



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : _____THE GREAT EXPECTATIONS SCHOOL PUBLIC SCHOOL 85_____

DBN (DISTRICT/ BOROUGH/ NUMBER): _____10X085_____

PRINCIPAL: _____TED HUSTED_____ **EMAIL:** _THUSTED@SCHOOLS.NYC.GOV_____

SUPERINTENDENT: _____SONIA MENENDEZ_____

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Ted Husted	*Principal or Designee	
Robert Moore	*UFT Chapter Leader or Designee	
Myra Camacho	*PA/PTA President or Designated Co-President	
Maryanne Sanders	Member/ Teacher Representative	
Mary Doran	Member/ A.P. Representative	
Juanita Boyd	Member/Paraprofessional	
Elba Tavarez	Member/Parent	
Tamara Rosado	Member/Parent	
Melinda Mosley	Member/Parent Title One	
Yonayra Fernandez	Member/Parent	
	Member/	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- By June 2012, students in grades 3-4-5 will achieve AYP targets in English Language Arts as measured by the Spring New York State English Language Arts exam. The count of cohort members performing at levels 2 will increase by a minimum 62 students.

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Comprehensive needs assessment

- The New York State Accountability and Overview Report shows that students in grades 3-4-5 did not meet AYP or Safe harbor targets in English Language Arts. Additionally, Hispanic or Latino and Black and African American subgroups, as well as Limited English Proficient and Students with Disabilities also failed to meet performance objectives. As a result, the 2011-12 Accountability Status for P.S. 85 in ELA has been determined as Restructuring Year 1.

Instructional strategies/activities

- Establish an Intervention period during the school day (an additional 35 minutes per day for all students) for individualized conferences and independent reading at mastery level (Fall 2011 through Spring 2012).
- Incorporate the use of Common Core State Standards in Literacy Instruction in all grades for all students.
- Curriculum Pacing and Units of study will be modified to address the Common Core State Standards.
- All students in all classrooms will be supported with the use of Thinking Maps to explicitly teach cognitive skills and provide models for thinking and problem solving to support learning and academic achievement. (Fall 2011 through Spring 2012).
- Provide professional development to all teachers including enrichment, related service providers and academic support teachers in the use of the Independent Reading Leveling Assessment to guide conferencing and goal setting for students, providing consistency and point of articulation for all students. (Fall 2011).
- Establish leverage groups of students in each classroom to serve as the focus for “looking at student work” in alignment to the CCSS, providing feedback to teacher teams to revise and modify current units of study and lesson plans to meet the needs of the students. Teachers will be trained in the development of Common Core Standards based Literacy tasks and protocols for assessing student work. (Fall 2011 through Spring 2012). (Fall 2011).
- Provide a data base (School Pace) to track student progress through the Common Core State Standards in grades One through Five. (Fall 2011 through Spring 2012).
- Instructional Coaches assigned to target grade levels across all content areas to support teachers in implementation of effective teaching practices, strategies and activities through coaching, model lessons, facilitation of planning sessions and data analysis. (Fall 2011 through Spring 2012).
- Grade level meetings, planning and review of student data facilitated weekly by Instructional Coaches. (Fall 2011 through Spring 2012).
- Teachers will use periodic assessment data to plan and supplement instructional activities with a focus on targeted students within their classrooms (Fall 2011 through Spring 2012).

Strategies to increase parental involvement

- Conduct Family Nights where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help providing materials and training to help parents work with their children to improve their achievement level
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress
- providing assistance to parents in understanding City, State and Federal standards and assessments

Strategies for attracting Highly Qualified Teachers (HQT)

- The 2010-11 New York State School Report Card identifies 99% of school staff as Highly Qualified. P.S. 85 administration will continue to fill any vacancies with Highly Qualified teachers and use Title 1 funding to support the permanent certification of teachers requiring additional course work or exams.

Service and program coordination

- Supplemental Educational Services will be made available to students in all grades, including SWD and ELL students through Failure Free Reading and Innovative Educational Programs as an afterschool site based program.
- To support proper health and nutrition for all students the Breakfast in the Classroom Program will be implemented school wide.

Budget and resources alignment

- Fair student Funding, Title 1 and Title III funding will support existing classroom and out of classroom staff in the implementation of this action plan.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- By June 2012, Hispanic or Latino and Black and African American subgroups, as well as Limited English Proficient and Students with Disabilities will achieve a 12% increase in the number of students whose performance levels increase towards meeting AYP in ELA targets.

Comprehensive needs assessment

- The New York State Accountability and Overview Report shows that students in grades 3-4-5 did not meet AYP or Safe harbor targets in English Language Arts. Additionally, Hispanic or Latino and Black and African American subgroups, as well as Limited English Proficient and Students with Disabilities also failed to meet performance objectives. As a result, the 2011-12 Accountability Status for P.S. 85 in ELA has been determined as Restructuring Year 1.

Instructional strategies/activities

- Establish an Intervention period during the school day (an additional 35 minutes per day for all students, including SWD and ELL) for individualized conferences and independent reading at mastery level (Fall 2011 through Spring 2012).
- Incorporate the use of Common Core State Standards in Literacy Instruction in all grades for SWD and ELL students. (Fall 2011 through Spring 2012).
- Curriculum Pacing and Units of study will be modified to address the Common Core State Standards.
- All students in all classrooms will be supported with the use of Thinking Maps to explicitly teach cognitive skills and provide models for thinking and problem solving to support learning and academic achievement. (Fall 2011 through Spring 2012).
- Provide professional development to all teachers including enrichment, related service providers and academic support teachers in the use of the Independent Reading Leveling Assessment to guide conferencing and goal setting for students, providing consistency and points of articulation for all students. (Fall 2011).
- Establish leverage groups of students in ELL and Self Contained ELL classrooms to serve as the focus for "looking at student work" in alignment to the CCSS, providing feedback to teacher teams to revise and modify current units of study and lesson plans to meet the needs of the students. Teachers will be trained in the development of Common Core Standards based Literacy tasks and protocols for assessing student work. (Fall 2011 through Spring 2012).
- Provide a data base (School Pace) to track student progress through the Common Core State Standards in grades One through Five. (Fall 2011 through Spring 2012).
- Instructional Coaches assigned to target grade levels across all content areas to support teachers in implementation of effective teaching practices, strategies and activities through coaching, model lessons, facilitation of planning sessions and data analysis which support SWD and ELL students. (Fall 2011 through Spring 2012).
- Grade level meetings, planning and review of student data facilitated weekly by Instructional Coaches. (Fall 2011 through Spring 2012).
- Teachers will use periodic assessment data to plan and supplement instructional activities with a focus on targeted students within their classrooms (Fall 2011 through Spring 2012).

Strategies to increase parental involvement

- Conduct Family Nights where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help providing materials and training to help parents work with their children to improve their achievement level
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress

Strategies for attracting Highly Qualified Teachers (HQT)

- The 2010-11 New York State School Report Card identifies 99% of school staff as Highly Qualified. P.S. 85 administration will continue to fill any vacancies with Highly Qualified teachers and use Title 1 funding to support the permanent certification of teachers requiring additional course work or exams.

Service and program coordination

- Supplemental Educational Services will be made available to students in all grades, including SWD and ELL students through Failure Free Reading and Innovative Educational Programs as an afterschool site based program.
- To support proper health and nutrition for all students the Breakfast in the Classroom Program will be implemented school wide.

Budget and resources alignment

- Fair student Funding, Title 1 and Title III funding will support existing classroom and out of classroom staff in the implementation of this action plan.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- By June 2012, all continuously enrolled students in grades 3-4-5 and all subgroups will achieve AYP targets or Safe Harbor targets in Mathematics as measured by the Spring New York State Mathematics exam. The count of cohort members performing at levels 2 or 3 will increase by a minimum of 9.5% for all students.

Comprehensive needs assessment

- The New York State Accountability and Overview Report shows that students in grades 3-4-5 did not meet AYP or Safe harbor targets in Mathematics. Additionally, Hispanic or Latino and Black and African American subgroups, as well as Limited English Proficient and Students with Disabilities also failed to meet performance objectives. As a result, the 2011-12 Accountability Status for P.S. 85 of “ In Good Standing” in Mathematics is at risk.

Instructional strategies/activities

- Use data reported in ARIS, students in the lowest 1/3 citywide will be identified and targeted for differentiated interventions. Fall 2011
- Incorporate the use of Common Core State Standards in Mathematics Instruction in all grades in all classrooms, including SWD and ELL. (Winter 2011 through Spring 2012).
- All students in all classrooms will be supported with the use of ThinkingMaps to explicitly teach cognitive skills and provide models for thinking and problem solving. (Fall 2011 through Spring 2012).
- Provide additional professional development for teachers to adapt the Everyday Math Program to meet the needs of all students including SWD and ELL around differentiation based on the Math for All Initiative.
- Provide Academic Intervention in small group both within the classroom and outside the classroom to support targeted students. Formal and informal assessments will be reviewed weekly to monitor and inform student progress. Teachers will be trained in the development of Common Core Standards based Math tasks and protocols for assessing student work. (Fall 2011 through Spring 2012).
- Fall 2011- Spring 2012
- Instructional Coaches assigned to target grade levels across all content areas to support teachers in implementation of effective teaching practices, strategies and activities. (Fall 2011 through Spring 2012).
- Grade level meetings, planning and review of student data facilitated weekly by Instructional Coaches. (Fall 2011 through Spring 2012).
- Teachers will use periodic assessment data to plan and supplement instructional activities with a focus on targeted subgroups (Fall 2011 through Spring 2012).
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Strategies to increase parental involvement

- providing materials and training to help parents work with their children to improve their achievement level
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
- providing assistance to parents in understanding City, State and Federal standards and assessments

Strategies for attracting Highly Qualified Teachers (HQT)

- The 2010-11 New York State School Report Card identifies 99% of school staff as Highly Qualified. P.S. 85 administration will continue to fill any vacancies with Highly Qualified teachers and use Title 1 funding to support the permanent certification of teachers requiring additional course work or exams.

Service and program coordination

- Supplemental Educational Services will be made available to students in all grades, including SWD and ELL students through Failure Free Reading and Innovative Educational Programs as an afterschool site based program.
- To support proper health and nutrition for all students the Breakfast in the Classroom Program will be implemented school wide.

Budget and resources alignment

- Fair student Funding, Title 1 and Title III funding will support existing classroom and out of classroom staff in the implementation of this action plan.

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

- By June 2012, Hispanic or Latino and Black and African American subgroups, as well as Limited English Proficient and Students with Disabilities will achieve an 8% increase in the number of students whose performance levels increase towards meeting AYP targets in Mathematics.

Comprehensive needs assessment

- The New York State Accountability and Overview Report shows that students in grades 3-4-5 did not meet AYP or Safe harbor targets in Mathematics. Additionally, Hispanic or Latino and Black and African American subgroups, as well as Limited English Proficient and Students with Disabilities also failed to meet performance objectives. As a result, the 2011-12 Accountability Status for P.S. 85 of " In Good Standing" in Mathematics is at risk.

Instructional strategies/activities

- Use data reported in ARIS, students in the lowest 1/3 citywide will be identified and targeted for differentiated interventions. Fall 2011
- Incorporate the use of Common Core State Standards in Mathematics Instruction in all grades for SWD and ELL. (Winter 2011 through Spring 2012).
- All students in all classrooms will be supported with the use of Thinking Maps to explicitly teach cognitive skills and provide models for thinking and problem solving to support learning and academic achievement. (Fall 2011 through Spring 2012).
- Provide additional professional development for teachers to adapt the Everyday Math Program to meet the needs of all students including SWD and ELL around differentiation based on the Math for All Initiative.
- Provide Academic Intervention in small group both within the classroom and outside the classroom to support targeted students. Formal and informal assessments will be reviewed weekly to monitor and inform student progress. Teachers will be trained in the development of Common Core Standards based Math tasks and protocols for assessing student work. (Fall 2011 through Spring 2012).
- Instructional Coaches assigned to target grade levels across all content areas to support teachers in implementation of effective teaching practices, strategies and activities which support ELL and SWD. (Fall 2011 through Spring 2012).
- Grade level meetings, planning and review of student data facilitated weekly by Instructional Coaches. (Fall 2011 through Spring 2012).
- Teachers will use periodic assessment data to plan and supplement instructional activities with a focus on targeted subgroups (Fall 2011 through Spring 2012)

Strategies to increase parental involvement

- providing materials and training to help parents work with their children to improve their achievement level
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
- providing assistance to parents in understanding City, State and Federal standards and assessments

Strategies for attracting Highly Qualified Teachers (HQT)

- The 2010-11 New York State School Report Card identifies 99% of school staff as Highly Qualified. P.S. 85 administration will continue to fill any vacancies with Highly Qualified teachers and use Title 1 funding to support the permanent certification of teachers requiring additional course work or exams.

Service and program coordination

- Supplemental Educational Services will be made available to students in all grades, including SWD and ELL students through Failure Free Reading and Innovative Educational Programs as an afterschool site based program.
- To support proper health and nutrition for all students the Breakfast in the Classroom Program will be implemented school wide.

Budget and resources alignment

- Fair student Funding, Title 1 and Title III funding will support existing classroom and out of classroom staff in the implementation of this action plan.

ANNUAL GOAL #5 AND ACTION PLAN

Annual Goal #5

- By June 2012, eighty percent of Kindergarten and first grade students totaling 256 students will achieve the end of year benchmark or meet promotional criteria in English Language Arts as measured by the DRA 2 and student portfolio work.

Comprehensive needs assessment

- Third grade standardized and formative assessments in ELA scores indicate that students are not prepared to meet the rigorous demands of the Common Core State Standards. Early Childhood assessments and teacher observations indicate that students are entering Kindergarten without the necessary skills to be successful learners. Efforts to engage families in academic and instructional programs have had limited success, however research indicates that family engagement is a key element in the academic achievement of students in elementary school and beyond.

Instructional strategies/activities

- Continue providing Reading Intervention teachers in Grade One using an RTI Tier two approach to support acquisition of reading skills in the classroom.
- Provide Professional Development to Kindergarten and First Grade teachers to close the gaps in school readiness, including early interventions and developmentally appropriate learning experiences.
- Establish an Intervention period during the school day (an additional 35 minutes per day for all students) for individualized conferences and learning centers (Fall 2011 through Spring 2012).
- Incorporate the use of Common Core State Standards in Literacy Instruction in all grades in all classrooms, including SWD and ELL. (Fall 2011 through Spring 2012).
- Curriculum Pacing and Units of study will be modified to address the Common Core State Standards.
- Recruit and Assign a Family Engagement Coach targeted For Kindergarten Parents to support parents in helping their children as they begin school by connecting parent engagement workshops to the classroom.
- In Partnership with Mercy College, establish a Parent Center which will assist parents in gaining access to programs to support their child's education.
- Instructional Coaches assigned to target grade levels across all content areas to support teachers in implementation of effective teaching practices, strategies and activities. (Fall 2011 through Spring 2012).

Strategies to increase parental involvement

- providing materials and training to help parents work with their children to improve their achievement level
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
- providing assistance to parents in understanding City, State and Federal standards and assessments
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

Strategies for attracting Highly Qualified Teachers (HQT)

- The 2010-11 New York State School Report Card identifies 99% of school staff as Highly Qualified. P.S. 85 administration will continue to fill any vacancies with Highly Qualified teachers and use Title 1 funding to support the permanent certification of teachers requiring additional course work or exams.

Service and program coordination

- Supplemental Educational Services will be made available to students in all grades, including SWD and ELL students through Failure Free Reading and Innovative Educational Programs as an afterschool site based program.
- To support proper health and nutrition for all students the Breakfast in the Classroom Program will be implemented school wide.

Budget and resources alignment

- Fair student Funding, Title 1 and Title III funding will support existing classroom and out of classroom staff in the implementation of this action plan. Additional professional development funding support will be provided through a grant from Turn Around for Children, The Bronx Borough President and Mercy College.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	156	78	N/A	N/A	5	0	0	144
1	162	81	N/A	N/A	10	0	0	126
2	156	76	N/A	N/A	18	0	0	156
3	176	83	N/A	N/A	0	0	10	10
4	182	91	182	0	0	0	17	12
5	197	94	0	0	0	0	23	197
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<p>All children grades K-5 receive 35 minutes daily of additional instruction in Independent Reading. Regular cycles of one-on-one conferences and small group strategy lessons are conducted to engage children with their books, to assess the students' understanding the material they've read, and to set goals for future reading. Additionally, during this time, class size is reduced in all classes by having a push in Academic Support Teacher. In grade 1 target students receive AIS using a Tier 2 model. Four teachers work in each of our 1st grades with three or less students in a group on a daily basis to work on phonemic awareness, phonics, fluency, vocabulary and comprehension. Reading Recovery is a Tier 3 intervention of one-to-one tutoring for low-achieving first graders. The program promotes accelerated learning so that students catch up to their peers, close the achievement gap as quickly as possible, and continue to learn independently. Words Their Way teaches students word study, phonics, spelling and vocabulary in a hands on way. Children in Grades 2-5 participate in small group learning based on their appropriate developmental level. Grade 2 teachers employ Wilson Reading strategies in small groups to at risk children. Fletcher's Place Grades K and 1 is a whole group program that has small group components consisting of games that can be differentiated for children's needs.</p>
<p>Mathematics</p>	<p>Everyday Math games are used K-5 with the whole group and in at risk small groups in cycles to differentiate instruction and to supplement the general curriculum.</p>
<p>Science</p>	<p>Fourth graders receive support in science through enrichment project times in which class size is reduced. Level 1 and 2 students participate in activities that reinforce the New York State regular class instruction.</p>
<p>Social Studies</p>	

<p>At-risk Services provided by the Guidance Counselor</p>	<p>Students K-2 are seen individually or in a small group on a weekly and/or biweekly basis for 30-45 minute sessions. Students may have been identified through IST/SIT meetings, teacher or parent referrals. Anger management, self-esteem building, journal writing, discussion, counseling, play and art therapy are various approaches used based on the student needs. Parent meetings are held to discuss academic and behavioral needs. Children needing further academic support may be referred to the Instructional Support Advisory Team for further evaluation. The school connects parents to outside agencies for mental health as needed. When a crisis situation occurs the counselor may refer to ACS for further intervention. Communication with outside city/private providers is ongoing.</p>
<p>At-risk Services provided by the School Psychologist</p>	
<p>At-risk Services provided by the Social Worker</p>	<p>Students in Grades 3-5 who have been identified through IST/SIT meetings, teacher or parent referrals participate in cycles of 30 minute sessions one to two times a week. Family and crisis intervention and referrals for outside therapy are also supports we offer if needed.</p>
<p>At-risk Health-related Services</p>	<p>Our onsite Montefiore medical clinic provides services including immunizations, check-ups, asthma treatments, and medication. On staff are a psychiatrist, social worker, doctor, and registered nurse. At risk students are referred to the social worker who with parental consent will work one-on-one with children in 45-50 minute sessions. The clinic also provides dental screening for grades 2 and 5.</p> <p>Students in K and 1 have vision/hearing screening by the Dept. of Health. Parents and teachers are notified if there are deficiencies and glasses are provided to targeted students.</p> <p>Students who are in need of Physical Therapy, Occupational Therapy, Adaptive Phys .Ed. or speech and language services are seen for 50 minute sessions between one to three times per week depending on need. These services are also offered for short periods of time for students identified as at risk by the IST/SIT teams.</p>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team/Title I Parent Committee, Parent Teacher Association, and as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent-Teacher Association, along with parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team/ Title I Parent Committee, the Parent-Teacher Association. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator and a Family Engagement Coach to serve as a liaison between the school and families. The Parent Coordinator and the Family Engagement Coach and additional school staff will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Family Nights where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Team/Title I Parent Committee, Parent-Teacher Association;
- supporting or hosting Family events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- establish procedures for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School	Parents and Guardians	Students
Communications		
<u>The school will:</u>	<u>Parents and Guardians will:</u>	<u>Students will :</u>
<ul style="list-style-type: none"> ○ host monthly parent teacher association meetings to keep parents informed and to address parent concerns. ○ host open school week events and parent teacher conferences to keep parents informed of student progress ○ send monthly calendars and notices to keep parents informed of events and important dates ○ host academy community meetings and school wide family events for students and parents to attend to share learning experiences and celebrate student achievement. ○ host monthly School Leadership Team meetings which are open to the school community to develop and monitor the school's comprehensive 	<ul style="list-style-type: none"> ○ attend and participate in the parent teacher association in order to get information and to share ideas. ○ participate in open communication and attend parent teacher conferences in order to be informed of their child's progress. ○ read monthly calendars and notices in order to be informed of school events and important dates and respond accordingly. ○ attend and participate in community meetings and family activities in order to be active participants in their child's learning and achievement. ○ return surveys and participate in meetings to assist the School Leadership Team in the development of the school's Comprehensive Educational Plan. ○ notify school of any changes in personal contact information. 	<ul style="list-style-type: none"> ○ bring home and share the school calendars, notices and other information with their families. ○ pass along notes between parents and teachers when asked. ○ remind their parents of meetings and events and discuss their class work with their parents and families. ○ attend family events together with their parents and share their learning experiences.

School	Parents and Guardians	Students
Communications	Parents and Guardians	Students
<p>Engagement</p> <p>The school will:</p> <ul style="list-style-type: none"> ○ host monthly parent teacher association meetings to keep parents of the school informed and to address parent concerns. ○ host open workshops and school week performances and events during the day and in the evening and parent teacher conferences to allow for all parents to participate in the school progress. ○ send monthly calendars and notices to keep parents informed of events and important dates. ○ host academy meetings with parents and make telephone calls to school wide family events for students and parents to attend to share learning experiences and celebrate student achievement. ○ host monthly School Leadership Team meetings which are open to the school community to develop and monitor the school's comprehensive educational 	<p>Parents and Guardians will:</p> <ul style="list-style-type: none"> ○ attend and participate in the parent teacher association in order to get information and to share ideas. ○ attend meetings, participate in open workshops and performances as active members of a school community. ○ read monthly calendars and notices in order to be informed of school events and important dates and respond accordingly. ○ attend and participate in community meetings and family activities in order to be active participants in their child's learning and achievement. ○ return surveys and participate in meetings to assist the School Leadership Team in the development of the school's Comprehensive Educational Plan. ○ notify school of any changes in personal contact information. 	<p>Students will:</p> <ul style="list-style-type: none"> ○ bring home and share the school calendars, notices and other information with their families. ○ cooperate with their class mates and teachers to work as a community. ○ actively participate in class discussions and projects between parents and teachers when asked. ○ try their best at all times. ○ work by themselves and with others or remind their parents of meetings and events and discuss their class work with their parents and families. ○ attend family events together with their parents and share their learning experiences.

Safety and Respect

The school will:

- develop an annual school safety plan to be approved by the New York City Police Department to provide a safe and orderly school building and learning environment.
- establish school rules and procedures for student conduct and discipline in accordance with Department of Education regulations.
- communicate with and treat members of the school community with respect at all times.
- report all violations of the law and school policies to the proper authorities.
- Set expectations which guide students to do the B.E.S.T. and encourage adults to accept the responsibility of being a “role model” for children at all times in and around the school.

Parents and guardians will:

- follow all safety procedures and follow visitor guidelines throughout the school.
- review the Department of Education Code of Conduct with their child and share their expectations for cooperation.
- Communicate with and treat all members of the school community with respect at all times.
- report all violations of the law and school policies to the proper authorities.
- choose to accept the responsibility of being a “role model” for children at all times in and around the school and support the expectations of the school.

Students will:

- follow all safety procedures in order to help maintain a safe and secure school environment through the school and school grounds.
- discuss the Department of Education Code of Conduct with their teachers and parents to understand expectations.
- Communicate with and treat all members of the school community with respect at all times.
- report all violations of the law and school policies to the proper authorities.
- be their B.E.S.T. and follow the expectations for Behavior, Effort, Scholarship and Teamwork in all areas of the school.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: __10X085__ **School Name:** __The Great Expectations School__

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

December 13-14, 2011

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

The New York State Accountability and Overview Report shows that students in grades 3-4-5 did not meet AYP or Safe harbor targets in English Language Arts for all students and Economically Disadvantaged.. Additionally, Hispanic or Latino and Black and African American subgroups, as well as Limited English Proficient and Students with Disabilities also failed to meet performance objectives.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
 - Establish an Intervention period during the school day (an additional 35 minutes per day for all students) for individualized conferences and independent reading at mastery level (Fall 2011 through Spring 2012).
 - Incorporate the use of Common Core State Standards in Literacy Instruction in all grades for all students.
 - Curriculum Pacing and Units of study will be modified to address the Common Core State Standards.
 - All students in all classrooms will be supported with the use of Thinking Maps to explicitly teach cognitive skills and provide models for thinking and problem solving to support learning and academic achievement. (Fall 2011 through Spring 2012).
 - Provide professional development to all teachers including enrichment, related service providers and academic support teachers in the use of the Independent Reading Leveling Assessment to guide conferencing and goal setting for students, providing consistency and point of articulation for all students. (Fall 2011).
 - Establish leverage groups of students in each classroom to serve as the focus for "looking at student work" in alignment to the CCSS, providing feedback to teacher teams to revise and modify current units of study and lesson plans to meet the needs of the students. Teachers will be trained in the development of Common Core Standards based Literacy tasks and protocols for assessing student work. (Fall 2011 through Spring 2012).
 - (Fall 2011).
 - Provide a data base (School Pace) to track student progress through the Common Core State Standards in grades One through Five. (Fall 2011 through Spring 2012).
 - Instructional Coaches assigned to target grade levels across all content areas to support teachers in implementation of effective teaching practices, strategies and activities through coaching, model lessons, facilitation of planning sessions and data analysis. (Fall 2011 through Spring 2012).
 - Grade level meetings, planning and review of student data facilitated weekly by Instructional Coaches. (Fall 2011 through Spring 2012).
 - Teachers will use periodic assessment data to plan and supplement instructional activities with a focus on targeted students within their classrooms (Fall 2011 through Spring 2012).

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

Public School 85 uses the 10% Title 1 funds to support the school's professional development plan through the Grade level Instructional Coaches in Grades 4 and 5 to support teachers in meeting the needs of students identified on the ELA exam as needing support to meet the NYS Common Core Standards.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

The school employs senior f-status mentor teachers who are assigned to assist and mentor teachers new to the school and teachers who have not completed probation. These mentors work weekly in the classrooms of teachers and attend and participate in school wide professional development activities.

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. Parent notification letters will be sent to all parents in both English and Spanish. Parents whose primary language is not English or Spanish will be informed of appropriate translation options to support the proper notification.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Corinne Rello Anselmi	District 10	Borough Bronx	School Number 085
School Name Great Expectation			

B. Language Allocation Policy Team Composition [?](#)

Principal Ted Husted	Assistant Principal Marybelle Ferreira
Coach Jennifer Darling	Coach Martina Henry
ESL Teacher Adelina Llupa	Guidance Counselor Wendy Frias, LMSW
Teacher/Subject Area Estella Torres, TBE	Parent Myra Camacho
Teacher/Subject Area Priscilla Taoufik, RTI	Parent Coordinator Aracelis Lopez
Related Service Provider Cristian Diaz	Other Helen Rodriguez, ESL
Network Leader Maria Quail	Other Juanita Tippins, ESL

C. 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	4	Number of certified bilingual teachers	11	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	11	Number of special education teachers with bilingual extensions	3	Number of teachers of ELLs without ESL/bilingual certification	44
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	1094	Total Number of ELLs	300	ELLs as share of total student population (%)	27.42%
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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. 

The Process for Identifying English Language Learners is as Follows:

To ensure that all ELLs are placed in appropriate programs/classes, all parents of new public school enrollees in NYC complete a Home Language Identification Survey (HLIS). This process helps us at P.S. 85 to identify those students who may have limited English language proficiency. Once this process is complete, it helps us to determine who takes the LAB-R exams in English and/or Spanish LAB. The results of the LAB-R and the Spanish LAB then help us to determine whether these students are entitled or not entitled to bilingual or ESL services. The LAB-R exams (English and Spanish) are administered by one of our four ESL teachers (Ms. Llupa, Ms. Rodriguez, Ms. Tippins and Mr. Ojeda)

To ensure that all steps are followed during the registration/identification process, we use the intake/monitoring checklist provided by the Division of Students with Disabilities and English Language Learners.

We ensure that all ELL students are identified and receive the appropriate instructional services within 10 days of enrollment. To do this, Ms. Ferreira, our ELLs supervisor, and our four fully certified ESL teachers are part of the process for identifying and placing ELLs. These four ESL teachers are also part of the registration team (Ms. Llupa, Mr. Ojeda, Ms. Rodriguez, Ms. Tippins) and make sure that parents of ELLs are supported throughout the registration process in their native language. Translations are provided as needed in other languages.

- At the time of registration all students entering our school or a NYC public school for the first time are given a Home Language Screening Questionnaire. One of our four certified ESL teachers (either Ms. Llupa, Ms. Rodriguez, Mr. Ojeda or Ms. Tippins) administer the questionnaire. If the student's home language is other than English or if his/her native language is other than English, then the student is given an informal interview in his/her Native Language and in English. If the student speaks a language other than English and speaks little or no English, then a LAB-R (Language Assessment Battery-Revised) is administered. The Spanish LAB is administered to all entitled students with a home language code of SP within 10 days of initial enrollment. The scores of both the LAB-R in English and in Spanish are hand-scored (hand-scored are kept on file at this school) and submitted as per the ELL administrative calendar.
- If the student LAB-R score is at a level of beginner, intermediate or advanced, he or she is considered an LEP (Limited English Proficient). Only students who score Proficient are not LEP.
- Once a student has been identified as a LEP as per the guidelines/assessments, then the student is placed in the appropriate class/program and as indicated in the parents' choice/parent selection form (English as a Second Language – ESL, Transitional Bilingual Education – TBE, Dual Language Program - DL). To do this, we review the parent survey and program selection forms and place these students in programs/classes based on the parents' choice in accordance with the ASPIRA consent decree. We keep accurate information of parents' choices and all pertinent documentations related to ELLs on file in room 120.
- Once the student has been appropriately assessed and placed, and the student has been classified as an ELL, s/he is assessed annually, usually in the spring, with the New York States English as a Second Language Achievement Test (NYSESLAT). We use the ATS reports to determine NYSESLAT eligibility (e.g. RLER, RLAT, RHSP, HISE, RLAB). Our testing coordinator, Ms. Szekely, in conjunction with the four ESL teachers, bilingual teachers and supervisors, ensures that all of the components of the NYSESLAT are administered to every eligible ELL in grades k-5. We follow testing procedures and accommodations, as needed, to administer the four

components as per mandates and regulations. All LEP students are required to take the NYSESLAT until proficiency in all components is reached. Once these students earn an overall score of Proficient on the NYSESLAT, they are referred to as former English Language Learners and they no longer have to take the NYSESLAT. These students, however, are still provided with the necessary support and accommodations to help them transition for at least 2 years after proficiency has been acquired.

- To inform the parents of the newly enrolled ELL students as to what services their children will be provided with, orientation sessions are usually held throughout the year as well as individual meetings with the Assistant Principal, Ms. Ferreira, at the time of registration and at times convenient for the parents. During these meetings and orientations the information provided and distributed to parents is in the parents' native language. Translators are used as needed.

- During these orientations, the three programs available in NYC public schools are presented as well as the information about each program based on research and in the parents' preferred language. Parents also learn about the mandates and their rights as parents of English Language Learners. They learn about the different options and programs available for their child. The parent survey, brochures and program selection form, from which they select the program of their choice, are distributed at these orientations and during individual meetings and interviews and collected by the ESL team and stored in the ESL office in room 120. Parents also watch the New York City Department of Education Orientation Video in their native language. During the orientation we inform parents of the regulation that schools must form bilingual programs in NYC public schools when there are 15 or more students in two contiguous grades K-8 and 20 or more on a single grade in high school. We also inform parents that the default program is TBE if they do not complete and return the parent survey and the program selection form.

Most parents at P.S. 85 usually select TBE if the child has been identified as an ELL who is dominant in Spanish and ESL if the child does not speak Spanish, but is a LEP. Some parents of Spanish-speaking students who have not pass the LAB-R or the NYSESLAT opt to have their child in ESL even when they know that we can provide TBE in the child's native language, but this is not the norm. The choices that parents make always inform us and our planning for future programming.

All forms that need signature from parents of ELLs are sent and collected by Ms. Ferreira and Ms. Llupa. Ms. Llupa and Ms. Ferreira make sure that all correspondence are returned and completed in a timely fashion by constantly communicating with the parents via telephone conversations, meetings in person and e-mails when available. Our parent coordinator, Ms. Lopez, also assist with outreach. We keep accurate and updated files of all documents distributed to parents and submitted by parents in the ESL office room 120.

Entitlement letters are also given to parents of new entrants. Continued entitlement letters as well as non-entitlement letters are sent home with the students or given to parents by the teachers of those students.

- Parents of ELL's are regularly informed through newsletters, meetings, monthly assemblies, community outreach, telephone conversations and workshops, about new developments concerning our English Language Learners. Every effort is made to communicate and assist parents throughout the school year and to do this we have the following personnel providing services to our ELLs and their families beside the ELLs supervisor and the four ESL teachers: Bilingual school counselors and Social Workers, Psychologists, SETSS, Academic Intervention Services in Spanish and other related services as well as a bilingual parent coordinator.

All records are kept either in the students' cum records or/and in the ESL office in room 120. These records are checked for accuracy and signatures by the ESL team. All bilingual and ESL teachers are also held accountable for making sure that letters and all communications get to parents in a timely fashion and that documents that must be returned are also returned in a timely manner.

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●

This school offers (check all that apply):

Transitional bilingual education program	Yes* No●	If yes, indicate language(s): Spanish
Dual language program	Yes● No*	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1	1	2	1	2	2								9
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	2	4	2	2	5	3								18
Total	3	5	4	3	7	5	0	0	0	0	0	0	0	27

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	303	Newcomers (ELLs receiving service 0-3 years)	190	Special Education	61
SIFE	19	ELLs receiving service 4-6 years	55	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	135	19	14	30	0	9	0	0	0	165
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	80	0	33	34	0	8	0	0	0	114
Total	215	19	47	64	0	17	0	0	0	279

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	21	24	35	29	37	30								176
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	21	24	35	29	37	30	0	176						

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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
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	17	19	10	14	28	18								106
Chinese			1											1
Russian														0
Bengali		1			4	5								10
Urdu														0
Arabic			1	1	1									3
Haitian														0
French				1		2								3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	5		2	5	5								19
TOTAL	19	25	12	18	38	30	0	142						

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

In order for English Language Learners attending P.S. 85 to meet the high standards set for all students and to equally participate in literacy, mathematics and other content areas, we provide each of our ELLs with coherent programs that are delivered throughout the day. Our instruction is rigorous and it targets academic language, cognitive development and academic and life skills. With this in mind, we provide our ELLs with two programs - Push-in Model/Freestanding ESL and Transitional Bilingual Education (TBE). Dual Language is provided if parents request

A. Programming and Scheduling Information

Our Push-in/Freestanding ESL Program:

Our Push-in/Freestanding ESL Programs provide instruction in English with native language support with an emphasis in English language acquisition. The ESL teachers work with ELLs during content area instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. The teachers in this program use ESL methodologies and native language support as per the student's New York State English as a Second Language Achievement Test (NYSESLAT) scores. The English as a Second Language push-in/freestanding program staff consists of four fully-licensed ESL teachers (Ms. Ilupa, Ms. Rodriguez, Ms. Tippins, Mr. Ojeda) who service students from grades K-5. Students in the push-in/freestanding ESL receive instruction depending on their proficiency level. As per their NYSESLAT score, students in the Beginning (B) and Intermediate (I) levels receive 360 minutes of ESL instruction per week. Students who are in the Advanced (A) level receive 180 minutes of ESL instruction per week. The needs of our students are determined by their performance on the NYSESLAT and for the newly enrolled students by the Home Language Interview Survey (HLIS) and the Language Assessment Battery-Revised (LAB-R).

Description of our Push-in ESL program:

Push-in ESL- Three Models

P.S. 85 uses Push-in ESL in 9 classes (one 5th grade class, three 4th grade classes, one 3rd grade class, one 2nd grade class, two 1st grade classes, and one Kindergarten class). In our push-in model the ESL teacher comes into the classroom to service students for the mandated time as determined by their New York State English as a Second Language Achievement Test scores (NYSESLAT) (90 minutes, 180 minutes, 360 minutes) during content area instruction. The ESL teacher and the classroom teacher work together to plan and to make sure those students are receiving support as they receive content area instruction (e.g. Social Studies, ELA, Science, Math, Arts). In this model both teachers work in collaboration to provide language acquisition and vocabulary support while retaining content instruction time.

Models of Push-in ESL:

You might see the ESL teacher and the classroom teacher involved in any one of these models:

1. Team-Teaching

In the team-teach model, the ESL teacher and the classroom teacher take turns delivering lessons with the ESL teacher focusing on providing scaffolding and addressing more basic skills. The ESL teacher also provides ideas and materials for differentiating and scaffolding classroom teacher written lessons. In this model, the ESL teacher makes the content area material accessible to all learners. This is an extremely effective push-in model.

2. Small-Group Instruction

Within this model, the ESL teacher pulls a small group during the independent work time to reinforce or re-teach a skill. This is also a time to teach more basic language skills or grammar points. The best Big Goal for this model is objective mastery and reading level. The small group lesson aligns to the classroom teacher's lesson if possible, but can also be aligned to a year-long plan that the ESL teacher may create based on ESL and ELA objectives and standards.

3. One-on-One Instruction

Another way that the ESL teacher services his/her students is by sitting with the students one-on-one to assess reading and writing skills during independent reading time or independent work time. The skills the ESL teacher addresses during the one-on-one sessions are aligned to the classroom teacher's curriculum based on ESL and ELA objectives and standards.

Pull-Out/Freestanding ESL

We use the ESL Pull-out program to service students according to their level on the NYSESLAT, its four components and grade level. The pull-out/freestanding model allows ESL students to sit most of the day in general education classrooms and participate in differentiated instruction as per their needs.

ESL students are taken out of their classes as per their mandated time as determined by their scores on the four components of the NYSESLAT (90 minutes, 180 minutes, 360 minutes) to receive ESL instruction in smaller class sizes with students of similar proficiency levels. The ESL teacher aligns his or her teaching to the ELA/ESL standards so the students are receiving scaffold instruction that will enable them to perform successfully in the general education classroom. ESL teachers also incorporate intensive vocabulary and grammar instruction to enable them access to academic content.

The ESL teacher works closely with classroom teachers to ensure that the students are being taught according to the common core standards and that important content is not missed as they are being pulled out.

A. Programming and Scheduling Information

Grades K-5 are grouped according to the most recent NYSESLAT scores or LAB-R. The allocation for instructional time is determined by the Scale Score Ranges for determining English Proficiency. Our four experienced ESL teachers service grades K-1, 2-3, and 4-5 respectively. Our goal is to move our ELL students one proficiency level every year so that English proficiency is reached within three years.

There is close collaboration between the ESL teachers and the monolingual teachers of ELLs. The classroom teachers are notified about the test results and about students who become proficient and are no longer entitled to services. For these students, we create a smooth transition for them to become fully immersed in a mainstreamed class and continue to support them after proficiency is acquired through accommodations and differentiation of the lessons in the content areas.

Spanish-English Transitional Bilingual Program

In our Spanish-English Bilingual Transitional Education program students in regular TBE, CTT TBE, Self-contained TBE receive high-standards and quality instruction in the students' native language as they learn English in all content areas. Instruction in English increases as these students' English proficiency increases. In this program, students who are at a beginning level of language proficiency receive 60% of their instruction in their native language in all content areas and 40% in English with a minimum of 360 minutes of ESL instruction per week. At the intermediate level, students receive 50% of instruction in their native language and 50% in English with a minimum of 360 minutes of ESL instruction per week. Students in the advanced level of proficiency receive 25% of instruction in their native language and 75% in English with a minimum of 180 minutes of ELA instruction per week and 180 minutes of ESL instruction per week. These students receive esl and native language support in all of the content areas (e.g. science, social studies, mathematics). Lessons are differentiated according to our students' language and academic levels and needs. Teacher of TBE and ESL make sure that guidelines are followed when planning for mathematics, social studies, science, reading, writing.

The needs of all of our students are determined by how they perform on the NYSESLAT, DRA, IRLA and for the newly enrolled students by the HLIS and the LAB-R/Sp Lab.

One of the many goals of the ESL and Transitional Bilingual programs at P.S. 85 is to provide all English Language Learners with the

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
students receive instruction in two languages - the language spoken at home and in English. In the beginning stages of English acquisition, 60% of the instruction provided in the student's native language and 40% in English and as the student develops fluency in English, instructional time in English in all of the content areas will also increase. Below are the schedules we follow to instruct our ELLs in all of the content areas.	100%	75%	50%
	25%		
	Dual Language		
LEP students with disabilities whose IEP recommends ESL or bilingual instruction	100%		
English Language Learners who are receiving special education services and who are in either bilingual, ESL or dual language programs are grouped and taught all content areas according to their academic needs.	75%		
with disabilities are provided with ESL services or	50%		
	25%		
	Freestanding ESL		
NYSESLAT in the different components and specific amount of time determined by their NYSESLAT scores. In the Transitional Bilingual program students are taught standards-based subject matter instruction in the students' native language with support with ESL methodology and as per the mandated time. There are four highly experienced ESL teachers providing	100%		
	75%		
	50%		
	25%		
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			
	Beginner	Intermediate	Advanced
ESL instruction for all ELLs	360 minutes per week	360 minutes per week	180 minutes of instruction per week
ELA instruction for all ELLs			180 minutes of instruction per week

B. Programming and Scheduling Information--Continued

8. 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.

9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

10. What new programs or improvements will be considered for the upcoming school year?

11. What programs/services for ELLs will be discontinued and why?

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Support services to LEP students: Other support services:

In addition to the mandated services that our students receive in both the second language and the native language, we have set in place other intervention programs. We are providing our students with differentiated, individual and small-group tutoring within the classroom as push in when the content areas are being taught (e.g. Literature during the readers and the writers' workshops, Science, S.S., Math). Groups are separated or differentiated according to their academic/language levels in the content area, academic level and language acquisition/dominance levels. The programs provided to ELLs are specifically designed for the ELL population and target four major components: reading, writing, speaking and listening. The students in these programs are grouped according to their performance on the NYSESLAT and as per formative and summative assessments on reading, writing, listening and speaking in all content areas and the lessons are developed rigorously by highly qualified and fully certified teachers. All of our programs include special education students, long term ELLs and SIFE.

Looking forward, we will continue to make sure that all our ELLs receive the services that they need both mandated and non-mandated and that they have equal access to our school's resources, including technology and performing arts. We will also continue using the following programs because they are differentiated according to grade, age, language competence/development and have proven to be effective for teaching academic language to ELLs: Award Reading; Estrellita; Read-A-Loud Anthology; Intervention by Design: Differentiated Teaching System.

All of our ELLs (TBE, ESL, SWDs, CTT-TBE), as well as students in regular education, are given opportunities to participate in all school programs regardless of language. After school programs include Mission Society, IEP, and Failure Free Reading.

These students also receive support from our Academic Support teachers, Academic Intervention Team, Instructional Support Team and Student Intervention Team. These teams are composed of highly competent teachers, school social workers and guidance counselors. They also receive "at risk" intervention from our Special Education Teacher Support Services (SETSS).

All of our instructional programs are research-based and are provided by professionals who are knowledgeable about the learning needs of ELLs and how to address those needs.

Transition Plan for Students Reaching Proficiency:

- Notify the parent of the success
- Notify the classroom teacher
- Give extra support (two years) through ESL services to ensure that the transitional period is a smooth and encouraging one.
- Ensure a socially comfortable environment for them (especially those who move from bilingual classes into monolingual ones)
- Provide with accommodations/support after acquiring proficiency level on the NYSESLAT

Send Parents the yearly NYSESLAT Parent Report

Inform parents if child has passed the LAB-R

Plan for Newcomers:

- We make sure that teachers (Bilingual, ESL and Monolingual Teachers) are well trained and experienced with ESL strategies and methodology and knowledgeable about second language acquisition. To ensure this, we have developed an ELL handbook which has been distributed to all teachers at P.S. 85. This handbook was distributed and explained during an ELL workshop at the beginning of the year. There have also been follow-up workshops.

- Identify the family literacy level and make family members (siblings also) aware of how the system works and where the resources are to

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•Identify the family literacy level and make family members (siblings also) aware of how the system works and where the resources are to get help (school library, public library, Dial-A-Teacher in Spanish, parent coordinator, during school community meetings and assemblies,

A. Programming and Scheduling Information

Continuous diagnostic assessment that informs instruction

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)?

N/A

Modeled writing occurs in all content areas and in various genres to give students the opportunity to be involved in the writing process at their level as they grasp the new learning. It also gives them the opportunity to articulate their learning and make sense of the writing

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.

Staff Development (2011-2012 activities)

To ensure that the education provided to ELLs at P.S. 85 is of high standards and quality, the personnel of this school values ELLs, understands their linguistic, academic, cultural and life needs and prioritizes the social-emotional needs of these students. We ground our practice and teaching in research-based best practices that help us to enrich the lives of these students. We are always seeking ways to fully integrate the experiences of these students into the curriculum as we differentiate their instruction.

To strengthen and improve our bilingual, ESL and non-bilingual teachers in the delivery of effective instruction for our ELL students, the assistant principal, Ms. Ferreira, our ESL coordinator, and our four ESL teachers (Ms. Llupa, Ms. Tippins, Ms. Rodriguez, Mr. Ojeda) in conjunction with our ELL representative and with the help with Yehonela Ortiz from CFN 109 and the OELL, offer professional development that go beyond the 7.5 hours of training for teachers of ELLs and offer monthly common planning time. Our teachers are observed formally and informally to ensure quality and rigorous instruction designed for our ELL students and to ensure that they are planning using the common core standards, ESL and NLA standards. Through formal and informal observations, our teachers receive feedback that would help them to make their lessons more differentiated, meaningful, engaging and relevant to the needs of ELLs.

Our programs and workshops are designed to provide all teachers of ELLs with strategies for teaching students who are ELLs in regular classes, bilingual classes, who are in special education and who are SIFE or long term ELLs. As per our Special education students, we provide instruction as per their IEP as well and the common core standards.

We hold regular meetings to discuss assessments, students' work, bilingual/ESL issues and to share new information about mandates, compliance; look at the different subgroups, the results of the LAB-R and Spanish Lab, the NYSESLAT, ELE, ELA and other summative and formative assessments.

An ELL handbook was created this year for all staff and the teachers of our English Language Learners. This handbook contains information and resources that teachers can adapt for the instruction of ELLs in their classrooms. A professional development workshop was provided to study the handbook, review best practice, and to learn about how to best educate English Language Learners.

Our teachers of ELLs also participate in workshops offered by the Office of English Language Learners (OELL).

We also have study groups for the understanding of English Language Learners and best practices, as well as Professional Learning Communities for ELLs' mandated services.

Our professional development workshops include training sessions in understanding the standards for ELLs in ELA, NLA, and ESL and how to teach and differentiate instruction using those standards. We also train our teachers in providing our students with intensive English language instruction and how to teach English language arts to ELLs at all levels of English comprehension.

Our professional development workshops target all staffs at P.S. 85 ranging from paraprofessionals/educational assistants to social services/counselors social workers to classroom teachers and administrators. These workshops include teaching/training our teachers/staff with strategies that would help the ELLs in their class and the ELLs they service or that are assigned to them. These strategies include: Higher level thinking skills and study strategies for listening/speaking/reading/writing. Organizational and time management skills are also included in these workshops, as well as, strategies for information gathering and for increasing comprehension of printed materials. We also train our staff in how to use formal and informal assessments to differentiate instruction: observation, portfolios in all content areas, peer evaluation, oral reading, journals, interest inventory; conference logs in all content areas, rubrics in all content areas.

ESL teachers, as well as the teachers where they push-in to provide ESL services, are provided with common planning time and with workshops about which model to use as they co-teach (parallel teaching, one teach-one observes, etc.)

All agendas and materials are stored in the AP's office.

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Long Term ELLs

Students with interrupted formal education and who have been identified as long-term ELLs are provided with extra programs such as after

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?

To facilitate and ensure academic excellence for all ELLs, parents of ELLs are regularly informed through monthly calendars, newsletters, meetings, and workshops as to new developments concerning our English Language Learners and all students. Every effort is made to communicate and assist parents throughout the school year and to do this we have the following personnel providing services to our ELLs, regular students and their families: Bilingual school counselors and Social Workers, Psychologists, SETSS, a bilingual supervisor, a bilingual family engagement coach in kindergarten, other personnel who speak French and Albanian and other related services as well as a bilingual parent coordinator who is actively involved in our community and assessing the needs of our community. The School Leadership

A Programming and Scheduling Information

E. Parental Involvement

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Our school is divided into four academies and these academies hold Learning Expos and monthly community meetings. Parents are always invited to these community meetings where we discuss and showcase our students' progress both academically, creatively and artistically. We have partnered with many community based organizations and other agencies outside of our community which provide services to our school community. These CBOs are: Communilife, Institute for Family Health, New York Foundling, Fordham Treamont, Montefiore Clinic, Turn Around for Children, Dreamyrad, Ballet Tech, Community for learning, Failure Free, IEP, Mission society, learning Leaders. All of these CBOs/Agencies, provide direct and indirect services to all of our parents.

Moreover, to better service the parents of ELLs, we have translated our school FAQ, PBIS Matrix, into French and Spanish and the monthly school calendar is also in English and Spanish. All of the ifrmation provided to our community is usually in multiple languages. Through the dissemination of information and our open communication with the community we serve, we evaluate the needs of our parents and offer them the services and resources they need to ensure parental participation and involvement in their child's educational life.

and understanding of content.

We teach all content areas with cognitive academic language in mind because we understand that this is the language that students need in order to participate in classroom discourse and to be able to read and comprehend grade level texts, write academic essays and understand math language.

Courses Taught in Languages Other than English ⓘ

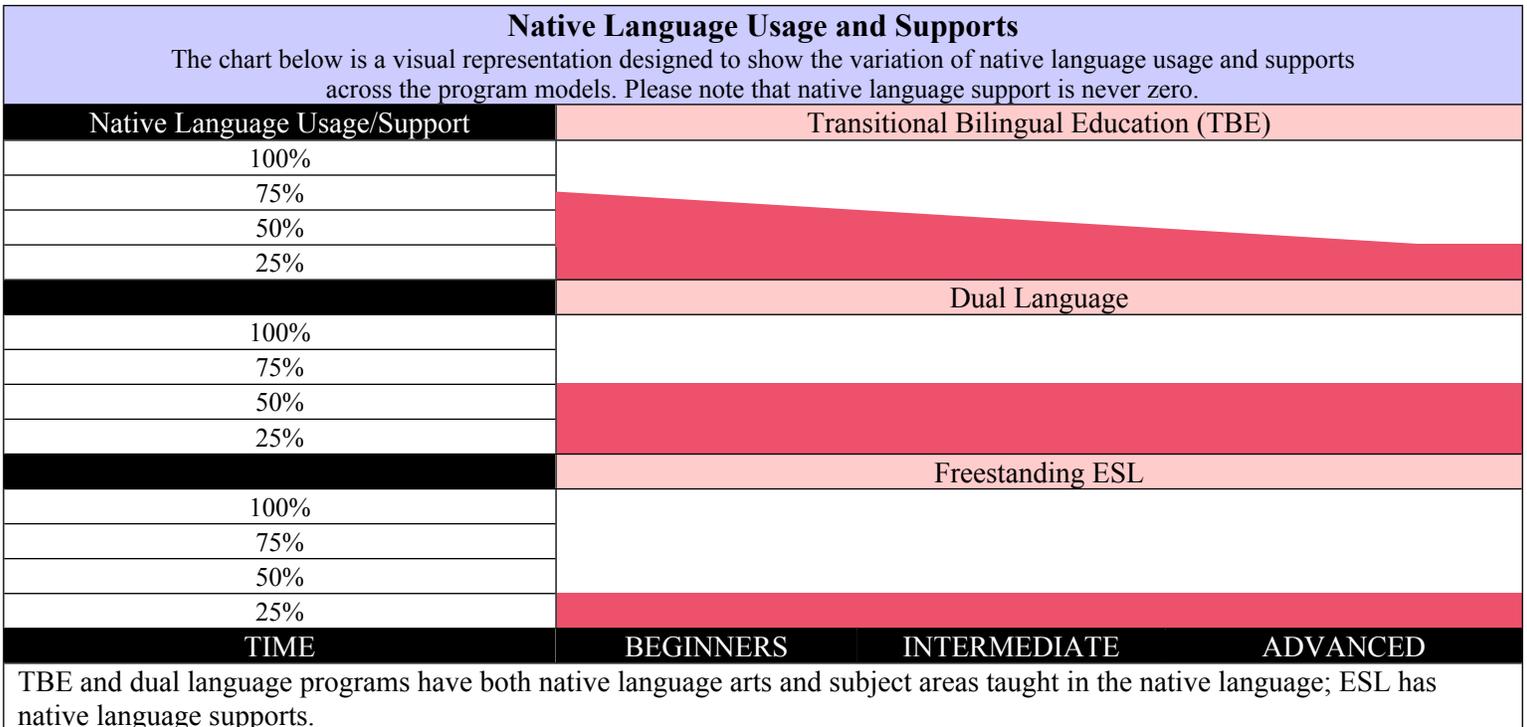
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts	sp		
Social Studies:	sp/eng		
Math:	sp/eng		
Science:	sp/eng		

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

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



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In addition to the mandated services that our students receive in both the second language and the native language, we have set in place other intervention programs. We are providing our students with differentiated, individual and small-group tutoring within the classroom as push in when the content areas are being taught (e.g. Literature during the readers and the writers' workshops, Science, S.S., Math). Groups are separated or differentiated according to their academic/language levels in the content area, academic level and language acquisition/dominance levels. The programs provided to ELLs are specifically designed for the ELL population and target four major components: reading, writing, speaking and listening. The students in these programs are grouped according to their performance on the NYSESLAT and as per formative and summative assessments on reading, writing, listening and speaking in all content areas and the lessons are developed rigorously by highly qualified and fully certified teachers. All of our programs include special education students, long term ELLs and SIFE.

Looking forward, we will continue to make sure that all our ELLs receive the services that they need both mandated and non-mandated and that they have equal access to our school's resources, including technology and performing arts. We will also continue using the following programs because they are differentiated according to grade, age, language competence/development and have proven to be effective for teaching academic language to ELLs: Award Reading; Estrellita; Read-A-Loud Anthology; Intervention by Design: Differentiated Teaching System.

All of our ELLs (TBE, ESL, SWDs, CTT-TBE), as well as students in regular education, are given opportunities to participate in all school programs regardless of language. After school programs include Mission Society, IEP, and Failure Free Reading.

These students also receive support from our Academic Support teachers, Academic Intervention Team, Instructional Support Team and Student Intervention Team. These teams are composed of highly competent teachers, school social workers and guidance counselors. They also receive "at risk" intervention from our Special Education Teacher Support Services (SETSS).

All of our instructional programs are research-based and are provided by professionals who are knowledgeable about the learning needs of ELLs and how to address those needs.

Transition Plan for Students Reaching Proficiency:

- Notify the parent of the success
- Notify the classroom teacher
- Give extra support (two years) through ESL services to ensure that the transitional period is a smooth and encouraging one.
- Ensure a socially comfortable environment for them (especially those who move from bilingual classes into monolingual ones)
- Provide with accommodations/support after acquiring proficiency level on the NYSESLAT

Send Parents the yearly NYSESLAT Parent Report

Inform parents if child has passed the LAB-R

Plan for Newcomers:

•We make sure that teachers (Bilingual, ESL and Monolingual Teachers) are well trained and experienced with ESL strategies and methodology and knowledgeable about second language acquisition. To ensure this, we have developed an ELL handbook which has been distributed to all teachers at P.S. 85. This handbook was distributed and explained during an ELL workshop at the beginning of the year.

There have also been follow-up workshops.

•Identify the family literacy level and make family members (siblings also) aware of how the system works and where the resources are to

B. Programming and Scheduling Information--Continued

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

Support services to LEP students: Other support services:

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•Identify the family literacy level and make family members (siblings also) aware of how the system works and where the resources are to get help (school library, public library, Dial-A-Teacher in Spanish, parent coordinator, during school community meetings and assemblies,

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)?

N/A

D. Professional Development and Support for School Staff

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

Staff Development (2011-2012 activities)

To ensure that the education provided to ELLs at P.S. 85 is of high standards and quality, the personnel of this school values ELLs, understands their linguistic, academic, cultural and life needs and prioritizes the social-emotional needs of these students. We ground our practice and teaching in research-based best practices that help us to enrich the lives of these students. We are always seeking ways to fully integrate the experiences of these students into the curriculum as we differentiate their instruction.

To strengthen and improve our bilingual, ESL and non-bilingual teachers in the delivery of effective instruction for our ELL students, the assistant principal, Ms. Ferreira, our ESL coordinator, and our four ESL teachers (Ms. Llupa, Ms. Tippins, Ms. Rodriguez, Mr. Ojeda) in conjunction with our ELL representative and with the help with Yehonela Ortiz from CFN 109 and the OELL, offer professional development that go beyond the 7.5 hours of training for teachers of ELLs and offer monthly common planning time. Our teachers are observed formally and informally to ensure quality and rigorous instruction designed for our ELL students and to ensure that they are planning using the common core standards, ESL and NLA standards. Through formal and informal observations, our teachers receive feedback that would help them to make their lessons more differentiated, meaningful, engaging and relevant to the needs of ELLs.

Our programs and workshops are designed to provide all teachers of ELLs with strategies for teaching students who are ELLs in regular classes, bilingual classes, who are in special education and who are SIFE or long term ELLs. As per our Special education students, we provide instruction as per their IEP as well and the common core standards.

We hold regular meetings to discuss assessments, students' work, bilingual/ESL issues and to share new information about mandates, compliance; look at the different subgroups, the results of the LAB-R and Spanish Lab, the NYSESLAT, ELE, ELA and other summative and formative assessments.

An ELL handbook was created this year for all staff and the teachers of our English Language Learners. This handbook contains information and resources that teachers can adapt for the instruction of ELLs in their classrooms. A professional development workshop was provided to study the handbook, review best practice, and to learn about how to best educate English Language Learners.

Our teachers of ELLs also participate in workshops offered by the Office of English Language Learners (OELL).

We also have study groups for the understanding of English Language Learners and best practices, as well as Professional Learning Communities for ELLs' mandated services.

Our professional development workshops include training sessions in understanding the standards for ELLs in ELA, NLA, and ESL and how to teach and differentiate instruction using those standards. We also train our teachers in providing our students with intensive English language instruction and how to teach English language arts to ELLs at all levels of English comprehension.

Our professional development workshops target all staffs at P.S. 85 ranging from paraprofessionals/educational assistants to social services/counselors social workers to classroom teachers and administrators. These workshops include teaching/training our teachers/staff with strategies that would help the ELLs in their class and the ELLs they service or that are assigned to them. These strategies include: Higher level thinking skills and study strategies for listening/speaking/reading/writing. Organizational and time management skills are also included in these workshops, as well as, strategies for information gathering and for increasing comprehension of printed materials. We also train our staff in how to use formal and informal assessments to differentiate instruction: observation, portfolios in all content areas, peer evaluation, oral reading, journals, interest inventory; conference logs in all content areas, rubrics in all content areas.

ESL teachers, as well as the teachers where they push-in to provide ESL services, are provided with common planning time and with workshops about which model to use as they co-teach (parallel teaching, one teach-one observes, etc.)

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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?

To facilitate and ensure academic excellence for all ELLs, parents of ELLs are regularly informed through monthly calendars, newsletters, meetings, and workshops as to new developments concerning our English Language Learners and all students. Every effort is made to communicate and assist parents throughout the school year and to do this we have the following personnel providing services to our ELLs, regular students and their families: Bilingual school counselors and Social Workers, Psychologists, SETSS, a bilingual supervisor, a bilingual family engagement coach in kindergarten, other personnel who speak French and Albanian and other related services as well as a bilingual parent coordinator who is actively involved in our community and assessing the needs of our community. The School Leadership

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Our school is divided into four academies and these academies hold Learning Expos and monthly community meetings. Parents are always invited to these community meetings where we discuss and showcase our students' progress both academically, creatively and artistically. We have partnered with many community based organizations and other agencies outside of our community which provide services to our school community. These CBOs are: Communilife, Institute for Family Health, New York Foundling, Fordham Treamount, Montefiore Clinic, Turn Around for Children, Dreamyrad, Ballet Tech, Community for learning, Failure Free, IEP, Mission society, learning Leaders. All of these CBOs/Agencies, provide direct and indirect services to all of our parents.

Moreover, to better service the parents of ELLs, we have translated our school FAQ, PBIS Matrix, into French and Spanish and the monthly school calendar is also in English and Spanish. All of the information provided to our community is usually in multiple languages. Through the dissemination of information and our open communication with the community we serve, we evaluate the needs of our parents and offer them the services and resources they need to ensure parental participation and involvement in their child's educational life.

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)	17	30	20	11	20	9								107
Intermediate(I)	2	9	17	21	24	12								85
Advanced (A)	19	6	12	10	28	23								98
Total	38	45	49	42	72	44	0	0	0	0	0	0	0	290

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	2	1	4							
	I		10	6	7	9	1							

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A		16	26	19	25	16							
	P		9	16	14	32	31							
READING/ WRITING	B		23	16	9	13	6							
	I		9	18	21	24	13							
	A		5	9	10	28	22							
	P		6	11	2	5	11							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	38	28	2	0	68
4	19	27	2	0	48
5	20	28	1	0	49
6					0
7					0
8					0
NYSAA Bilingual Spe Ed				1	1

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	30	7	28	2	5	0	0	0	72
4	7	6	27	5	5	1	0	0	51
5	8	3	22	6	11	1	0	0	51
6									0
7									0
8									0
NYSAA Bilingual Spe Ed							1	0	1

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	3	10	5	25	1	2	0	49
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
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)	21	31	24	14	0	0	0	0
Chinese Reading Test								

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Native language assessments administered:

To assess our students' native language development and to determine the needs of our students in bilingual classes and those who receive ESL, the following assessments are administered in their native language: Independent Reading Level Assessment (IRLA), DRA in Spanish, Examen de Lectura en Español (ELE), and other classroom assessments such as work-folders in both languages and promotional portfolios. Based on the results of these formative and summative assessments, our teachers, including our Academic Support teachers and

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.

Thinking Maps: A Language for Learning is a resource used to reinforce and enhance comprehension in our ESL, special education and bilingual classes. Thinking Maps is a program that was developed by David Hyerle and Chris Yeager that supports and facilitates the development of language and thinking processes. It engages, as well, our ELLs with disabilities in critical and analytical thinking while supporting their specific learning needs.

We are also placing a lot of emphasis on academic language development and planning for instruction. To do this we are using Read-Aloud Anthology by Isabel Beck as well as her book, co-written with M.G. McKeown and L. Kucan titled Bringing Words to Life: Robust Vocabulary Instruction and Words Their Way

ELL Compliance/Choice:

Public School 85 ensures that all English Language Learners are identified within 10 days of entering our school and receive the appropriate instructional services. To do this, our ESL teachers assist during registration to make sure that all ELLs and their families are interviewed, tested, and receive the necessary information and documentation pertaining to the identification and selection of programs. The ESL team is composed of four fully-certified and experienced ESL teachers.

At registration and throughout the year, through the initial screening for LEP identification process, we do the following: 1. Screen/administer the Home Language Identification Survey. 2. Initial assessment. 3. Program placement. 4. Annual assessment.

To inform the parents of the newly enrolled ELL students as to what services their child will be provided with and their rights, an orientation session is held within the 10 days of the initial enrollment. Information is accessible and distributed to parents in their native language. Such information includes, but is not limited to: Parents' choice and selection of programs, school expectations and general program requirements for Bilingual and ESL students.

The parent survey and program selection forms are also distributed at the parent orientation meeting and during registration throughout the year. These forms are collected by the ESL coordinator and are filed with all of the other ELL related documents in room 120. The parents of the newly admitted students who do not attend the orientation are contacted via phone and meetings are arranged to discuss placement and choice.

Students who are Spanish dominant and who have not passed the LAB-R or scored proficient on the NYSESLAT, and who have been placed in monolingual classes as per their parents' choice, receive push-in/freestanding ESL services from one of our four ESL teachers as per their NYSESLAT scores.

Part VI: LAP Assurances

School Name: <u>P.S. 85</u>		School DBN: <u>10X085</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ted Husted	Principal		10/21/11
Marybelle Ferreira	Assistant Principal		10/21/11
Aracelis Lopez	Parent Coordinator		10/21/11
Adelina Llupa	ESL Teacher		10/21/11
Myra Camacho	Parent		10/21/11
Estella Torres, TBE	Teacher/Subject Area		10/11/11
Priscilla Taoufik, RTI	Teacher/Subject Area		10/21/11
Jennifer Darling	Coach		10/21/11
Martina Henry	Coach		10/21/11
Wendy Frias, LMSW	Guidance Counselor		10/21/11
Maria Quail	Network Leader		
Helen Rodriguez	Other <u>ESL Teacher</u>		10/21/11
Juanita Tippins	Other <u>ESL Teacher</u>		10/21/11
	Other		10/21/11
Dorothy Szekely	Other <u>Testing Coordinator</u>		10/21/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 10x085 **School Name:** The Great Expectations School

Cluster: 01 **Network:** CFN109

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

- a. Parent Coordinator acts as a liaison with parents to determine what the translation needs are and communicate those to administration
- b. Parent surveys gather further information
- c. Parents on the SLT provide additional insight

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.

- a. The largest majority of parents needing translation are Spanish-speakers
- b. We regularly provide translators for meetings and conferences as needed
- c. Parent Coordinator shares information regarding the availability of translators with the parents and is alert to the need that she must reach out to non-Spanish-speaking parents who require additional language support along with translators
- d. the school has posted signs by the main entrance and the lobby of the school, in multiple languages, information pertaining to interpretation and translation services
- e. our school's safety plan contain the procedures for nterpretatioin/translation as per the chancellor's regulation A-663.

Part B: Strategies and Activities

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

- a. All memos and letters that are sent to parents are provided in English and in Spanish
- b. Availability of translation to other languages is posted in the school and sent home periodically throughout the year.
- c. In house staff as well as parent volunteers also provide translation support as needed.

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.

- a. Oral translation is offered at meetings by bilingual parents, school aides and/or APs
- b. Simultaneous translation equipment is used to support larger groups of parents needing translation during meetings
- c. During conferences, we have a bilingual out-of-classroom teacher available on each floor to assist in translation if needed

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>.

- a. Within the first 30 days of the school year, we determine the primary language of our families
- b. We maintain that information in ATS and on the students' emergency information card
- c. We provide translation services as outlined above, and if requested, a relative of the family can serve as a translator at a conference
- d. We follow the regulations outlined in the Chancellor's Regulations A-663 for our covered parents

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: The Great Expectations School	DBN: 10X085
Cluster Leader: Corinne Rello Anselmi	Network Leader: Maria Quail
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ●After school ●Saturday academy ✱Other: In push in models during the school day
Total # of ELLs to be served: 40 Grades to be served by this program (check all that apply): ✱K ●1 ●2 ●3 ✱4 ✱5 ●6 ●7 ●8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: One full time (55%) Certified Bilingual Special Education teacher assigned as "a push in model" to support the language and academic needs of Kindergarten, Fourth and Fifth Grade Second Language Learners in Special Needs Bilingual Classes. (The balance of funding (\$57,580) required comes from School Allocation.) This teacher is assigned in addition to the full time classroom teacher and provides small group instruction to assist and support English Language Learners in both the native and the second language.

The teacher pushes in in the following classes: KM4 for 140 minutes daily; 4 and 5-205 for 120 minutes daily and 5th for 60 minutes daily. The language of instruction is differentiated as per the child's NYSESLAT, LAB-R and Spanish LAB scores and as per the recommended language of instruction use for in elementary school (beginning- 60:40 per day; intermediate - 50:50 or 40:60 for highly literate ELLs per day; 25:75 per day).

To reinforce the instruction for ELLs in Kindergarten, this teacher uses Estrellita. She uses ESTRELLITA in this grade with bilingual students who are not reading in their native language (Spanish). Estrellita serves as a bridge to English, by laying a strong foundation in Spanish literacy that later leads to a more successful transition to English. She uses Estrellita in small group instruction because it is especially effective in helping students to get back on track in Spanish literacy and their transition to English. Estrellita utilizes a proven, systematic, accelerated approach to teaching syllables and meets the needs of ELLs no matter the performance level.

The teacher also uses, to build stamina and to confer with students as they read, resources such as American Reading Success which helps students to improve academically and take ownership of their learning.

Using the American Reading Success, students everyday do the following with the teacher's support:

Read broadly from the wide reading library of leveled books

- Read deeply from the science or social studies investigation libraries
- Expand their vocabulary and background knowledge of different genres and activate prior knowledge through the use of higher order thinking questions (Depth of Knowledge).

The teacher also does reading intervention. This includes:

- Explicit, differentiated instruction

Part B: Direct Instruction Supplemental Program Information

- vocabulary development
- Guided reading practice to build academic language and content knowledge

This teacher also does the following to help our students to improve in their writing skills:

Writing:

To differentiate our students' writing needs and to enhance their writing skills:

Modeled writing to give students the opportunity to be involved in the writing process at their level as they grasp the new learning. It also gives them the opportunity to articulate their learning and make sense of the writing process. The teacher also models how to write in the different content areas within the writing workshop model.

Shared writing is based on assessments and students' needs where the teacher and the students discuss, give opinions, and construct the text together. During the shared reading discussion is encouraged and practiced between the students with other students and the teacher as the text is being written and as the teacher is explaining the process of writing. Shared writing allows students to practice their new writing skills during their independent writing.

Guided writing is based on the students' needs. Here the students are grouped according to their writing needs in small groups where the teacher will explain the purpose for the writing and model what s/he wants his/her students to learn. Students will be given the opportunity to discuss and practice the new learning.

The teacher also uses Thinking Maps as a resource to differentiate instruction and to enhance our English Language Learners' knowledge of the writing and reading processes. Through a series of 8 maps, students are expected to learn language skills that would enhance their critical, organizational, and analytical skills.

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here: To ensure that the education provided to ELLs at P.S. 85 is of high standards, differentiated and of quality, the personnel of this school values ELLs, understands their linguistic, academic, cultural and life needs and prioritizes the social-emotional needs of these students. We ground our practice and teaching in research-based best practices that help us to enrich the lives of these students. We are always seeking ways to fully integrate the experiences of these students into the curriculum as we differentiate their instruction as per their NYSESLAT/LAB-R, Spanish Lab scores, formative and summative assessments and students' IEPs.

To strengthen and improve the instruction our ELL students receive and to make sure that the lessons the teacher, Ms. Cajoux, provides for her kindergarten, fourth and fifth grade ELL students, is differentiated, engaging and relevant, the assistant principal, Ms. Ferreira, the supervisor for ELLs and of SWDs, provides monthly professional development in the different areas and meets weekly with Ms. Cajoux to discuss assessments, progress and next steps. The areas/topics covered during the monthly professional development are as follows: Differentiation of instruction for ELLs and how to differentiate using the child's IEP and NYSESLAT, LAB-R and Spanish Lab; Academic Language; Technology for ELLs/SWDs, curriculum and engagement; planning using the recommended language use of 60/40, 50/50. 25/75; ESL strategies for teaching in the content areas; understanding and differentiating for the different components of the NYSESLAT: reading/writing and listening/speaking.

The teacher providing these services is regularly observed formally and informally to ensure quality and rigorous instruction designed for our ELL students and to ensure that they are planning using the NYS common core standards for English Language Arts and Literacy, ESL and NLA standards. After the informal and/or formal observations, this teacher receives immediate feedback about what was observed and next steps.

We also hold regular meetings to discuss assessments, students' work, bilingual/ESL issues and to share new information about mandates, compliance, look at the different subgroups, the results of the LAB-R and Spanish Lab, the NYSESLAT, ELE, ELA and other summative and formative assessments.

Other professional development/workshops include teaching/training our teachers/staff with strategies and skills in utilizing questioning and higher level thinking skills and study strategies for listening/speaking/reading/writing. Organizational and time management skills are also included in these workshops, as well as, strategies for information gathering and for increasing comprehension of printed materials. We also train our staff in how to use formal and informal assessments to differentiate instruction: observation, portfolios in all content areas, peer evaluation, oral reading, journals, interest inventory; conference logs in all content areas, rubrics in all content areas.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration

Part D: Parental Engagement Activities

- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: To facilitate and ensure academic excellence for all ELLs, parents of ELLs are regularly informed through monthly calendars, newsletters, meetings, and workshops as to new developments concerning our English Language Learners and all students. Every effort is made to communicate and assist parents throughout the school year and to do this we have the following personnel providing services to our ELLs, SWDs and regular students and their families: Bilingual school counselors and Social Workers, Psychologists, Bilingual SETSS, a bilingual supervisor, a bilingual family engagement coach in kindergarten, Ms. J. Diaz, who holds weekly workshops for parents and with parents; other personnel who speak French and Albanian and other related services as well as a bilingual parent coordinator who is actively involved in our community and assessing the needs of our community. The School Leadership Team and Parent-Teacher Association are also very involved in the life of the school and our school community in general. They hold monthly meetings. During these meetings parents are informed and updated about school/community related issues and updates on mandates.

Our school is divided into four academies and these academies hold Learning Expos and monthly community meetings. Parents are always invited to these community meetings and learning activities where we discuss and showcase our students' progress both academically, creatively and artistically.

We have partnered with many community based organizations and other agencies outside of our community which provide services to our school community. These CBOs are: Communilife, Institute for Family Health, New York Foundling, Fordham Treamont, Montefiore Clinic, Turn Around for Children, Dreamyard, Ballet Tech, Community for learning, Failure Free, IEP, Mission society, learning Leaders. All of these CBOs/Agencies, provide direct and indirect services to all of our parents.

Moreover, to better service the parents of ELLs, we have translated our school FAQ, PBIS Matrix, into French and Spanish and the monthly school calendar that goes out to parents and the community is also in English and Spanish. All of the information provided to our parents is usually in multiple languages and translation is provided as needed as per the chancellor's regulation A-663.

Through the dissemination of information and our open communication with the community we serve, we evaluate the needs of our parents and offer them the services and resources they need to ensure parental participation and involvement in their child's educational life.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		