrog SchoolHouse (intervention for grades K-2)

**Components of the 90 minute Reading Block utilizing Trophies/Trofeos:**

- Oral language development (Morning Message in K-2, Question of the Day in grade 3)
- Modeled reading (Read Aloud)
- Shared Reading using the Trophies/Trofeos anthology. The instructional focus for the shared reading in grades K-3 can include: focus skills, focus strategies, fluency, vocabulary, phonics and comprehension.
- Phonemic awareness (grades K-1)
- Grammar (as part of Writing Workshop)
- Spelling
- Writing in Response to Literature
- Small group instruction / flexible grouping (Guided Reading, small group differentiated instruction of skills and strategies based on student need)
- Use of Independent Reading Work Stations designed to provide practice of the key literacy skills (phonemic awareness, phonics, vocabulary, comprehension and fluency).

**Components of the 45 minute Writing Workshop:**

- Utilizing P.S. 86 Writing Curriculum Calendar
- Writing in preparation for grade 3 ELA

***Grades 4 – 6 (general, special and bilingual education):***

- Classroom Libraries (Consisting of children’s literature, including fiction, poetry and non-fiction books that appeal to a variety of different interests, including 30% leveled books)
- Planning Guide - P.S. 86 Curriculum Calendars in Reading and Writing, new ELA standards
- 120 Minute Literacy Block (Balanced Literacy, including daily writing activities)
- Integrating the curriculum through writing
- Writing in preparation for grade 3-6 ELA.

3. Instruction by highly qualified staff.

P.S. 86 is committed to hiring certified teachers through the conventional process as well as through the New York City Fellows Program and Teach for America. We have a Mentor Program for new teachers. Each new teacher is assigned a mentor to assist with curriculum as well as classroom management. Teachers in our school also participate in professional development to meet the highly qualified standards.

Our Literacy and Math Coaches provide Lab Sites to demonstrate specific strategies and other staff development. Extensive professional development around the five dimensions of reading (phonemic awareness, phonics, vocabulary, fluency and comprehension) and Trophies/Trofeos will continue throughout the year. Program fidelity with Reading First will be achieved through the school’s use of Trophies/Trofeos and all assessment connected to Reading First (DIBELS, Terranova, ECLAS 2, Peabody Picture Vocabulary test, Harcourt Assessments). Teachers will be trained in all of these assessments during professional development extended days.

- New classroom teachers will receive literacy staff development in the areas of: test taking strategies, ongoing student assessment, the P.S. 86x Reading and Writing Curriculum calendars, examining student work and classroom management.
  - We have increased the amount of lab sites offered. Study groups (lead by the ELA Aussie, administrators) will be formed based on the needs of the teachers.
  - In order to improve our math scores, we plan on training our teachers to implement monthly or end of unit assessments. These written assessments will come from Progress in Math, EDM. Besides serving as a tool for assessment of the students' growth, these uniform assessments will keep the teaching pace more closely aligned with the pacing guide. These will be in addition to the use of ongoing informal assessments and interim assessments created by classroom teachers and math coaches. The results of the assessments will be used to drive instruction. We also plan on interweaving a calendar for teaching problem solving strategies and for test preparation into the pacing guide.
  - New and experienced classroom teachers will receive math staff development in the areas of problem-solving, test taking strategies and implementing and inquiry based math curriculum. Grade meetings will also be used for staff development. Topics will include ongoing student assessment using data to differentiate instruction, and understanding the NYS math standards.
  - We have increased the amount of lab sites offered. The Math Coaches will also continue to offer lab sites and professional development in math for our 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. P.S. 86's School Leadership Team writes a plan, as part of their CEP, that describes how they will service all children using all funding sources in a comprehensive way. P.S. 86's School wide Program enables us to upgrade their instructional program for all students in the school by working collaboratively to develop a comprehensive plan for instructional reform. The focus is on meeting the needs of all students while serving those who need Academic Intervention Services, in literacy and mathematics. We will focus our professional development in the following areas:
- Common Core State Standards
  - Analyzing student data
  - Differentiating Instruction
  - Understanding the Fountas & Pinnell assessment system and utilizing it to drive instruction.
  - Technology
- Our Reading First coaches and consultants will continue to work with grades K-3 on creating literacy centers and differentiated instruction based on student need for the 90 minute reading block. Additionally, groups of teachers from each grade will meet on an ongoing basis to update and expand our current reading and writing curriculum calendars. We have increased the number of days our ELA Aussie will work with teachers from 30 to 50 days.
5. Strategies to attract high-quality highly qualified teachers to high-need schools. In order to attract highly qualified teachers, P.S. 86, works primarily with Teach for America, the New York City Fellows Program and Manhattan College to recruit staff.

6. Strategies to increase parental involvement through means such as family literacy services.  
At P.S. 86 families are involved in the School Leadership Team. Workshops are held for families by the Parent Coordinator, Guidance Counselors, Coaches and guest speakers. Families are invited to take part in many school programs; Writing and Research Celebrations, Open House, Parent/Teacher conferences, Book Fairs, ESL, and workshops.
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.  
Our pre-school program develops the whole child: social, emotional, creative expression / aesthetic, physical and cognitive development. We facilitate learning experiences that are engaging, interactive and challenging. Our pre-school also promotes a safe, nurturing, learning environment for all children – English language learners, children with disabilities and their typically developing peers.
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 is implementing Design Your Own Assessment, DYO. Teachers use student data from the following assessments to drive instruction: DIBELS (K-3), ELA (3-6), PPVT (K), ECLAS-2 (K-3), TerraNova (1-3), Fountas & Pinnell Benchmark Assessment System (K-6), Writing Baseline (K-6), ELA Simulation (3-6), Math Baseline, Math Simulations (3-6) and Progress in Math Chapter Tests.
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.  
The following activities will ensure that students who experience difficulty mastering their proficient or advanced levels of the academic achievement standards: AIS, Saturday Academy, after school program, summer session, Differentiated Instruction.
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.  
Schoolwide Programs have the flexibility to combine Title 1 funds, funds from a number of other Federal programs, most State PCEN funds and local tax levy funds. This funding flexibility enables schools to move away from fragmented programs by developing and implementing a single, coherent instructional plan for the whole school. Title I increases achievement of students who have not met or who are at-risk of not meeting State Academic Standards: Targeted Assistance (TA) provides instructional and support services to lowest performing and/or at-risk students only. Professional development must target teachers of eligible students. Parent involvement falls under the same criteria. Schoolwide Programs (SWP) includes all students. However, priority is given to lowest performing or at-risk students. The professional development can target all teachers as well as all parents.

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

### ***Explanation/Background:***

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the

IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$1,238,404	✓	14-23 and 34-43
Title I, Part A (ARRA)	Federal	✓			\$725,297	✓	34-47
Title II, Part A	Federal	✓			\$590,454	✓	25-27
Title III, Part A	Federal	✓			\$84,440	✓	28-33
Title IV	Federal			✓			
IDEA	Federal	✓			\$48,984	✓	25-27
Tax Levy	Local	✓			\$7,194,204	✓	14-23, 25-33 and 34-43

**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.

**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.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
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;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>
	<p>N/A</p>	

## **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>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

There are currently 21 STH students who attend P.S. 86.

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

In conjunction with Ms. Dumas Sanfiorenzo (Family Assistant and the DOE liaison) an out of the classroom mentor is assigned to students who have been identified as needing additional support such as transportation, clothing, and school supplies. Attendance concerns are monitored and followed up with Ms. Gonzalez (Family Worker). Ms. Sanfiorenzo gets the student's biographical data and makes sure the family fills out the Residency Questionnaire as mandated by the McKinney-Vento Act.

Social, emotional and academic at risk concerns are addressed by the Guidance Counselors assigned to the grade of the student via the Instructional Support Team (IST). Each student's strengths and weaknesses are evaluated by the IST with the classroom teacher and parent input. Academic concerns are addressed by providing At Risk SETTTS, AIS Math, AIS Reading, Counseling-Study Skills groups, and Peer Buddy Support. In addition transitional counseling is provided to address instability, behavioral, adjustment, and academic concerns of the students by the Guidance Counselors.

As needed, the students are referred to the Instructional Support Team so that at risk services and intervention as needed can be obtained to support the students. Guidance Counselors meet with parents to discuss transition into temporary housing as well as movement out of temporary housing to permanent housing. Transportation needs to maintain the student at P.S. 86 will continue once the family obtains permanent housing. Guidance Counselors refer families to outside agencies such as Part of The Solution (POTS) or Catholic Charities as needed for clothing, legal, support.

In the 2009-2010 school year, \$6,000.00 was allocated with Title 1 set aside funds for the STH population. The allocation was used to provide STH students with clothing, school supplies and transportation.

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

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**



**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 086 Kingsbridge Heights					
<b>District:</b>	10	<b>DBN:</b>	10X086	<b>School</b>		321000010086

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	77	72	79		90.6	92.7	92.2
Kindergarten	181	207	213				
Grade 1	214	197	200	<b>Student Stability - % of Enrollment:</b>			
Grade 2	222	239	213	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	266	260	257		91.3	91.9	93.2
Grade 4	224	285	254	<b>Poverty Rate - % of Enrollment:</b>			
Grade 5	256	243	278	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	237	251	242		82.5	91.5	91.5
Grade 7	1	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		37	77	108
Grade 10	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		53	64	50
Ungraded	3	13	15				
Total	1681	1767	1751				

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	155	157	138	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	40	53	46	Superintendent Suspensions	0	0	1
Number all others	119	128	134				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
<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	249	273	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

<b>Number of Staff - Includes all full-time staff:</b>							
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				
# receiving ESL services only	223	223	TBD	Number of Teachers	118	123	126
# ELLs with IEPs	32	141	TBD	Number of Administrators and Other Professionals	35	33	19
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	7	7	21

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
	1	0	15	% fully licensed & permanently assigned to this school	100.0	100.0	92.1
				% more than 2 years teaching in this school	68.6	64.2	81.0
				% more than 5 years teaching anywhere	54.2	55.3	60.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	74.0	68.0	75.4
American Indian or Alaska Native	0.2	0.0	0.0	% core classes taught by "highly qualified" teachers	95.7	98.2	90.0
Black or African American	14.0	14.5	13.4				
Hispanic or Latino	81.1	80.2	80.9				
Asian or Native Hawaiian/Other Pacific	2.5	3.2	4.0				
White	2.1	1.8	1.7				
<b>Male</b>	52.3	51.8	50.0				
<b>Female</b>	47.7	48.2	50.0				

#### 2009-10 TITLE I STATUS

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

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

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

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

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

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

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	vsh	v					
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>6</b>	<b>6</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	79	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	11.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	47.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	10.3						

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

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

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

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>Bob Cohen</b>	District <b>10</b>	School Number <b>086</b>	School Name <b>Kingsbridge Heights</b>
Principal <b>Mr. Sheldon Benardo</b>		Assistant Principal <b>Mrs. Renny Tranello</b>	
Coach <b>Ms. Yashika Maini, Literacy</b>		Coach	
Teacher/Subject Area <b>Mrs. Melissa Tirado, ESL</b>		Guidance Counselor <b>Ms. Emily Coca</b>	
Teacher/Subject Area <b>Mrs. Deborah Gitelman, ESL</b>		Parent <b>Ms. Narcissa Hernandez</b>	
Teacher/Subject Area <b>Ms. Milagros Castro, Bil</b>		Parent Coordinator <b>Mr. Alberto Velez</b>	
Related Service Provider <b>Ms. Ursula Sosa</b>		Other	
Network Leader		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	<b>2</b>	Number of Certified Bilingual Teachers	<b>15</b>	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions	<b>7</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>7</b>

### C. School Demographics

Total Number of Students in School	<b>1761</b>	Total Number of ELLs	<b>532</b>	ELLs as Share of Total Student Population (%)	<b>30.21%</b>
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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.

1. For newcomers to the New York City public school system, Mrs. Deborah Gitelman and/or Mrs. Melissa Tirado, two certified ESL teachers, conduct an oral interview to the student and parent, as well as administer the Home Language Identification Survey to the parent. Home language Surveys are available in fourteen languages other than English. P.S. 86 has staff that provides translation services in the following languages: Spanish, Bengali, French, Italian, Mandarin, Philipino, and Punjabi. If the child's home language is other than English, the LAB-R is administered within 10 days of enrollment by an ESL certified teacher. The Language Assessment Battery is used to determine eligibility for Bilingual or English as a Second Language Program. Children who score at or below proficiency on the LAB-R become eligible for state-mandated services for ELLs. Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance. In the Spring, each ELL is administered the NYSESLAT to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services.

2. Parents and guardians of newly enrolled ELLs are encouraged to participate in a Newcomer Orientation conducted by the ESL certified teachers supported by the Bilingual Coordinator, and the Parent Coordinator describing bilingual and ESL programs within 10 days of admission. During this orientation, parents receive a Parent Guide in their home language, research regarding the education of English Language Learners and watch a video describing program models that are available. If there is not a version of the video in the language needed, parents may view the English video with an interpreter. Based on this information, parents and guardians may select an available bilingual or ESL model that will help students succeed. A Parent Selection Form translated in their home language, is to be completed after the orientation. Parents are asked to number choices of programs based on preference (Transitional Bilingual Education, Dual Language and Freestanding English as a Second Language). Programs offered at P.S. 86 are aligned to parental requests. The parent selection process has resulted in parents making a more informed choice. Parents of newly enrolled English Language Learners can select an available transitional bilingual or ESL program that will help meet students' linguistic and academic needs.

3. The Parent Survey and Program Selection Form attached to the notification of entitlement to ELL services provides specific information on how ELL programs are delivered. When a student scores below proficiency on the LAB-R, the ESL teachers send home an entitlement letter and the Parent Survey and Program Selection Form in the parents home language. Within ten days of admission all ELLs are placed according to their parents decision. If for some reason a form is not returned, the ESL teachers call the students' home to ensure the parent understands the forms they are completing and if needed, the parents are asked to come in for a meeting. The default program for ELLs is Transitional Bilingual Education as per CR Part 154. These forms are stored in individual cumulative folders, as well as a copy in the ESL office, Room 200.

4. P.S. 86 places students in bilingual or ESL instructional programs based on the parent's choice during the oral interview conducted upon registration. After reviewing the Home Language Survey, entitlement and Parent Survey and Program Selection Forms in the parent's home language, students are placed accordingly within ten days of admission. The ESL teachers make every effort to make communicate with the parents of ELLs about the programs available to them, either by using other staff, volunteers, and or the DOE approved vendors. This ensures parents make an informed choice in their child's placement in our school.

5. Parent choices are reviewed on an individual basis to ensure that students will be placed in a program that will result in academic success. Based on the strong emphasis on academics, more parents place limited English proficient students who speak mainly Spanish, in the bilingual program. Parents who choose the ESL program generally have children who speak both English and another language. There are always a few parents whose children speak very little English and choose a monolingual class because they feel their children will be successful with that placement.

6. Program models in P.S. 86 are aligned with parent requests. Parents play a key role in determining the ELL program that best matches the academic and cultural needs of their child. The goals and features of each ELL program is explained to parents in their home language to ensure parents are aware of the academic rigor of the programs. During registration parents are given valuable research which familiarize them with the benefits of learning English as a Second Language and Bilingualism. Discussing ELL programs result in more informed choices by parents. The ESL teachers periodically review the Parent Survey and Program Selection Forms to evaluate if the parents choices are being honored. Our school currently does not have a Dual Language program because parents put Bilingual Education or English as a Second Language as their first choice. If we notice 15 or more parents on two contiguous grades requesting a Dual Language program, then we will begin setting up a Dual Language program.

## Part III: ELL Demographics

### A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	2	2	2	2	3	2							14
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	1	1	1	1	1	1	1							7
<b>Push-In</b>	1	1	1	1	1	1								6
<b>Total</b>	3	4	4	4	4	5	3	0	0	0	0	0	0	27

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	532	Newcomers (ELLs receiving service 0-3 years)	354	Special Education	76
SIFE	10	ELLs receiving service 4-6 years	152	Long-Term (completed 6 years)	26

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	
<b>TBE</b>	215	10	19	74		39	11		11	300
<b>Dual Language</b>										0
<b>ESL</b>	139		3	78		3	15		1	232
<b>Total</b>	354	10	22	152	0	42	26	0	12	532

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	43	28	43	42	53	57	34							300
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>43</b>	<b>28</b>	<b>43</b>	<b>42</b>	<b>53</b>	<b>57</b>	<b>34</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>300</b>

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
<b>TOTAL</b>	<b>0</b>																			

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	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	24	40	28	28	31	26	16							193
Chinese														0
Russian														0
Bengali		2		1										3
Urdu	2		1			1								4
Arabic	1		1		1		1							4
Haitian			1		1									2
French			1	2	3									6
Korean														0
Punjabi														0
Polish														0
Albanian				1	1		1							3
Other	2	6	3	1	2	1	2							17
<b>TOTAL</b>	<b>29</b>	<b>48</b>	<b>35</b>	<b>33</b>	<b>39</b>	<b>28</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>232</b>

## 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.

1. To meet the needs of our English Language Learners, Public School 86 offers a self contained spanish transitional bilingual program, which includes special education as well as a self contained push-in ESL program. In both programs the model consists of heterogeneous grouping where students of mixed proficiency levels are placed in together their corresponding grade level classes. English as a Second Language (ESL) is a major component of the both programs (TBE and Push-in ESL). Instruction is strategically designed to develop skills in listening, speaking, reading, and writing.

Kindergarten through grade 3 bilingual classes will be using "Trofeos" for the Native Language Arts component. Second language learners in monolingual K-3 classes will be using "Trophies," a scientifically based reading program. All K-3 English Language Learners will be using "Moving Into English" for ESL instruction. ELLs in grades 4 and 5 are using the Hampton Brown "Avenues" Program. Grade 6 students go on to High Point Basic and High Point A. These programs include newcomer materials which are especially useful for the older beginner language learners. "English at Your Command" is used in most classrooms in Spanish and English. Assessment in both languages is used to analyze programs and drive instruction.

Students in Transitional Bilingual program receive instruction from New York State Certified Bilingual Education Teachers in both the native and target language to ELLs students, including students with disabilities. The goal of the bilingual program is to gradually transition students into English-only instruction. The primary language (Spanish) is used to support the transition. In the mean time, students in the self contained push-in ESL program, receive English-only instruction in the content area (with some native language support) with a great deal of support from the certified push-in ESL teacher. In the bilingual program, students are taught in their native language with intensive support in English language instruction. Content area (Math, Science and Social Studies) instruction is mainly in the students' native language (Spanish) with some instruction in English (with ESL support depending on students' English proficiency level. Students receive grade level appropriate work which helps them meet New York State and City Standards. This helps them make academic progress in the content areas while they develop English proficiency. In the push-in ESL program, students content area instruction is in English-only with ESL support provided by the push-in ESL teacher.

2. To address the needs of students who have not achieved proficiency on the NYSESLAT and are not in a bilingual program, we have a push-in ESL program. ESL students are placed in the same class on each grade level and ESL services are provided by a certified ESL teacher who pushes into each class. In compliance with CR 154, beginner and intermediate level students in the push-in ESL program receive 360 minutes of explicit ESL instruction weekly- while students at the advanced level receive 180 minutes of explicit ESL weekly since they have progressed to 180 minutes of English Language Arts per week. In addition, ninety minutes of ESL instruction is provided weekly for those students who have achieved proficiency on the NYSESLAT. This service is provided to this group of students for up to two years after passing the NYSESLAT. The goal of the ESL program is to help students meet performance standards in an all English class as they develop listening, speaking, reading and writing skills. ESL instruction is interdisciplinary and addresses all content areas.

The breakdown of the time allotment for instruction in the TBE program is slightly different for students due to the native language arts component. Students at the beginning and intermediate levels receive the receive 360 minutes of explicit ESL per week while advanced students received 180 minutes of explicit ESL instruction and 180 minutes of ESL instruction. In addition, students in TBE program receive 60-90 minutes per day of Native Language Arts if beginners, 45-60 minutes per day of native language instruction if they are intermediate and 45 minutes if they are advanced. All instruction in this program (TBE) is delivered each class' certified bilingual classroom teacher.

3. Delivery of content area instruction varies slightly in each program model. In the TBE program, the goal is to help students to meet content area (math, science and social studies) language NYS standards by means of the knowledge transfer approach. In this approach, students receiving content area instruction mostly in in the native language so that they can transfer the knowledge acquired as their English proficiency increases. The dominant language is used 60-80 percent of the time in the early stages of English proficiency. For example, a beginner student will receive math, science and social studies instruction in Spanish with minimal instruction of such subjects in English.

However, as the student progress to the intermediate and advance English proficiency levels content area instruction in math, science and social studies gradually shifts to English. At the intermediate and advanced levels students receive gradual instruction of such subjects in English scaffolded by ESL methods and strategies. By the time a TBE student is advanced, he/she spends increasingly more time using English. At each stage content is made more comprehensible by means of a variety of resources used both in the students native language-when in the beginning stages of English language development-and in the second language-when in the later stages of English language development. All instruction delivered in English is supported with ESL methods and strategies, students are provided with dictionaries and glossaries and a sleud of online resources including Brain Pop, Discovery Science, Destination Math.

Just as in the TBE program, the goal of the push-in ESL program is to help ELLs meet content area (math, science and social studies) and language standards by means of the SIOP model. The SIOP model is a research-based and validated model of shelter instruction. By means of this model, classroom teachers-with the help and support of the ESL teacher plan and deliver lessons that allow ELLs to acquire academic knowledge as they develop English language proficiency. ELLs in the push-in ESL classes also have access to dictionaries and glossaries, online resources and technology. Each ELL self-contained classroom is equipped with a smartboard and the necessary software for teachers to make content lessons more interactive for students.

4. It is crucial and important to differentiate instruction for ELLs since they are expected meet the goals and state standards just as their English-only counterparts. Various interventions are offered by the school to all ELLs, including the special education stuents to improve their linguistic and academic abilities so they meet New York State standards and promotional/graduation requirements.

Students with interrupted formal education (SIFE) are provided services based on their individual needs. Academic intervention services are provided using a program Voyager Passport. It is a comprehensive reading intervention that meets the needs of all struggling readers. Through explicit introduction of priority skills, struggling readers access increasingly complex text. Ticket to Read® is Voyager's exciting new technology component. This web-based skill-builder invites students to read hundreds of engaging and informative passages and become more fluent, learn more vocabulary words, and comprehend more about the world around them. Ticket to Read facilitates independent practice from school, home, or any computer that has an internet connection. The online program teaches and builds reading skills at the individual level with adaptive instruction in, phonics, fluency, vocabulary, and comprehension. As they learn they earn tickets for hundreds of virtual prizes to decorate their personal clubhouses. Ticket to Read integrates web-based data management to track student progress. Teachers use this data to drive further instruction in guided reading groups. Small group instruction was also provided by ESL teachers to improve their listening, speaking, reading and writing skills to become English proficient using programs such as, Moving Into English, Avenues, English at Your Command and High Point. These programs offer research-based and standards based instruction in English reading and language arts. These programs were designed for English learners and struggling readers in Grades K-6 to accelerate growth in language, literacy, and content. Using carefully chosen literature selections in both fiction and nonfiction, instruction proceeds from building vocabulary and language to understanding the fundamentals of reading (phonemic awareness, phonics and decoding), development of comprehension skills, writing, and application in content area studies. Students are given the opportunity to attend an after school program. The program supports an intensive reading and writing instruction academy in which ten to twelve students per class develop reading and writing skills through an interrupted quality of time. The program is designed to increase students' English vocabulary and English skills; oral, listening, reading, and writing.

Newcomers are pulled out by an ESL certified teacher to work on basic listening and speaking English skills and help them in the assimilation process. The goal is not only to make the student feel comfortable in a new school culture, but also to address their language needs in a more private and focused setting. Some of the methods and strategies used with newcomers include: TPR (Total Physical Response), Alternate Language Approach, Cognitive Academic Response, role play, accessing prior knowledge, Natural Approach, sheltered English and whole language. The ESL teacher uses various programs which meet the need of the students, such as Moving Into English and English at Your Command.

ELLs receiving service for 4 to 6 years and Long-Term ELLs (LTEs) receive small group instruction with a certified ESL teachers as well as Academic Intervention Services (AIS). ESL instructors utilize programs such as English at Your Command, Avenues, Moving into English and High Point. These programs are designed to enhance students' English proficiency in phonemic awareness, phonics, decoding, comprehension skills, writing, and application in content area studies. LTEs are provided with "at risk" resource room, IEP mandated resource room, and/or AIS. Teachers in the resource room design instruction support that meets the specific needs of the students they service in order to maximize their learning potential. The resource room teachers work closely with the classroom teachers and the parents to ensure the support provided is indeed helping the ELL student reach their full potential. Students resource room are usually assessed and tested in the resource room as it provides a less distracting environment and a better chance at success.

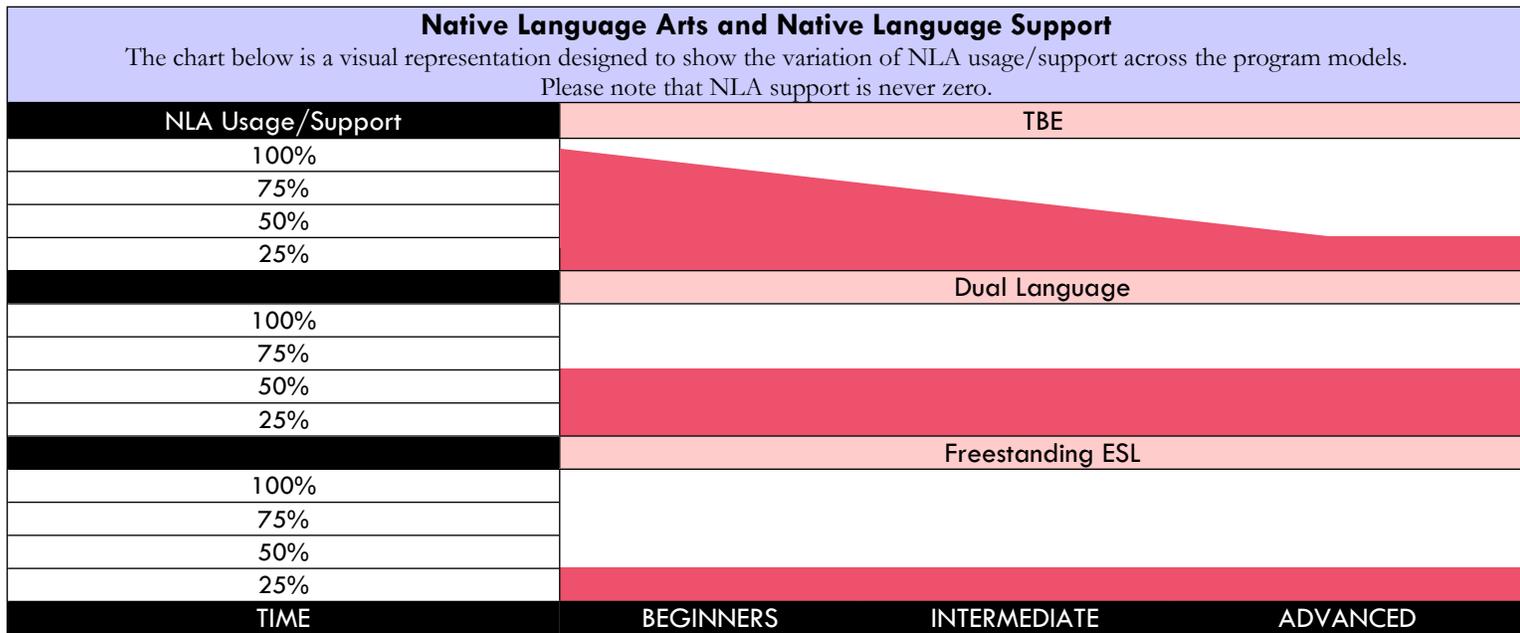
Special education Special education students have an AIS instructor that closely examines each student's IEP and plans lessons using the Voyager or Soar to Success program that meets their needs based on their individualized criteria. Small group instruction was also provided by ESL teachers to improve their listening, speaking, reading and writing skills to become English proficient using programs such as, Moving Into English, Avenues, English at Your Command and High Point.

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



**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?

5. Small group instruction is provided by certified ESL teachers, Mrs. Gitelman and Mrs. Tirado who work to improve students' listening, speaking, reading and writing skills. Students will become English proficient using various programs with specific groups. Moving into English is a flexible, easy-to-use program that provides teachers with language-rich resources to help in the enhancement of Newcomer ELLs language acquisition. Each lesson is divided into three simple steps: Talk About it, Read About it, and Write About it. This adaptable program focuses on Phonemic Awareness, Phonics, Language Exploration, Comprehension, and Fluency. The Hampton-Brown Avenues Series is a standards-based reading and language arts program, designed to promote success in language, literacy and content with intermediate and advanced ELLs. Hampton-Brown's Avenues Series involves a variety of language arts lesson plans for grades K-5, including writing, vocabulary building and comprehension. English at Your Command provides comprehensive writing and grammar support for a range of writing forms. Students in Grade 6 move on to High Point, a standards-based language and literacy instruction with specialized strategies for English learners and struggling readers. Instructors focus on building vocabulary and language to understand the fundamentals of reading (phonemic awareness, phonics and decoding), development of comprehension skills, writing, and application in content area studies.

Intermediate, advanced and proficient ELLs receive ELA Academic Intervention Services, AIS in small groups to enhance listening, reading, speaking and writing skills, as well as, other content areas. Guided reading specialists and resource room teacher's focus on basic grade level skills not met, using Soar to Success, which is a research-based, intervention model. Soar to Success contains instruction in four of the critical components of reading: phonics, fluency, vocabulary, and comprehension. Comprehension instruction however, is the primary thrust of Soar to Success and it is designed to develop in students an awareness of where and when to apply specific strategies to independently unlock the meaning of the texts and books they read. AIS is also provided through the Voyager Passport. Voyager Passport incorporates a multi-tiered approach to address academic difficulties for all students, reducing referrals to special education. Daily lessons provide explicit instruction: the teacher models the skill, and monitors group and individual practice with corrective feedback. Research unequivocally recommends this instructional model for at-risk students. This program has two components. Word Work provides grade-appropriate instruction in phonemic awareness, letter-sound recognition, word reading, and sight words. Each skill is taught explicitly, deliberately, and with a purpose in mind. Read to Understand gives struggling readers daily opportunities to apply newly learned skills with accessible and engaging text. Vocabulary instruction is focused upon while comprehension instruction helps students read more strategically. AIS is provided for math intervention using a program Mathletics. Mathletics is used for all ELLs. The AIS provider matches the program level with the student's proficiency.

6. ELLs reaching proficiency on the NYSESLAT are entitled to receive transitional support for two years. The proficient ELLs in our school are kept in the English as a Second Language class for a year after reaching proficiency on the NYSESLAT. After going into the English-only class, students are monitored and supported by school staff and the ESL teachers. They receive extended time and are able to use bilingual dictionaries to support them on class and state examinations.

7. This school year the ESL teachers will integrate a new program, Early Explorers. Early Explorers is a small group reading is an assisted literacy experience in which the ESL teacher supports and guides students with texts on their instructional level, before, during and after reading. The program promotes oral language development while promoting their reading comprehension skills. In addition, teachers of ELLs in grades K-2<sup>nd</sup> will implement a new web-based literacy program, Award Reading. Our school has also incorporated Destination Math into our daily schedule. Destination Math transforms math instruction and bolsters student understanding through a highly engaging learning environment. Students develop fluency in math reasoning, conceptual understanding, and problem-solving skills.

8. This school year, P.S. 86 does not plan to discontinue any program for ELLs.

9. In order to continue to raise the standards for our LEP population our Title III funds will be used to extend and enhance the present reading block of time for the targeted ELLs in grades 2-5. Beginning in the Fall and ending in May, the students in Grades 2-5 will participate in 144 hours, three days a week of an extended day program aligned with the New York State Language Arts curriculum and the New York State ESL Standards. The program will support an intensive reading instruction academy in which ten to twelve students per class will be able to develop reading skills in order to create a real context for their learning through an uninterrupted quality of reading

time. The teachers will be committed in demonstrating successful teaching strategies with an emphasis on fluency to help students who struggle in reading. Teachers will determine the amount of time devoted to fluency instruction depending on the NYSESLAT level and the student's facility with word identification, connecting reading with writing and by setting the expectation that all children can learn. The program will expose them to both their native language and English in order to increase their English vocabulary, English skills (oral, reading, writing) and their native language. Participation in Project Arts expands student experiences and is used in listening, speaking, reading and writing as well as content area instruction. ESL lessons will focus on strengthening listening skills, phonemic awareness, phonetic instruction, vocabulary building and comprehension strategies. Graphic organizers and word walls make vocabulary and content more explicit. Students will be involved in extended prewriting oral language development and will practice linking reading and writing activities. Guided and interactive writing will be used to strengthen proficiency.

English Language Learners with disabilities are held to the same standards as all other students. In addition, the students will also participate in a writing academy to continue to discover the structure and features that writers' use when writing for specific purposes with an emphasis on the use of punctuation and following appropriate grammar rules. The academy will incorporate technology as an educational tool. Students will have the opportunity to visit the computer lab to publish their writing projects. They will also visit the library to borrow books, read independently, conduct research, or to read with a partner. Finally, the teachers will complete an assessment on each student to determine their reading growth and to assess the achievement of program related objectives.

Our school collaborates with The Bronx Zoo, Lehman College Art program, The Beacon program (run by Mosholu Montefiore Community Center), Sports and Arts, Project Arts, The Guggenheim Museum, Wave Hill, Botanical Gardens, Clear Pool Educational Center (grades 5-6), Audubon Society, an Intergenerational program in collaboration with Kittay House and the Folk Art Museum. These programs are available to all students, including our ELLs.

10. Each of our classes is equipped with a SMART Board. The SMART Board is an interactive, electronic whiteboard that enhances instruction and learning. The SMART Notebook software makes it possible for teachers to create content rich, dynamic lessons addressing specific student skills. These boards increase the interactive atmosphere in the classroom that in return increases the learning experience. The teacher can project their notes and presentations on these boards and instead of becoming a one sided lecture, it becomes a two sided experience. Students can edit and make notes on the screen or answer questions directly on the screen. This allows the students to play a larger part in the discussion and absorb more from the lesson. Teachers have a list of various interactive websites they use to integrate technology into their lessons. Our school is also equipped with two computer labs, about four computers in each class and a few sets of laptops available to students. The use of technology is implemented into lessons, to make learning interactive, meaningful and authentic. ELLs, especially newcomers are placed onto computers to practice listening, speaking, and reading skills. Websites such as; [www.starfall.com](http://www.starfall.com), [www.brainpop.com](http://www.brainpop.com), [www.4esl.org](http://www.4esl.org), [www.nettrekker.com](http://www.nettrekker.com), [www.discoverylearning.com](http://www.discoverylearning.com) and many other sites are accessed in classrooms.

Each student is encouraged to use Ticket to Read. Ticket to Read is a web-based skill-builder that invites students to read hundreds of engaging and informative passages and become more fluent, learn more vocabulary words, and comprehend more about the world around them. Ticket to Read facilitates independent practice from school, home, or any computer that has an internet connection. The online program teaches and builds reading skills at the individual level with adaptive instruction in, phonics, fluency, vocabulary, and comprehension. As they learn, they earn tickets for hundreds of virtual prizes to decorate their personal clubhouses. Ticket to Read integrates web-based data management to track student progress. Teachers use this data to drive further instruction in guided reading groups.

Our school also offers a program called Playaways- an MP3 player created to encourage independent reading. Students listen to an audio book focusing on the correct English pronunciation and intonation. The Playaways may be used in school or at home. Our Media Specialist/Librarian trains students how to use the Playaways and trains teachers to implement Playaways into their curriculum. All students have their own individual login and password for IXL. IXL is a web-based tool that allows students to practice grade level skills. As your students master skills, they collect ribbons and medals that keep them motivated as they practice. IXL even features a themed game board for each grade so that your students can win exciting prizes as they practice. IXL's reports are designed to give you the information you need to help your students reach their potential in math. With IXL you can identify a student's strengths and pinpoint trouble spots; view improvement over time; and measure progress based on length of practice time. You can even view the actual problems a student missed and the answers students chose for those problems.

11. In the Bilingual Education program, each classroom is enriched with bilingual libraries. Students are exposed to literature surrounding various cultures and traditions. Teachers use blue ink for charts and blue book baskets in the classroom library to differentiate the Spanish language. Teachers use red ink for charts and red book baskets in the classroom library to differentiate the English language. This separation of languages allows students to refer to the charts when working independently. The flow of the day or daily schedule clearly defines the subject, objective, and language of instruction. In the English as a Second Language program, students have access to bilingual glossaries and buddy systems. There are bilingual paraprofessionals available to support students in the classrooms.

12. All services and resources provided by our school correspond to ELLs' ages and grade levels. Our goal is to provide support for our ELLs to achieve success in mastering the necessary skills needed to pass the standardized test for their perspective grades. This will fuel a positive movement towards qualitative performance and hold ELLs to the same high standards and expectations as all students.

13. Newly enrolled ELL students are invited to an Open House before the beginning of the school year. The parents and students are given a tour of the school and is given an overview of the programs available to them.

14. Language electives are currently not offered to any student in P.S. 86 at the present time.

### 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)?

\*\* P.S. 86 currently does not have a Dual Language Program. We periodically review Parent Survey and Program Selection Forms. We file all of these forms in the ESL office, room 200. If we collect more than 15 forms on two contiguous grades, requesting Dual Language we will then prepare to provide this program model.

### 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.

1. Rigorous, research-based professional development is held for ELL educators and support staff to provide the best teaching possible for our ELLs. Our professional development focuses on how to implement strategies that promote a literate learning environment which respects individual diversities. Through assessment, observation, study groups and discussion with colleagues, we will continue to adjust curriculum instruction to meet the needs of our students. Staff development will continue to support ESL methodologies and strategies through technology in literacy development. All administrators will assist the staff with the implementation of NYC performance and NYS learning standards to effectively align the curriculum of grades K-6. Mrs. Tirado, an ESL teacher attends the ELL Compliance Conferences and various workshops through BETAC. She turn keys valuable information to assist in planning for our ELLs. The school schedules a common prep for teachers of ELLs and Bilingual teachers bi-weekly. During these meetings, teachers share practices and are exposed to new ideas. Teachers are updated about any mandates they should have in mind when planning and are given the opportunity to plan with other teachers, as well as the ESL certified teachers.

2. Our school provides school staff the support needed to assist ELLs as they transition from elementary to middle school and high school. We organize international trips for the fifth and sixth graders to give them an opportunity to learn about other cultures and traditions, along with history. Before each experience they interact with pen pals in a school who they are able to meet in person. The students visit a school in each country allowing them an insight to how other school systems function. In the past few years our school has visited London, Germany, Japan, and San Francisco. Our fifth grade has visited Boston, Washington D.C. and Philadelphia to enhance curriculum in Social Studies. These experiences provide students the motivation to continue their education and explore new horizons.

The fourth grade is collaborating with Jeff Felber, a science consultant from CUNY. Teachers are attending a monthly science workshop with a follow up classroom visit from Mr. Felber. They are learning how to utilize the FOSS kits to integrate hands on activities into the science curriculum. Also, Teresa Ebbelwhite, an AUSSIE consultant works with teachers on how to use assessments to drive further instruction in their classrooms, meeting the needs of all students. Ms. Ebbelwhite assists all grades, K-6 in planning Literacy calendars, ensuring that all grade level content will be met before state exams. This year Ms. Ebbelwhite is collaborating with the sixth grade teachers on how to implement writing into the content areas. She conducts labsites in classrooms, while the teachers observe her and discuss their input during a grade meeting. Literacy and Math coaches provide activities which may assist ELLs in achieving success in grade level material.

3. The school will continue to provide seven and a half hours of mandated Jose P training for all new teachers. Teachers will become familiar with the SIOP model, assisting them in planning effective ESL lessons incorporating the content areas. The certified ESL teachers, D. Gitelman and M. Tirado train a group of new teachers on the implementation of language development throughout content instruction. They model and assist teachers in planning lessons which allow content area material to be taught in a meaningful manner holding high expectations for our ELL population.

### 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?

1. We believe in supporting our parents as partners in the educational program of their children. All school related information is available in the language spoken by the families in our school community. Assemblies and shows are held throughout the year for children and families. Each assembly and/or show is organized by the grade level supervisor and teachers. Parents are invited to monthly PA meetings to discuss how the school may further meet the needs of their children. Our parent coordinator, Alberto Velez, is actively involved in providing parents of ELLs with appropriate information and services. He helps to ensure that parents of ELLs are contributing members of the education community. He helps parents access the ARIS Parent Link. This link provides parents with student information such as test scores, attendance, data, and contact information. Parents of ELLs are invited to participate in the development of the school's Comprehensive Education Plan. Student's progress is reported to parents on a regular basis and parents are invited to the school for various classroom activities. Parents are invited to attend various workshops held by administration on how to assist their child with the many programs available in our school, such as IXL, Destination Math, Destination Reading, Award Reading, and Ticket to Read.

2. Our school partners with many Community Based Organizations to provide workshops and services to ELL parents . Some partners include but are not limited to the Bronx Zoo, Lehman College Art program, The Beacon program (run by Mosholu Montefiore Community Center), Sports and Arts, Project Arts, The Guggenheim Museum, Wave Hill, Botanical Gardens, Clear Pool Educational Center (grades 5-6), Audubon Society, an Intergenerational program in collaboration with Kittay House and the Folk Art Museum.

3. The needs of parents are evaluated by individual conversations between the teachers, administration and the parent coordinator. Questionnaires and surveys in the home language are distributed at Parent Association meetings, as well as sent home with students. Parents are invited to monthly PA meetings to share ideas and concerns they may have. The PA president then collaborates with the parent coordinator and administration to address the needs of the parents.

4. Our school's activities address the needs of the parents based on the feedback offered through the PA meetings, surveys, questionnaires and conversations with school staff. P.S. 86 conducts an ESL/Civic class for parents in our community. The program will once again begin in the Fall and run through the end of May. Classes will be held in the evening, twice a week for three hours. Two weekly lesson plans will be prepared based on the ESL/Civics Curriculum. Pre and post writing samples will be collected on what they have learned. The Civic lessons will be based on the History of America in order to prepare them to take the Citizenship Exam. As part of the civic classes, the parents will participate in a field trip.

## 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)	39	38	35	12	10	5	16							155
Intermediate(I)		26	12	26	23	21	19							127
Advanced (A)	25	9	20	30	41	35	23							183

Total	64	73	67	68	74	61	58	0	0	0	0	0	0	465
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NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		8	6	7	2	1	7						
	I		20	8	3	5	5	7						
	A		25	20	18	33	20	15						
	P		19	25	48	28	36	19						
READING/ WRITING	B		32	28	16	8	5	12						
	I		30	12	34	22	21	10						
	A		8	19	22	35	34	26						
	P		2	0	4	3	1	0						

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	31	31	16	1	79
4	31	44	18	0	93
5	21	35	10	0	66
6	27	24	10	0	61
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	7	11	24	15	20	6	9	0	92
4	2	3	31	23	22	11	7	1	100
5	3	4	10	19	23	8	6	0	73
6	1	9	10	25	10	5	9	0	69
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	1	2	10	15	25	17	17	4	91
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	1	1	3	1	29	11	16	4	66
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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)	10	49	58	29				

**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.

1. Our school assesses the early literacy skills of our ELLs using ECLAS, EL SOL, Fountas and Pinnell, EDL (Spanish DRA) and Dibels. We use ECLAS as alternative assessment for ELLs in need of intervention. This allows us to target students' specific language needs in grades K-3. The listening and writing component of ECLAS is used across grades K-3. EL SOL is used in Bilingual Education classes in grades K-3 to measure Spanish Biligual students progress in literacy in their native language. EDL is used in Bilingual Education Classes in grades 4-6 to measure Spanish Bilingual students progress in literacy in their native language. Fountas and Pinnell is used in all grade levels in spite of ELLs English proficiency level. Collected data allows teachers of ELLs the opportunity to analyze how their ELL students are performing as compared to non-ELLs. We have noticed that compared to students in non-ELL programs, ELL students tend to make more gains in literacy.

2. Proficiency levels on LAB R and the 2010 NYSESLAT reveal that the majority of our ELLs in grades K-2 are beginners. Whereas, most of the students in grades 3-6 are scoring at the advanced level. We have noticed many Kindergarten ELLs take the LAB R and score at the advanced level yet when they took the NYSESLAT, they dropped into the intermediate level. We drew the conclusion that this is because the expectations on NYSESLAT are much more structured than on the LAB R.

3. An analysis of the 2010 NYSESLAT modalities reveal that most of our students are advanced or proficient in listening and speaking. Proficiency levels in first grade were lower with 20 students scoring at the intermediate level. Our school has developed instructional decisions based on this data analysis.

Newcomers are our beginning English language learners. Lessons for beginner and intermediate ELLs will focus on language acquisition. Teachers will use a multi-sensory approach to promote a richer vocabulary. Jazz chants, literature, poetry, music, role-play, and puppetry will help develop vocabulary and reinforce specific grammar and pronunciation patterns. Teachers model English pronunciation, intonation patterns, grammar and language related to everyday functions.

Reading and writing levels were lowest in grades K through 2. ESL lessons focus on vocabulary building, strengthening listening skills, phonemic awareness and oral responses to literature. Reading and writing activities will be comprehensible and will follow the SIOP model protocol. Guided reading and interactive writing will be used to strengthen proficiency.

The majority of the ELLs in grades 3 through 6 scored at the intermediate and advanced levels. ESL lessons will focus on vocabulary, word study and accountable talk. The use of graphic organizers and scaffolding makes vocabulary and content more explicit. Students will be involved in extended prewriting oral language development and linking literacy and content area material.

4. The results can be deceptive when examining the impact of taking examinations in the native language. Only 13% of sixth grade students taking the mathematics exam in Spanish scored at or above grade level whereas 64% of ELLs taking the test in English met or exceeded grade level standards. Many newcomers arrive with little or no mathematics proficiency. These students take the examinations in their native language. As English language and math proficiency improve, students take the exams in English and are meeting, as well as exceeding standards.

The positive effects of teaching content area in the native language is clearly evident when examining the results of the social studies

5. P.S. 86 does not have a Dual Language program this school year.

6. P.S. 86 evaluates the success of our programs of ELLs by analyzing the scores of the NYSESLAT and data acquired from ELL periodic assessments to monitor student progress and growth. This data drives language instruction to meet the needs of ELLs. ESL teachers disseminate NYSESLAT and Periodic Assessment data to the classroom teacher. During our ELL staff meetings, ELL pedagogues study and analyze and discuss trends and use those trends to plan future units and lessons.

### **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.

## Additional Information

## 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		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other <u>ESL Teacher</u>		

	Other		
	Other		
	Other		