



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S. 86X KINGSBRIDGE HEIGHTS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10X086

PRINCIPAL: MR. S. BENARDO **EMAIL:** SBENARD@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
Sheldon Benardo	*Principal or Designee	
Gail McLean	*UFT Chapter Leader or Designee	
Ray Wilson	*PA/PTA President or Designated Co-President	
Maira Burgoa	Member/Parent	
Robert Carl Hajek	Co-Chairperson/Staff	
Andrew Karas	Member/Staff	
Virginia Martinez	Member/Parent	
Wendy Reyes	Member/Parent	
Lydia Rodriguez	Member/Parent	
Alejandra Siliezar	Member/Staff	
Lisa Sills-Short	Member/Parent	
Chaunielle Speers	Member/Parent	
Veronica Sutton	Member/Staff	
Magnolia Tavarez	Member/Staff	
Marilyn Teicher	Co-Chairperson/Staff	
Alicia Vasquez	Member/Parent	

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, all students (including our ELL and SWD student groups) will make progress towards grade-level expectations in reading as measured by Fountas & Pinnell as evidenced by a 5% increase in the percent of students overall reading on or above grade level.

Comprehensive needs assessment

P.S. 86 is a school that consistently engages in analyzing the various data sources available to us in order to set rigorous and focused goals. The following charts are collections of the data from the New York State English Language Arts Exams from the past three years.

ELA Achievement Data

All Tested Students Scoring Levels 3 and 4 on the NYS ELA Exam

Grade	2008-2009	2009-2010	2010-2011
3	51%	40%	40%
4	58%	37%	37%
5	69%	42%	39%
6	71%	45%	37%
Overall	62%	41%	38%

General Education Students That Scored a Level 3 or 4 on the NYS ELA Exam

Grade	2008-2009	2009-2010	2010-2011
3	62%	51%	45%
4	72%	48%	50%
5	80%	49%	50%
6	81%	55%	48%
Overall	74%	51%	48%

Subgroup: Students with Disabilities (CTT, SETTS, and Self Contained) That Scored a Level 3 or 4 on the NYS ELA Exam

Grade	2008-2009	2009-2010	2010-2011
3	21%	13%	12%
4	24%	10%	7%
5	38%	25%	11%
6	46%	17%	10%
Overall	32%	16%	10%

**Subgroup: English Proficient (non ELL) Students
That Scored a Level 3 or 4 on the NYS ELA Exam**

Grade	2008-2009	2009-2010	2010-2011
3	59%	49%	56%
4	70%	47%	48%
5	80%	52%	48%
6	81%	57%	49%
Overall	73%	51%	50%

Subgroup: ELL Students That Scored a Level 3 or 4 on the NYS ELA Exam

Grade	2008-2009	2009-2010	2010-2011
3	32%	22%	11%
4	22%	18%	13%
5	41%	17%	15%
6	44%	5%	0%
Overall	35%	16%	10%

Fountas and Pinnell Data

June 2010 End of Year Results

Grade	On or Above	Up to 1 Year Below	More than 1 Year Below
1	35%	65%	
2	31%	38%	32%
3	52%	26%	22%
4	32%	39%	29%
5	17%	42%	41%
6	22%	31%	47%
Overall	31%	40%	34%

June 2011 End of Year Results

Grade	On or Above	Up to 1 Year Below	More than 1 Year Below
01	38%	63%	
02	45%	30%	25%
03	40%	32%	28%
04	33%	32%	35%
05	29%	35%	36%
06	21%	29%	50%
Overall	34%	37%	35%

Summary:

In the 2009-2010 school year, 41% of all tested students in grades 3-6 scored at level 3 or 4 on the New York State English Language Arts Exam while in the 2010-2011 school year, 38% of all tested students in grades 3-6 scored at level 3 or 4 on the New York State English Language Arts Exam, a 3% drop in proficiency. In further analysis of our ELA multiyear data we found that the subgroups with the greatest decrease in proficiency are the Special Education students and the English Language Learners. Closing the achievement gaps for these two subgroups continues to be a challenge.

As a school, we have been tracking reading levels and growth for all students using the Fountas and Pinnell Assessment System for the past three years. We decided to utilize this assessment as a measure of reading levels to facilitate the standardization of the reading data we were examining schoolwide.

In order to demonstrate success in analyzing grade level texts on the New York State ELA exam, students need to be on or above grade level in reading as measured by Fountas and Pinnell. This system allows us to measure student progress towards grade level benchmarks and to prioritize students who are struggling to meet those benchmarks. It also allows us to set tangible reading growth goals for all our students.

From our end-of-year Fountas and Pinnell data from the past two years (2009-2010 and 2010-2011), we have determined that our percentage of students who are reading more than one year below grade level has increased by 1% (34-35%). However, we have been able to raise the percentage of students in our school who are reading on or above grade level by 3%, which decreased the percentage of students who are reading up to one year below grade level by 3%. Therein lies our focus. We would like to demonstrate a 5% increase in the percentage of our students reading on or above grade level by addressing the needs of all our students but with a priority on students who are up to one year or more below grade level. This will increase their reading ability and level of preparedness to meet the rigorous expectations of the NYS ELA exam.

Our ultimate goal is to increase the percentage of students who are receiving 3's and 4's on the ELA. Our best indicator for monitoring progress toward that goal is analyzing baseline and interim Fountas and Pinnell data as outlined in our action plan.

Instructional strategies/activities:

- Conduct one-on-one data meetings and grade level planning meetings where teachers and coaches work together to analyze Fountas and Pinnell data in order to group students according to need and determine next steps in reading instruction, particularly for small group guided reading. These ongoing data meetings will focus on:
 - ✓ Ensuring the assessment is administered more accurately and the results reported reflect the independent levels of the students.
 - ✓ Exploring trends, addressing needs of individual students with a focus on ELL and SWD student groups and identifying effective teaching strategies that facilitate student achievement.
 - ✓ Coaches and teachers will continue to develop a common understanding of the different reading levels and the characteristics and behaviors associated with each level and the teaching strategies that need to be implemented to maximize student reading growth.

Each meeting will result in detailed, targeted action plans.

Staff Responsible: Coaches, classroom teachers, AIS providers, AP's, grade leaders

Time Frame: October 2011 and February 2012

- Guided reading instruction will be implemented daily in grades K-6. Materials, such as guided reading libraries, strategically-implemented centers activities, and organizational templates will be developed/ distributed by Literacy Coaches for small group differentiated instruction focusing on specific needs of students (again with the focus on the ELL and the SWD student groups) as indicated by the data.

Staff Responsible: Classroom teachers, AIS providers, Afterschool staff, Coaches

Time Frame: September 2011 through June 2012

- The Literacy Coaches, in collaboration with school staff, will revise and update the school's reading and writing maps and units to correlate to the Common Core Learning Standards. These newly aligned CCLs school-wide literacy curriculum maps have been designed to better-align reading and writing instruction between grades and within grades. Coaches and teachers will use these curriculum maps to revise and re-align instruction to the more rigorous indicators set forth by the CCLS.

Staff Responsible: Coaches, classroom teachers, AIS providers, AP's, grade leaders

Time Frame: September 2011 through June 2012

- Continue to implement our school-wide conferring system in reading in an effort to provide students with meaningful feedback that they will use to increase their investment in learning and extend their thinking as it relates to reading development.

Staff Responsible: Coaches, classroom teachers

Time Frame: September 2011 through June 2012

- ELA Routines Notebooks, which were developed last year and revised over the summer, will provide daily opportunities for students to practice and review grammar, vocabulary, word work and comprehension strategies through the implementation of spiraling daily activities.

Staff Responsible: Coaches, classroom teachers

Time Frame: September 2011 through June 2012

- The Literacy Team will continue to work on the following initiatives: planning the school-wide Spelling Bee, embedding non-fiction student magazines into informational reading and writing instruction, and launching our Unity in Literacy program, which allows all members of the school community to explore and discuss common story themes in literature at multiple times throughout the year. The Literacy Team will also organize our Buddy Reading program which includes 100% of our classrooms in grades PreK-6 (including the ELLs and SWDs). In addition to focusing on fluency and reading comprehension, the Literacy Team will explore opportunities to increase the level of rigor in these reading partnerships.

Staff Responsible: Coaches, grade level Literacy Team representatives

Time Frame: September 2011 through June 2012

- All students, grades K - 6, will be given access to the most updated technology for individual reading instruction and practice. This will include “Ticket to Read”, a comprehension based program developed by Voyager and “iStation,” an online reading intervention program that allows students to practice and teachers to assess and support progress in the five areas of reading.

Staff Responsible: Coaches, classroom teachers

Time Frame: September 2011 through June 2012

- After school academies for ELA will begin in October 2010 and continue throughout the year. ELA Saturday academies will begin in December 2011.

Staff Responsible: Afterschool staff and Saturday Academy Staff

Time Frame: September 2011 through June 2012

Strategies to increase parental involvement

- Progress Report for Parents will be distributed three times a year (December, March, and June) and will include data on students’ current reading level, reading goal, growth-to-date, and proficiency on NYS ELA test simulations.
- Teachers will distribute information about and discuss with parents the PS 86 Spelling Initiative. The informational flyer will include strategies and activities for parents to use at home to increase spelling capacity in their children.
- Teachers will distribute information to parents about the “Ticket to Read” website (URLs, logins, passwords, descriptions, goals for usage) during Parent-Teacher conferences to encourage at-home use of the program.
- Literacy coaches will host three informational sessions for parents throughout the year to share information on grade-based curriculum, school-wide reading and writing initiatives, and New York State Exam expectations. The sessions will be held in December, February, and April.
- Literacy coaches will provide information sessions about the literacy curriculum and initiatives for members of the School Leadership Team and the Parents’ Association.

Strategies for attracting Highly Qualified Teachers (HQT)

- Less than 1% of our teachers are considered non HQT.
- P.S. 86 is committed to hiring certified teachers through the conventional process as well as through Teach for America. P.S. 86 has a strong relationship with Teach for America as the school has been a training site for the past 5 summers.
- P.S. 86 has a very strong Mentor Program for new teachers. Each new teacher is assigned a mentor, who is an experienced classroom teacher, to assist with curriculum as well as classroom management. Both Mentors and new teachers are trained in using the California Teaching Standards as a framework to facilitate their development.
- Coaches and administrators conduct a New Teacher Summer Orientation to introduce new teachers to the school and our curriculum. In addition, weekly “Lunch and Learns” are held by the coaches to address the needs of new teachers.
- New classroom teachers receive staff development in the areas of: test taking strategies, ongoing student assessment, the P.S. 86x Curriculum calendars for all subject areas, and extensive training in examining student work and classroom management.

Service and program coordination

- The school has established a UPK program that focuses on improving oral language skills and emergent literacy skills of the students (including our ELL and SWD subgroups) that will ensure a successful transition to the lower elementary school grades
- The Robin Hood Foundation is continuing to sponsor our school’s library and its initiatives which includes:
 - Hiring a full-time Library Media Specialist and a full-time paraprofessional to support our literacy initiative
 - Purchasing books including e-books. All materials can be loaned for home use for all students (including the ELL and SWD subgroups) and families from Pre-K to 6th grade.
- Project Arts funds provide cultural experiences for all students which enrich our ELA programs.
- The Beacon Program (run by Mosholu Montefiore) provides afterschool, evening and weekend activities for students (including the ELL and SWD subgroups) as well as the community as a whole.

Budget and resources alignment

As a Title 1 Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 funds, Title III and human resources to implement this action plan from September 2011 to June 2012 as indicated below:

- Funding two ELA coaches, one for grades K-3 and one for grades 4-6
- Professional Instructional materials to support curriculum development during the regular school day
- Instructional materials, including software for use during the regular school day and at home
- Consumable instructional materials for use during the regular and extended day programs
- Teacher Per Session for afterschool programs and Saturday Academies
- Supervisor Per Session for afterschool programs and Saturday Academies

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

Students will demonstrate fluency in 90% of Common Core Learning Standards (CCLS) grade-aligned basic math facts by June 2012.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Math Achievement Data

All Tested Students Scoring Level 3 or 4 in the NYS Math Assessment

Grade	2008-2009	2009-2010	2010-2011
3	88%	58%	56%
4	78%	53%	64%
5	90%	64%	75%
6	85%	57%	68%
Overall	85%	58%	66%

General Education Students That Scored a Level 3 or 4 in the NYS Math Assessment

Grade	2008-2009	2009-2010	2010-2011
3	93%	65%	58%
4	85%	63%	73%
5	95%	72%	83%
6	91%	67%	75%
Overall	91%	67%	72%

Subgroup: Special Education Students (CTT, SETTS, and Self Contained) That Scored a Level 3 or 4 in the NYS Math Assessment

Grade	2008-2009	2009-2010	2010-2011
3	75%	39%	44%
4	58%	26%	44%
5	75%	40%	53%
6	66%	31%	48%
Overall	69%	34%	47%

**Subgroup: English Proficient (non ELL) Students
That Scored a Level 3 or 4 in the NYS Math Assessment**

Grade	2008-2009	2009-2010	2010-2011
3	94%	70%	72%
4	83%	61%	74%
5	93%	67%	83%
6	92%	69%	77%
Overall	91%	67%	77%

Subgroup: ELL Students That Scored a Level 3 or 4 in the NYS Math Assessment

Grade	2008-2009	2009-2010	2010-2011
3	76%	34%	30%
4	65%	38%	45%
5	82%	55%	53%
6	69%	23%	41%
Overall	73%	38%	42%

Summary:

In 2009-2010, 58% of our grade 3-6 students scored at levels 3 or 4 on the New York State Mathematics Exam; while in 2010-2011, 66% of our grade 3-6 students scored at levels 3 or 4 on the New York State Mathematics Exam. In addition to an increase of students overall attaining proficiency, there has also been an upward movement of scores in each of our subgroups.

In light of our school's 2010-2011 needs assessment for Mathematics, we have decided to continue an initiative to increase our students' fluency in recalling basic math facts. We began this initiative in 2009-2010, which has resulted in an increase of 8% for all tested students in grades 3-6 students at scoring levels 3 or 4 on the New York State Mathematics Exam. We are invested in developing math fact fluency at P.S. 86 as we feel it will continue to provide an important foundation for building higher-order math skills. Once students know their facts, it becomes easier to focus and apply strategies to problem solve and think critically.

Instructional strategies/activities

In September, students in grades K-4 will receive a year-long daily fact fluency booklet created by the math coaches. Each booklet contains weekly sets of fact fluency quizzes (4 days for quizzes and 1 day of self-reflection of weekly performance). Students will be given 1 minute to complete each quiz and teachers are expected to review answers with class immediately following administration.

Coaches will support fact fluency by:

- Providing students with fact flashcards and fact bookmarks for home practice
- Holding several school-wide "Fact Fluency Bees" in February and June of 2012
- Encouraging upper grade classes to choose and work with a lower grade class to help practice facts
- Continuing to create activities to practice and promote fact fluency throughout the 2011-2012 school year

Teachers will support fact fluency by:

- Tracking and Celebrating Fact Mastery in the classroom
- Assigning daily spiraling fact review for homework

- Providing time for students to utilize IXL (a math software program) in the classroom to practice fact fluency

Students will attain 90% fluency in the following CCLS grade benchmarks:

- Kindergarten-addition and subtraction within 5
- Grade 1- addition and subtraction within 10
- Grade 2- addition and subtraction within 20
- Grade 3- multiplication within 100
- Grade 4- multiplication and division within 100

Teachers will track progress daily, students will reflect on their performance weekly, and data will be collected school wide 3 times per year--September, January, and early June to measure mastery of goals set.

Strategies to increase parental involvement

- Math Coaches will compile and distribute a listing of math websites for parents that specifically target fact fluency practice.
- Math Coaches and classroom teachers will host 2 Math Fact BINGO Game Nights for parents and children as a forum to practice math facts in January and in April.
- Math Coaches will conduct an IXL.com parent training session. This Parent Session will include:
 - An overview of IXL.com
 - How to use the website
 - Helping their child log-in and navigate the website
 - Monitoring their child's use of the website and how to monitor your child's progress
 - Using school computers to explore IXL.com
 - School-Home Connection
 - Answering the question, "What skills should my child practice?"
 - Signing up to receive weekly progress email updates from IXL

Translation devices will be available for parents in the dominant languages spoken by parents in the school.

- Math coaches will create and distribute fact fluency flashcards for home use. Parents will receive a list of activities on how they can use these flashcards to build fact fluency.
- Math Coaches will host an Introduction to the Common Core Learning Standards session for parents in May 2012. Translation devices will be available for parents in the dominant languages spoken by parents in the school.

Strategies for attracting Highly Qualified Teachers (HQT)

- Less than 1% of our teachers are considered non HQT.
- P.S. 86 is committed to hiring certified teachers through the conventional process as well as through Teach for America. P.S. 86 has a strong relationship with Teach for America as the school has been a training site for the past 5 summers.
- P.S. 86 has a very strong Mentor Program for new teachers. Each new teacher is assigned a mentor, who is an experienced classroom teacher, to assist with curriculum as well as classroom management. Both Mentors and new teachers are trained in using the California Teaching Standards as a framework to facilitate their development.
- Coaches and administrators conduct a New Teacher Summer Orientation to introduce new teachers to the school and our curriculum. In addition, weekly "Lunch and Learns" are held by the coaches to address the needs of new teachers.
- New classroom teachers receive staff development in the areas of: test taking strategies, ongoing student assessment, the P.S. 86x Curriculum calendars for all subject areas, and extensive training in examining student work and classroom management.

Service and program coordination

- The school has established a UPK program that focuses on improving emergent math skills that will ensure a successful transition to the lower elementary school grades.
- The Beacon Program (run by Mosholu Montefiore) provides afterschool, evening and weekend activities for students as well as the community as a whole.
- Junior Achievement provides financial literacy workshops for students.
- The Food Bank's CookShop program provides participating students with hands-on experience with math skills through cooking in the classroom.
- Solar One and Cristadora Natural Classroom provide upper-grade students with math/science educational opportunities.

Budget and resources alignment

As a Title 1 Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 funds, Title III and human resources to implement this action plan from September 2011 to June 2012 as indicated below:

- Funding two Math coaches, one for grades K-3 and one for grades 4-6
- Professional Instructional materials to support curriculum development during the regular school day
- Instructional materials, including software for use during the regular school day and at home
- Consumable instructional materials for use during the regular school day and afterschool programs
- Teacher Per Session for afterschool programs and Saturday Academies
- Supervisor Per Session for afterschool programs and Saturday Academies

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #4

By June 2012, 50% of the staff will engage in Professional Learning Communities (PLC) and will align our curriculum maps and teaching practice to the CCLS as evidenced by PLC Learning Logs and team binders.

Comprehensive needs assessment

In our efforts to align our goals to the Citywide Instructional Expectations for 2011-2012, we noticed a need to increase our involvement in the following areas:

- Strengthening student work by examining and refining curriculum, assessment and classroom instruction
- Working together to engage all students in rigorous tasks, embedded in well-crafted instructional units and with appropriate supports
- Looking closely at current student work, in teacher teams, to understand the steps needed to reach the level of performance that the Common Core demands.

Our Professional Learning Communities were organized to address these areas.

Instructional strategies/activities

- Conduct a review of various data sources including the Citywide Instructional Expectations for 2011-2012 to determine focus and expectations of the PLC's and establish a timeframe for implementation.

Staff Responsible: Principal, AP's, Coaches, Grade Leaders

Time Frame: August/September 2011

- Conduct a school-wide staff meeting to introduce the PLC structure and responsibilities of PLC members and formalize PLC groups.

Staff Responsible: AP's, Coaches, Grade Leaders

Time Frame: September 2011

- Establish and conduct Cross Grade Professional Learning Communities afterschool to be involved in the following:

- Using math performance tasks to evaluate student performance (1-2 teachers from each grade K-6)
- Developing Common Core Learning Standards(CCLS)–aligned Literacy Curriculum (2 teachers per grade)
- Examining student work in writing to develop strategies and inform planning (1- 2 teachers per grade)
- Developing and aligning Social Studies/Science Curriculum to the NYC Scope and Sequence and CCLS (2-3 teachers per grade)

Each Learning Community will establish end of cycle goals, responsibilities of individual group members, norms and routines for collaborating during meeting times and maintaining Learning Logs and team binders for each PLC.

Staff Responsible: AP's, Coaches, Grade Leaders, Classroom Teachers

Timeframe: October – January (Cycle 1)

February – June (Cycle 2)

- Utilize the expertise of supervisors, coaches and teachers to:

- Provide onsite professional development around building rigor and incorporating Webb's Depth of Knowledge in all curricula produced in the Professional Learning Communities.
- Facilitate the PLC's.
- Continue the work of the PLC's in weekly grade meetings so that all staff is engaged in the activities conducted during the PLC's.

Staff Responsible: AP's, Coaches, and Teachers

Timeframe: October 2011 – June 2012

Strategies to increase parental involvement

- Parents will be kept informed of the progress of the Professional Learning Communities through the dissemination of information at School Leadership Team meetings, Parent Association meetings, the Annual Title 1 meeting and parent curriculum workshops.

Strategies for attracting Highly Qualified Teachers (HQT)

- Less than 1% of our teachers are considered non HQT.
- P.S. 86 is committed to hiring certified teachers through the conventional process as well as through Teach for America. P.S. 86 has a strong relationship with Teach for America as the school has been a training site for the past 5 summers.
- P.S. 86 has a very strong Mentor Program for new teachers. Each new teacher is assigned a mentor, who is an experienced classroom teacher, to assist with curriculum as well as classroom management. Both Mentors and new teachers are trained in using the California Teaching Standards as a framework to facilitate their development.
- Coaches and administrators conduct a New Teacher Summer Orientation to introduce new teachers to the school and our curriculum. In addition, weekly “Lunch and Learns” are held by the coaches to address the needs of new teachers.
- New classroom teachers receive staff development in the areas of test taking strategies, ongoing student assessment, the P.S. 86x Curriculum calendars for all subject areas, and extensive training in examining student work and classroom management.

Service and program coordination

- We are working with the New York State timeline for the rollout of the Common Core Learning Standards.

Budget and resources alignment

As a Title 1 Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 funds, Title III and human resources to implement this action plan from September 2011 to June 2012 as indicated below:

- Teacher per session
- Supervisor per session

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

The attendance team will continue to develop and implement strategies so schoolwide attendance will increase by 0.5% to an overall percentage of 93.0% for the 2011-2012 school year by June 2012.

Comprehensive needs assessment

In 2010-2011 our overall attendance was 92.5%. This percentage put us in the 61st percentile compared to our peer schools and in the 35th percentile citywide. While our overall percentiles increased from 2009-2010, we are behind our citywide counterparts and increasing our attendance percentages remains a challenge. We have developed a comprehensive attendance goal and action plan to address this need to increase our student attendance. We have developed and refined both new and existing strategies for improving overall student attendance with an eye toward increasing our standing relative to both the City and Peer Horizons. These strategies will involve engaging the entire school community in improving our student attendance.

Instructional strategies/activities

- Our Attendance Team will meet monthly to develop strategies to monitor and improve the school's attendance rate. These strategies will include:
 - Communicating with school staff through memorandums and one-on-one conversations as to the procedures for maintaining accurate attendance data.
 - Rewarding grades and classes with the highest percentage of attendance monthly. Students with perfect attendance each month will be recognized on the school's attendance bulletin board, on individualized class posters, and with small incentives (including pencils, erasers, and bookmarks).
 - Publicizing monthly attendance data on the school's dedicated attendance bulletin board and update based on the most current student attendance.
 - Presenting a PowerPoint at all grade meetings to describe current and past statistics, as well as effective strategies for promoting good attendance.
 - Maintaining effective systems for teachers to monitor daily attendance and identify students with excessive lateness and absence.
- Staff Responsible:** Attendance Coordinator (Teacher), Family Worker, School Aides, Guidance Counselor, and an Assistant Principal. This team will be facilitated by the school's Attendance Coordinator.
- Time Frame:** September 2011 to June 2012
- "School Messenger" will be used to inform parents of any absences or lateness. We will continually update student contact information in ATS based on data reports generated by School Messenger. The success of "School Messenger" will be contingent on the continual update of student contact information for all grades.
Staff Responsible: Attendance team members, Family Worker, Assistant Principal, Pupil Accounting Secretary
Time Frame: Daily from September 2011 to June 2012
 - Classroom teachers will create systems within their own rooms for rewarding students who have good attendance. Teachers will be expected to publicly track attendance data in their classrooms. The Attendance Team will work directly with classroom teachers to identify students at-risk for absence and lateness. The team will follow-up with teachers and assist in contacting parents through phone calls, postcards, and letters. Once a student reaches 10 absences, a letter from the school will be sent to the parent, informing him/her of the student's current attendance percentage and steps to take for improvement.
Staff Responsible: Classroom teachers, Attendance team members
Time Frame: September 2011 to June 2012

Strategies to increase parental involvement

- Parents will be kept informed of the progress of the attendance goal and action plan through the dissemination of information at School Leadership Team meetings, Parent Association meetings, and the Annual Title 1 meeting. Feedback from parents will be incorporated into our action plan as we consider it to be a living document.
- The Attendance Team will invite the Parent Association board members to attend at least two team meetings during the 2011-2012 school year. These parents

can share ideas on how to improve attendance, thus providing collaboration between teachers and parents.

- The Attendance Team coordinator will attend and give a presentation about attendance at a Parent's Association meeting at least once during the school year. This presentation will include statistics, best practices, areas for improvement, and a Q & A session. Parents will have a chance to form a dialogue with the Attendance Team coordinator, the Family Worker, and the Pupil Accounting Secretary.
- A quarterly newsletter will be sent to parents describing issues about attendance (i.e., upcoming school breaks, the impact of attendance on academic performance, etc.). This document will also share the most recent attendance statistics at P.S. 86.

Strategies for attracting Highly Qualified Teachers (HQT)

- Less than 1% of our teachers are considered non HQT.
- P.S. 86 is committed to hiring certified teachers through the conventional process as well as through Teach for America. P.S. 86 has a strong relationship with Teach for America as the school has been a training site for the past 5 summers.
- P.S. 86 has a very strong Mentor Program for new teachers. Each new teacher is assigned a mentor, who is an experienced classroom teacher, to assist with curriculum as well as classroom management. Both Mentors and new teachers are trained in using the California Teaching Standards as a framework to facilitate their development.
- Coaches and administrators conduct a New Teacher Summer Orientation to introduce new teachers to the school and our curriculum. In addition, weekly "Lunch and Learns" are held by the coaches to address the needs of new teachers.
- New classroom teachers receive staff development in the areas of: test taking strategies, ongoing student assessment, the P.S. 86x Curriculum calendars for all subject areas, and extensive training in examining student work and classroom management.

Service and program coordination

- Our Respect for All and Bullying Intervention Program helps us create a safe environment for all students.
- P.S. 86 has a strong relationship with the family workers for Students in Temporary Housing to monitor and improve attendance.
- Kingsbridge Heights Community Coalition supports our attendance team in their efforts to increase attendance.

Budget and resources alignment

As a Title 1 Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 funds, Title III and human resources to implement this action plan from September 2011 to June 2012 as indicated below:

- Attendance Coordinator
- Family Worker, Guidance Counselors, School Aides, Assistant Principals and School Staff.

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			N/A	N/A	20		6	13
1	35	35	N/A	N/A	30		10	15
2	36	36	N/A	N/A	80	12	2	12
3	46	46	N/A	N/A	50	8	6	14
4	39	39			36	2	4	7
5	35	35			65	1	3	7
6	45	35			39	3	4	10
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
ELA	AIS providers in grades K – 3 work with small groups of students who are either borderline or on intensive or strategic level based on the DIBELS assessment, or score below grade level on Fountas & Pinnell. AIS instructors in K-3 utilize the Voyager Passport Program, which is a scientifically based reading research program. AIS providers, in grades 4 – 6 work with small groups of students who scored either Level 1 or 2 on the ELA or are below grade level in reading as determined by the Fountas & Pinnell assessment. AIS providers, grades 4-6, use the Soar to Success, a reading intervention program. All AIS services, grades K – 6, are provided during the school day as a push-in program.
Mathematics	AIS providers work in small groups targeting areas of need as determined by the classroom teacher and Progress in Mathematics Benchmark and Chapter Assessments administered throughout the school year. Student groups are flexible. Harcourt’s Mathletics is the Core program for AIS math. AIS teachers and classroom teachers collaborate on an on-going basis to determine student progress and the use of intervention strategies. AIS math services are provided during the school day as a push-in program.
Science	SETSS, AIS and classroom teachers provide small group instruction to support at risk students’ needs through differentiated instruction to support students to meet grade specific performance indicator goals in Science.
Social Studies	SETSS, AIS and classroom teachers provide small group instruction to support at risk students’ needs identified by Instructional Support Team, AIS Team and classroom teacher through differentiated strategies to support students to meet grade specific performance indicator goals in Social Studies.
At-risk Services provided by the Guidance Counselor	Counselors meet with students in small groups and individually to address social skills, character development, conflict resolution, study skills, bereavement and self-awareness. Students are referred for services by parents, the classroom teacher, the Instructional Support Team, or other school staff members who believe the student’s ability to meet his/her academic goals is at risk.
At-risk Services provided by the School Psychologist	The school psychologist intervenes with students on an individual basis who are identified by the Instructional Support Team and/or AIS team as not meeting academic grade standards due to emotional, behavioral and/or emotional concerns. The school psychologist observes the student in the classroom as well as at recess or during prep period. This information is brought back to the referral source and a plan is designed in conjunction with the classroom teacher and parent to help support the student’s academic progress. At times, the school Psychologist will meet with students individually, with parental consent to address social skills, character development, conflict resolution, study skills, bereavement and self awareness concerns that have been identified by the classroom teacher, parent, self referral or school staff

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

P.S. 86 PARENT INVOLVEMENT POLICY (PIP)

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, Parent Association, and Title I Parent Committee 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 Association (or Parent-Teacher Association), as well as 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, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person 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 Fair/Event 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 Teams, Parent Association and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support families (parents/guardians, grandparents and foster parents) in asserting leadership in education for their children.
- 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;
- providing regular written communication between teacher and the home in both Spanish and English.

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.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

In addition, students from the identified subgroups in the testing grades will attend a series of ELA Saturday Academies aimed at providing additional instructional supports in reading for information and understanding and critical analysis and evaluation of grade level texts.

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.

The 10 percent Title 1 funds are used to fund two full time, in-house literacy coaches, one for grades K – 3 and the other for grades 4 – 6. The coaches facilitate a number of literacy initiatives designed to improve student achievement for all students including our English Language Learners and our Students with Disabilities. These activities include but are not limited to the following:

- One-on-one data meetings with teachers which focus on exploring trends, addressing needs of individual students and identifying effective teaching strategies that facilitate student achievement.
- Facilitating the revision and realignment of the school's reading and writing maps and units to correlate to the Common Core Learning Standards.
- Supporting teachers in implementing a daily 120 minute literacy block, which includes: a Writing Workshop, a Reading Workshop, read aloud and word study.
- Conducting classroom inter-visitations and lab sites designed to increase teacher effectiveness as it relates to rigor and reading growth.

The literacy coaches will continue to increase their support of teachers of students from the identified subgroups.

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

All new teachers receive at least 4 hours per month of high quality mentoring for their first 10 months of teaching. Mentors are selected from our current classroom and out of the classroom staff based on experience and proven ability to maintain a rigorous, well managed classroom and their familiarity with New York State Standards for ELA and Math and the Common Core Learning Standards. Each mentor must be proficient in using the Professional Teaching Standards developed by the New Teacher Center at Santa Cruz as a rubric for improving teacher effectiveness. Mentors attend monthly in-school meetings facilitated by one of the school's Assistant Principals, to discuss best practices for mentoring new teachers. Mentors are also encouraged to attend any Professional Development offered by the New York City Department of Education Office of New Teacher Induction.

In addition to the mentoring program, all new teachers attend a two day summer institute for ELA, weekly "New Teacher Meetings" and are a priority for the coaches. Each new teacher is also supported by the Assistant Principals through informal observations using Charlotte Danielson's Framework as tool for improvement.

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 of our school's SINI status will include the following:

- Letters sent home in both English and Spanish using the parent notification template found on New York City's Principal's Portal.
- A meeting will be held in early January to explain our SINI status and the steps we are taking to improve student achievement in ELA for the English Language Learners and Students with Disabilities subgroups. The meeting will be in both English and Spanish with a PowerPoint presentation in both languages as well.

**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 94N104	District 10	Borough Bronx	School Number 086
School Name The Kingsbridge Heights School, P S 86			

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

Principal Mr. Sheldon Benardo	Assistant Principal Mrs. Renny Tranello
Coach Ms. Yashika Maini	Coach
ESL Teacher Mrs. Melissa Tirado	Guidance Counselor
Teacher/Subject Area Mrs. Cynthia Calderon, ESL	Parent Ms. Narcissa Hernandez
Teacher/Subject Area Ms. Milagros Castro, Bilingual	Parent Coordinator Mr. Alberto Velez
Related Service Provider Ms. Ursula Sosa	Other
Network Leader Mr. Bob Cohen	Other

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	3	Number of certified bilingual teachers	11	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	7	Number of teachers of ELLs without ESL/bilingual certification	6
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	1		

D. School Demographics

Total number of students in school	1799	Total Number of ELLs	508	ELLs as share of total student population (%)	28.24%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. For newcomers to the New York City public school system, Mrs. Cynthia Calderon and Mrs. Melissa Tirado, two certified ESL teachers administer the Home Language Identification Survey to the parent and conduct an oral interview with the student. Home language Surveys are available in fourteen languages other than English. P.S. 86 has staff that provides translation services in the following languages: Spanish, Bengali, French, Italian, Mandarin, Philipino, and Punjabi. If the child's home language is other than English, the LAB-R is administered within 10 days of enrollment by an ESL certified teacher. An ATS report, RLER provides a list of students eligible to receive the LAB R. To verify all students are entered into the computer correctly we review the Home Language Surveys to ensure every student with a language other than English is tested. The Language Assessment Battery is used to determine eligibility for Bilingual or English as a Second Language Program. Children who score at or below proficiency on the LAB-R become eligible for state-mandated services for ELLs. Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance.

In the Spring, an ATS report, RLER is printed to determine which students are eligible for the NYSESLAT. Every ELL is administered the NYSESLAT to determine English proficiency. The Speaking subtest is individually administered. Teachers administering the exam are trained how to keep record of each child's performance. Three additional dates are arranged for the Reading, Listening and Writing subtests. Students are grouped by grade level and/or testing level to ensure each eligible ELL is tested. Each teacher administering the exams keep track of any absentee. We hold makeups for any student who missed any part of the examination. Reminders about the examination and the importance of taking each part of the examination is sent home prior to the testing dates. The attendance team at PS 86 holds an award incentive to students who were present in school for all three parts of the NYSESLAT, (the Speaking is done the month prior). Students who are present all three days of testing are entered into a raffle. Prizes such as pencils, pens, bookmarks and books are given out. These incentives help keep attendance up on test dates so fewer makeups have to be administered.

2. Parents and guardians of newly enrolled ELLs are encouraged to participate in a Newcomer Orientation conducted by the ESL certified teachers supported by the Bilingual Coordinator, and the Parent Coordinator describing bilingual and ESL programs within 10 days of admission. During this orientation, parents receive a Parent Guide in their home language, research regarding the education of English Language Learners and watch a video describing program models that are available. If a version of the video in the language needed is unavailable, parents may view the English video with an interpreter. Based on this information, parents and guardians may select an available bilingual or ESL model that will help students succeed. A Parent Selection Form translated in their home language is to be completed after the orientation. Parents are asked to number choices of programs based on preference (Transitional Bilingual Education, Dual Language and Freestanding English as a Second Language). Programs offered at P.S. 86 are aligned to parental requests. The parent selection process has resulted in parents making a more informed choice. Parents of newly enrolled English Language Learners can select an available transitional bilingual or ESL program that will help meet students' linguistic and academic needs. When parents choose a program model not currently available in our school, we keep those requests in a folder in Room 200. We continue to monitor the amount of parents requesting a Dual Language program. If we have 15 requests on two contiguous grades for a Dual Language program, we will prepare to make that program model available.

3. The Parent Survey and Program Selection Form attached to the notification of entitlement to ELL services provides specific information on how ELL programs are delivered. When a student scores below proficiency on the LAB-R, the ESL teachers send home an entitlement letter and the Parent Survey and Program Selection Form in the parents home language. Within ten days of admission all

ELLs are placed according to their parents decision. If for some reason a form is not returned, the ESL teachers call the students' home to ensure the parent understands the forms they are completing and if needed, the parents are asked to come in for a meeting. The default program for ELLs is Transitional Bilingual Education as per CR Part 154. These forms are stored in individual folders and a copy in the ESL office, Room 200.

4. P.S. 86 places students in bilingual or ESL instructional programs based on the parent's choice during the oral interview conducted upon registration. After reviewing the Home Language Survey, entitlement and Parent Survey and Program Selection Forms in the parent's home language, students are placed accordingly within ten days of admission. The ESL teachers make every effort to make communicate with the parents of ELLs about the programs available to them, either by using other staff, volunteers, and or the DOE approved vendors. This ensures parents make an informed choice in their child's placement in our school. In the beginning of the year, ESL coordinators, Mrs. Calderon and Mrs. Tirado send home Continued Entitlement Letters to students who did not pass the NYSESLAT and are still eligible for ESL services. These letters are sent home and a file copy is kept in Room 200 in folders organized by grade level.

5. Parent choices are reviewed on an individual basis to ensure that students will be placed in a program that will result in academic success. Based on the strong emphasis on academics, more parents place limited English proficient students who speak mainly Spanish, in the bilingual program. Parents want their child to become comfortable in a new school, class and many times, a new country. For these reasons many newly arrived students, choose a bilingual program for their child. During the oral interview with the parents and child, students who do not know any English enter a Bilingual class to learn in their native language and begin learning a new language, English. Parents who choose the ESL program generally have children who speak both English and another language. Many of our parents are second language learners themselves and found learning a second language at a later age difficult. These parents choose an English as a Second Language Program so their child learns English in elementary school. There are always a few parents whose children speak very little English and choose a monolingual class because they feel their children will be successful with that placement.

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
--	--

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input type="checkbox"/>	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

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1	1	3	2	2	3	2							14
Dual Language (50%:50%)	0	0	0	0	0	0	0							0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	1							1
Push-In	1	1	1	1	1	1	0							6
Total	2	2	4	3	3	4	3	0	0	0	0	0	0	21

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	508	Newcomers (ELLs receiving service 0-3 years)	365	Special Education	80
SIFE	12	ELLs receiving service 4-6 years	117	Long-Term (completed 6 years)	4

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	231	10	39	14		29	0		3	245
Dual Language										0
ESL	186	2	12	76		5	1		0	263
Total	417	12	51	90	0	34	1	0	3	508

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	28	31	44	40	41	35	26							245
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														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
Yiddish														0
Other														0
TOTAL	28	31	44	40	41	35	26	0	0	0	0	0	0	245

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: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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	42	49	20	31	41	39	19							241
Chinese														0
Russian														0
Bengali						1								1
Urdu														0
Arabic			1		1	1								3
Haitian														0
French					1									1
Korean														0
Punjabi														0
Polish														0
Albanian						2								2
Other		8		1	3	2	1							15
TOTAL	42	57	21	32	46	45	20	0	0	0	0	0	0	263

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?

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

A. Programming and Scheduling Information

in listening, speaking, reading, and writing. Kindergarten through grade 3 bilingual classes will be using “Trofeos” for the Native Language Arts component. Second language learners in monolingual K-3 classes will be using “Trophies,” a scientifically based reading program. All K-3 English Language Learners will be using “Moving Into English” for ESL instruction. ELLs in grades 4 and 5 are using the Hampton Brown “Avenues” Program. Grade 6 students go on to High Point Basic and High Point A. These programs include newcomer materials which are especially useful for the older beginner language learners. “English at Your Command” is used in most classrooms in Spanish and English. Assessment in both languages is used to analyze programs and drive instruction. Students in Transitional Bilingual program receive instruction from New York State Certified Bilingual Education Teachers in both the native and target language to ELLs students, including students with disabilities. The goal of the bilingual program is to gradually transition students into English-only instruction. The primary language (Spanish) is used to support the transition. In the mean time, students in the self contained push-in ESL program, receive English-only instruction in the content area (with some native language support) with a great deal of support from the certified push-in ESL teacher. In the bilingual program, students are taught in their native language with intensive support in English language instruction. Content area (Math, Science and Social Studies) instruction is mainly in the students’ native language (Spanish) with some instruction in English (with ESL support) depending on students’ English proficiency level. Students receive grade level appropriate work which helps them meet New York State Standards. This helps them make academic progress in the content areas while they develop English proficiency. In the push-in ESL program, students content area instruction is in English-only with ESL support provided by the push-in ESL teacher.

2. To address the needs of students who have not achieved proficiency on the NYSESLAT and are not in a bilingual program, we have a push-in ESL program for grades Kindergarten to Fifth. ESL students are placed in the same class on each grade level and ESL services are provided by a certified ESL teacher who pushes into each class. In the sixth grade, there is an ESL certified teacher who has a self-contained ESL class. In compliance with CR 154, beginner and intermediate level students in the push-in ESL program receive 360 minutes of explicit ESL instruction weekly, while students at the advanced level receive 180 minutes of explicit ESL weekly. All advanced students receive 180 minutes of ELA as well.

Ninety minutes of ESL instruction is provided weekly for those students who have achieved proficiency on the NYSESLAT. This service is provided to this group of students for up to two years after passing the NYSESLAT.

The goal of the ESL program is to help students meet performance standards in an all English class as they develop listening, speaking, reading and writing skills. ESL instruction is interdisciplinary and addresses all content areas.

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

3. Delivery of content area instruction varies slightly in each program model. In the TBE program, the goal is to help students to meet content area (math, science and social studies) language NYS standards by means of the knowledge transfer approach. In this approach, students receiving content area instruction mostly in in the native language so that they can transfer the knowledge acquired as their English proficiency increases. The dominant language is used 60-80 percent of the time in the early stages of English proficiency. For example, a beginner student will receive math, science and social studies instruction in Spanish with minimal instruction of such subjects in English. However, as the student progress to the intermediate and advance English proficiency levels content area instruction in math, science and social studies gradually shifts to English. At the intermediate and advanced levels students receive gradual instruction of such subjects in English scaffolded by ESL methods and strategies. By the time a TBE student is advanced, he/she spends increasingly more time using English. At each stage content is made more comprehensible by means of a variety of resources used both in the students native language-when in the beginning stages of English language development-and in the second language-when in the later stages of English language development. All instruction delivered in English is supported with ESL methods and strategies, students are provided with dictionaries and glossaries and a sleud of online resources including Brain Pop, Discovery Science, Destination Math. Just as in the TBE program, the goal of the push-in ESL program is to help ELLs meet content area (math, science and social studies) and language standards by means of the SIOP model. The SIOP model is a research-based and validated model of shelter instruction. By means of this model, classroom teachers-with the help and support of the ESL teacher plan and deliver lessons that allow ELLs to acquire academic knowledge as they develop English language proficiency. ELLs in the push-in ESL classes also have access to dictionaries and glossaries, online resources and technology. Each ELL self-contained classroom is equipped with a smartboard and the necessary software for teachers to make content lessons more interactive for students.

4. We ensure that ELLs are appropriately evaluated in their native language as well as in English. ELLs in grades K-3 are administered EL SOL and in grades 4-6 they are given the Spanish DRA, EDL reading assessments. These assessments are administered twice during the year (September and May) to determine the students native language independent and instruction levels. Teacher also administer a Writing baseline, midline and endline to measure each students native language writing proficiency. ELLs in a bilingual program who receive content area instruction in Spanish are administered school and state assessments in the language they received instruction in

A. Programming and Scheduling Information

(Spanish). Math and Science examinations are ordered in Spanish for our bilingual classes, including Bilingual Special Education classes. Bilingual glossaries are available during testing to support our second language learners.

5. It is crucial and important to differentiate instruction for ELLs since they are expected meet the goals and state standards just as their

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)	Dual Language	Freestanding ESL
100%	100%	100%	100%
75%	75%	75%	75%
50%	50%	50%	50%
25%	25%	25%	25%
0%	0%	0%	0%
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.

sheltered English and whole language. The ESL teacher uses various programs which meet the need of the students, such as Moving Into English and English at Your Command.

c./d. ELLs receiving service for 4 to 6 years and Long-Term ELLS (LTEs) receive small group instruction with a certified ESL

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?

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

Intermediate, advanced and proficient ELLs receive ELA Academic Intervention Services, AIS in small groups to enhance listening,

A Programming and Scheduling Information

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

AIS is provided for math intervention using a program Mathletics. Mathletics is used for all ELLs. The AIS provider matches the program level with the student's proficiency. In grades 1-3, two classes within each grade are currently piloting a new math program titled "Go Math". This new program provides new teaching approaches which allow teachers to address the rigors of new standards and assessments aligned with the Common Core. These new materials are helping students achieve fluency, speed, and confidence with grade-level concepts. As of this year, all grades have begun to use a new social studies program developed by Houghton Mifflin Harcourt. This program motivates students in grades K-6 to become active and informed citizens while covering state standards and maximizing teaching time. There is powerful reading and vocabulary instruction which helps teach content area reading. There are easy to use multiple resources to help meet the needs of all learners in every classroom, including ELLs performing at Beginner, Intermediate, and Advanced levels. This program does have an Access for English Learners component. Ms. Pannell (Prep Teacher for Grades K-3), Mrs. Rosen (Guided Reading Teacher for Grade 5), and Mrs. Hechevarria (Guided Reading Teacher for Grade 6, including Bilingual students) provide teachers in their given grades with additional support in the content area. These teachers provide help to children at the beginner and intermediate levels through use to graphic organizers, labeled photos to support vocabulary being taught in the content area, as well as guided reading of the text to support concepts being taught by the classroom teacher. Mrs. Rampersaud (Prep Teacher for all grades) focuses on the teaching of Science throughout the grades. She supplements the programs used within the classroom with materials of her own. She does many hands-on activities and projects with the students and covers the grade appropriate concepts students need to learn. She also has a Saturday, After School Program, where she works with students preparing for the NYS Science test using the Delta FOSS Kits and doing hands-on experiments.

9. ELLs reaching proficiency on the NYSESLAT are entitled to receive transitional support for two years. The proficient ELLs in our school are kept in the English as a Second Language class for a year after reaching proficiency on the NYSESLAT. After going into the

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

Courses Taught in Languages Other than English 

C. Schools with Dual Language Programs

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

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

Science:	Spanish			
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D. Professional Development and Support for School Staff

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

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

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

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

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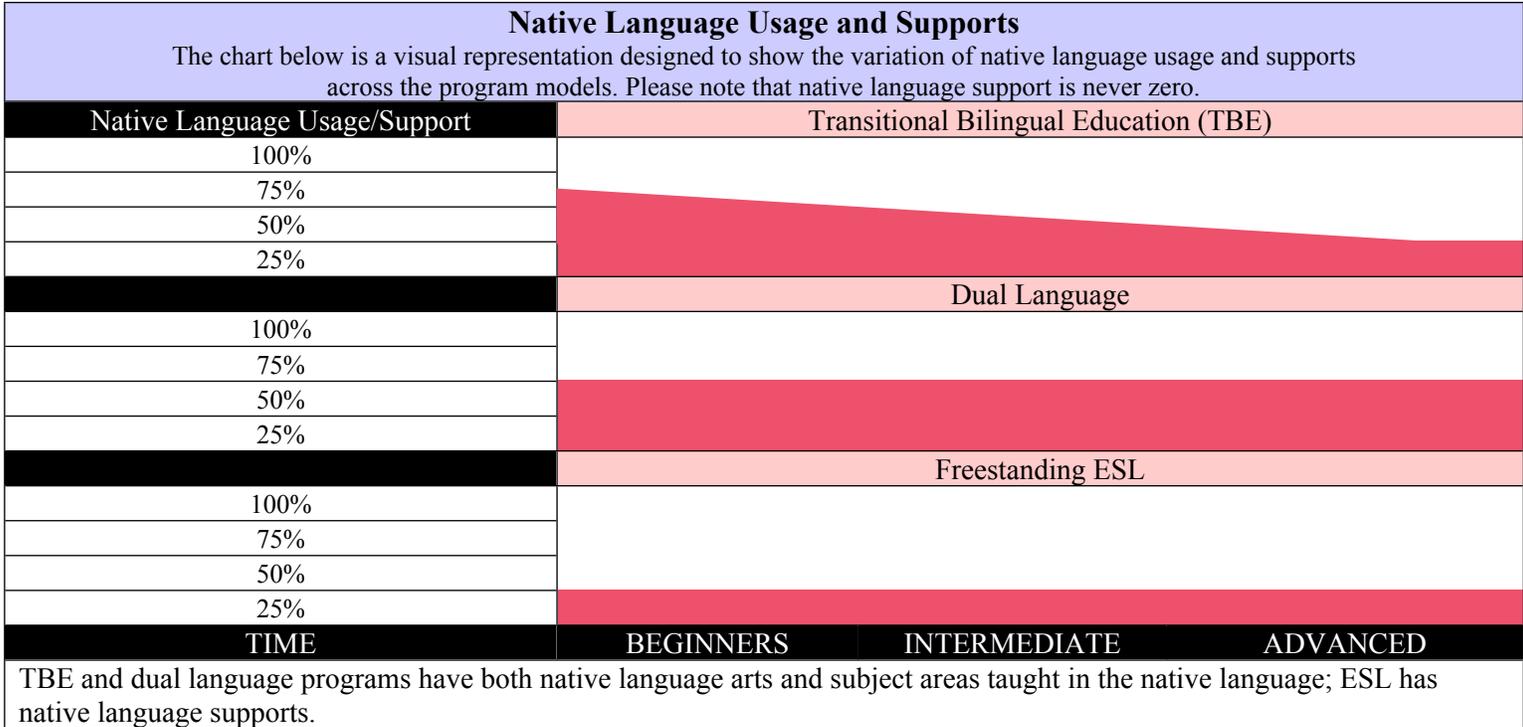
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
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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



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?

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

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

AIS is provided for math intervention using a program Mathletics. Mathletics is used for all ELLs. The AIS provider matches the program level with the student's proficiency. In grades 1-3, two classes within each grade are currently piloting a new math program titled "Go Math". This new program provides new teaching approaches which allow teachers to address the rigors of new standards and assessments aligned with the Common Core. These new materials are helping students achieve fluency, speed, and confidence with grade-level concepts. As of this year, all grades have begun to use a new social studies program developed by Houghton Mifflin Harcourt. This program motivates students in grades K-6 to become active and informed citizens while covering state standards and maximizing teaching time. There is powerful reading and vocabulary instruction which helps teach content area reading. There are easy to use multiple resources to help meet the needs of all learners in every classroom, including ELLs performing at Beginner, Intermediate, and Advanced levels. This program does have an Access for English Learners component. Ms. Pannell (Prep Teacher for Grades K-3), Mrs. Rosen (Guided Reading Teacher for Grade 5), and Mrs. Hechevarria (Guided Reading Teacher for Grade 6, including Bilingual students) provide teachers in their given grades with additional support in the content area. These teachers provide help to children at the beginner and intermediate levels through use to graphic organizers, labeled photos to support vocabulary being taught in the content area, as well as guided reading of the text to support concepts being taught by the classroom teacher. Mrs. Rampersaud (Prep Teacher for all grades) focuses on the teaching of Science throughout the grades. She supplements the programs used within the classroom with materials of her own. She does many hands-on activities and projects with the students and covers the grade appropriate concepts students need to learn. She also has a Saturday, After School Program, where she works with students preparing for the NYS Science test using the Delta FOSS Kits and doing hands-on experiments.

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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)?
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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
													L

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)	47	27	11	14	11	7	10							127
Intermediate(I)	30	21	37	21	26	16	14							165
Advanced (A)	9	18	13	50	39	17	27							173
Total	86	66	61	85	76	40	51	0	0	0	0	0	0	465

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	8	3	7	5	2	5	10						
	I	26	7	11	6	8	6	7						
	A	27	23	38	34	27	19	17						
	P	25	33	29	49	55	47	30						
READING/ WRITING	B	44	23	18	14	11	7	12						
	I	32	18	43	21	26	16	16						
	A	9	15	15	50	39	17	25						
	P	1	10	9	9	16	37	11						

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	39	41	10	0	90
4	27	38	10	0	75
5	20	24	0	0	44
6	31	24	0	0	55
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	7	7	22	29	13	9	3	0	90
4	3	1	17	28	12	11	5	1	78
5	2	4	6	19	11	14	1	0	57
6	1	2	13	19	12	7	4	1	59
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	2	3	12	17	22	20	7	83
8									0
NYSAA Bilingual Spe Ed	0								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)	4	38	58	32				
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:

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.

Part VI: LAP Assurances

School Name: <u>86</u>		School DBN: <u>10X086</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Sheldon Benardo	Principal		10/31/11
Mrs. Renny Tranello	Assistant Principal		10/31/11
Mr. Alberto Velez	Parent Coordinator		10/31/11
Mrs. Melissa Tirado	ESL Teacher		10/31/11
Mrs. Narcissa Hernandez	Parent		10/31/11
Mrs. Milagros Castro	Teacher/Subject Area		10/31/11
	Teacher/Subject Area		
Ms. Yashika Maini	Coach		10/31/11
	Coach		
	Guidance Counselor		
	Network Leader		
Mrs. Cynthia Calderon	Other <u>ESL Teacher</u>		10/31/11
Mrs. Ursula Sosa	Other <u>Related Svc Provider</u>		10/31/11
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **10X086** School Name: **Kingsbridge Heights School**

Cluster: _____ Network: **104**

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.

For newcomers to the New York City public school system, Mrs. Cynthia Calderon and Mrs. Melissa Tirado, two certified ESL teachers, conduct an oral interview to the student and parent, as well as administer the Home Language Identification Survey to the parent. Home language Surveys are available in fourteen languages other than English. P.S. 86 has staff that provides translation services in the following languages: Spanish, Bengali, French, Italian, Mandarin, Philipino, and Punjabi. If the child's home language is other than English, the LAB-R is administered within 10 days of enrollment by an ESL certified teacher. The Language Assessment Battery is used to determine eligibility for Bilingual or English as a Second Language Program. Children who score at or below proficiency on the LAB-R become eligible for state-mandated services for ELLs. Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance. Parents are informed in their home language their child's Lab-R score through an entitlement letter which explains the instructional programs available.

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

P.S. 86 places students in bilingual or ESL instructional programs based on the parent's choice. After reviewing the Home Language Survey, entitlement and Parent Survey and Program Selection Forms in the parent's home language, students are placed accordingly within ten days of admission. The ESL teachers make every effort to make communicate with the parents of ELLs about the programs available to them, either by using other staff, volunteers, and or the DOE approved vendors. This ensures parents make an infomed choice in their child's placement in our school. Parent choices are reviewed on an individual basis to ensure that students will be placed in a program that will result in academic success.

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.

Our school community is given a copy of the school safety plan which contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers. A sign in each available language, including the availability of interpretation services will be posted in the primary entrances of the main building and mini school. Grisel Santiago, the Pupil Accounting Secretary, has translation service numbers posted by her desk in the main office. Written and oral translation services are provided before and after the regular school day.

A Place of Birth Report is generated and distributed to teachers and staff for children whose parents ask for translation services in other languages. Our ESL office also maintains folders of students of other languages (other than English and Spanish).

This year PS 86 has students whose parents request written and oral information in other languages:

Language:	Total number of students that require translation services:
Albanian	10
Arabic	4
Bengali	11
French-Haitian Creole	3
Fulani	3
French	5
Hindi	2
Mandingo	3
Punjabi	2
Philipino	4
Urdu	2
Vietnamese	21

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.

During registration, parents are given the option to request written and oral communication in a specific language on Part III of the Home Language Identification Survey. This provides P S 86 with the specific translation needs for individual students. Due to the large population of Spanish-speaking families, all paperwork sent home is in Spanish and English. At the time of registration, ESL teachers who also speak Spanish, supported by bilingual teachers and the parent coordinator ensure information is provided to parents in their home language. We have copies of Home Language Surveys, Parent Selection Forms and Parents Guides in many languages. We make use of other staff, as well as vendors to translate important information so parents make an informed choice in their child's placement in our school. P.S. 86 has staff that provides translation services in the following languages: Spanish, Bengali, French , Italian , Mandarin, Philipino, and Punjabi. In accordance with the requirements under Chancellor's Regulation VII, each parent whose primary language is a language translated on the DOE website will be provided with a copy of the Bill of Parent's Rights and Responsibilities which includes their rights regarding translation and interpretation services. P S 86 plans to use translation funding with the D.O.E's approved vendor LIS, Telephone # 718-786-7890 and on the DOE website for the following languages: Arabic, Bengali, Chinese, French, Haitian Creole, Korean, Russian and Urdu. In addition, the school will make use of the Translation and Interpretation Unit's free over the phone services, Telephone # 718-752-7373. Competent volunteers from the community assist the school with translation services, when they are available.

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.

Mrs. Cynthia Calderon and Mrs. Melissa Tirado, two certified ESL teachers who also speak Spanish, conduct an oral interview to the student and parent, as well as administer the Home Language Identification Survey to the parent. P.S. 86 has staff that provides translation services in the following languages: Spanish, Bengali, French , Italian , Mandarin, Philipino, and Punjabi. Translation services will be requested for the following languages; Albanian, Cambodian, Fulani, Mandingo, Urdu, and Vietnamese. In addition, the school will make use of the Translation and Interpretation Unit's free over the phone services, Telephone # 718-752-7373. Competent volunteers from the community assist the school with translation services, when they are available. Parents may rely on an adult or

relative for language and translation services if they choose to do so. The parent's association also provides translation services when available. Oral translation services are provided before and after the regular school day. Paraprofessionals will receive per session pay to translate at evening parent-teacher conferences. The bilingual parent coordinator, Alberto Velez is available during conferences to ensure all parents are receiving valuable academic information regarding their child in a language they understand.

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>.

In fulfillment of Section VII P.S. 86 will determine at the time of student's enrollment the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the Department. The school maintains a current record of the primary language of each parent. Such information will be maintained in ATS and on the student emergency card.

In accordance with the requirements under Chancellor's Regulation VII, each parent whose primary language is a language translated on the DOE website will be provided with a copy of the Bill of Parent's Rights and Responsibilities which includes their rights regarding translation and interpretation services. P S 86 plans to use translation funding with the D.O.E's approved vendor LIS, Telephone # 718-786-7890 and on the DOE website for the following languages: Arabic, Bengali, Chinese, French, Haitian Creole, Korean, Russian and Urdu. In addition, the school will make use of the Translation and Interpretation Unit's free over the phone services, Telephone # 718-752-7373. Competent volunteers from the community assist the school with translation services.

At the primary entrance to our main building and mini school there are signs posted in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. Written and oral translation services are provided before and after the regular school day. Paraprofessionals will receive per session pay to translate at evening parent-teacher conferences. The bilingual parent coordinator, Alberto Velez is available during conferences to ensure all parents are receiving valuable academic information regarding their child in a language they understand.

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: P.S 86 X	DBN: 10X086
Cluster Leader: Corinne Rello-Anselmi	Network Leader: Bob Cohen
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:
Total # of ELLs to be served: 90 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: 10 # of certified ESL/Bilingual teachers: 9 # of content area teachers: 1

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: In order to continue to raise the standards for our LEP population, our title III monies for 2011-2012 will be used to extend and enhance the present reading and writing block of time for the targeted ELLs in grades 2 -6. Our goal is to provide support for our bilingual ELL students to achieve success in mastering the necessary skills needed to pass the standardized test for their perspective grades. This will fuel a positive movement towards qualitative performance and hold ELLs to the same high standards and expectations as all students.

Beginning October 28th and ending in April DTBA, about 90 students in bilingual education classes in grades 2 through 6 will participate in an after-school program that will run two days a week. This program will be aligned with the New York State Language Arts Standards, Common Core Learning Standards and the New York State ESL Standards. The program will consist of an intensive reading and writing instruction academy in which ten to twelve students per class will be able to better develop reading and writing skills.

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

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

Part B: Direct Instruction Supplemental Program Information

students in small groups to help them publish their final writing piece.

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

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

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

Begin description here: Prior to the commencement of the program nine bilingual teachers and the technology teacher will participate in a seminar on October 26th from 3:30 to 5:30 after school and on November 8th from 8:30 a.m to 3:00 p.m. Throughout the program teachers will meet once a month for an hour after school to collaborate. This will enable the teachers to become proficient in understanding, assessing, planning and implementing the necessary components of the reading and writing academy. They will read *Fluency Strategies & Assessment* by Jerry L. Johns and Roberta L. Berglund. The book will provide them with questions and answers about fluency, evidence based strategies, activities and resources. The teachers will use their findings to create lessons for use within our current literacy units during our extended day reading and writing academy. In addition, the teachers will revisit the components of the writing workshop model and use *Reading, Writing and Learning in ESL* by Suzanne F. Peregoy to study and discuss the developmental phases in second language writing and develop lessons implementing strategies to assist writers of different levels.

During the program, teachers will come together to plan lessons, look at student work and data, and use this information to adjust, modify and enhance their instruction.

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

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
- topics to be covered
- name of provider

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here: P.S. 86 will continue to offer a Civic/ESL class to about 50 parents in our community. The teachers (Ms. Fuentes and Ms. Estevez) providing this class are certified bilingual education teachers. The classes will begin November 1st and run through May. The classes will meet in the evening twice a week, for three hours each day (Tuesdays and Thursdays 5:30 to 8:30) . Two weekly lesson plans will be prepared based on the history of the United States of America and English as a Second Language. The classes will be instructed in both English and Spanish.

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

Advertisement flyers will be constructed in both English and Spanish, distributed to students to bring home, and posted in specific areas around the school. The flyers will include a brief description of the course offering, duration of course, dates and times, and contact information.

Part E: Budget

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

Allocation Amount: \$0

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 		

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		