



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P.S. 86

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 28Q086

PRINCIPAL: KAREN ZUVIC

EMAIL: KZUVIC@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. BEVERLY FOLKES-BRYANT

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
	*Principal or Designee	
	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- All students will complete two units of study in literacy and math as evidenced by tasks and classroom observations.

Comprehensive needs assessment

- As per 2012-2013 city-wide expectations, these units are being implemented schoolwide. The units align to the common core learning standards.

Instructional strategies/activities

a) Activities/strategies that will encompass the needs include:

- **Pre and post assessments**
- **Daily learning objectives aligned with common core standards**
- **Formative assessments**
- **Inquiry based data as reflected from student work**

b) Personnel/resources used will include:

- **Teachers**
- **EngageNY**
- **Commoncore.org**
- **Lead Teachers**
- **Network Support specifically achievement coaches**
- **Teacher Teams**

c) Steps taken to include teachers in the decision making process:

- **Common Planning**
- **Teacher Effective Program Mid Year Conferences**
- **Professional Development**

d) **Timeline: September 2012 – June 2013**

Strategies to increase parental involvement

As a Title I SWP school, 22K086 supports parents and families of all students by providing workshops to help parents work with their children to improve their literacy and math achievement levels, provides parents with the information and training that supports the education of their children; and provides assistance to parents in understanding academic expectations, the Common Core Learning Standards, and assessments.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

28q086 is a Title I SWP school, therefore conceptual consolidation allows our school to use all its funds to support activities as defined in the instructional activities and strategies as defined in the CEP action plan.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- By June 2013 teachers who teach 51% of the time, will be observed in 2 full and 4 partial low inference observations.

Comprehensive needs assessment

- We are piloting the Teacher Effective Program as per their guidelines. We are meeting the mandated requirements. Lessons observed will reflect the implementation of the common core learning standards.

Instructional strategies/activities

a)Activities/strategies that will encompass the needs include:

- Units of Study
- Danielson's Framework for Teaching
- Mid-Year Conversations
- Essential Questioning
- Flexible Grouping
- Scaffolding of Instruction

b)Personnel/resources used will include:

- Teachers and administrators
- Talent Coach
- Lead Teachers
- EngageNY, ARIS/Common Core Library, commoncore.org, curriculum21

c)Steps taken to include teachers in the decision making process:

- Mid-Year Conversations
- Danielson's Rubrics
- Common Planning
- Grade Conferences
- Teacher curriculum teams
- Danielson professional development
- Formative assessments

d)Timeline: September 2012 – June 2013

Strategies to increase parental involvement

As a Title I SWP school, 22K086 supports parents and families of all students by providing workshops to help parents work with their children to improve their literacy and math achievement levels, provides parents with the information and training that supports the education of their children; and provides assistance to parents in understanding academic expectations, the Common Core Learning Standards, and assessments.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Using allotted STH funds, we will provide materials and supplies to STH students.

28q086 is a Title I SWP school, therefore conceptual consolidation allows our school to use all its funds to support activities as defined in the instructional activities and strategies as defined in the CEP action plan.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- By June 2013 80% of ELLS in grades 3-5 will show strong growth in Literacy skills as evidenced by an increase in their performance from the Fall 2012 benchmark as compared to the Spring 2013 benchmark.

Comprehensive needs assessment

- 45% of the entire student population are ELLS.

Instructional strategies/activities

a)Activities/strategies that will encompass the needs include:

- Title III afterschool program
- 100% coteaching among Classroom ELL teachers

b)Personnel/resources used will include:

- ESL teacher
- LeapFrog
- NYSESLAT Prep
- Smartboard/iPad/Technology
- Websites – Reading A to Z; Starfall; More Starfall; RAZ Kidz

c)Steps taken to include teachers in the decision making process:

- ESL and classroom teachers plan together

d)Timeline: September 2012 – June 2013

Strategies to increase parental involvement

As a Title I SWP school, 22K086 supports parents and families of all students by providing workshops to help parents work with their children to improve their literacy and math achievement levels, provides parents with the information and training that supports the education of their children; and provides assistance to parents in understanding academic expectations, the Common Core Learning Standards, and assessments.

Budget and resources alignment

- Indicate your school's Title I status: XSchool Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Title III money and Title III grant.

28q086 is a Title I SWP school, therefore conceptual consolidation allows our school to use all its funds to support activities as defined in the instructional activities and strategies as defined in the CEP action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> • Leveled Literacy Intervention • Extended Day • RAZKIDS.com 	<ul style="list-style-type: none"> • Small group • Holdovers • One to One • Individual and Home 	<ul style="list-style-type: none"> • During school and extended day • In school • Home • Summers
Mathematics	<ul style="list-style-type: none"> • Tutoring Holdovers • Extended Day 	<ul style="list-style-type: none"> • One to one • Small Group • Holdovers 	<ul style="list-style-type: none"> • During school and extended day
Science	<ul style="list-style-type: none"> • Tutoring in extended day 	<ul style="list-style-type: none"> • Small Groups 	<ul style="list-style-type: none"> • During extended day
Social Studies	<ul style="list-style-type: none"> • Tutoring in extended day 	<ul style="list-style-type: none"> • Small Groups 	<ul style="list-style-type: none"> • During extended day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Counseling • Social Worker 	<ul style="list-style-type: none"> • Small group • One to one 	<ul style="list-style-type: none"> • During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- The secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to all new teachers to provide instructional support.
- Monthly professional development addresses the Danielson Framework, Common Core Learning Standards, Units of Study, planning and current Instructional Shifts.
- The implementation of an extensive interview process including a demonstration lesson.
- Attention to college and teaching experience with close examination of any previous work achievements.
- Unit planning by teacher teams.
- Teachers are included on administrative teams such as the Instructional Cabinet.
- Lead teachers offer support in the form of Professional Development for best practices in instruction, acting as mentors, offering instructional resources and modeling of instruction.
- Network support staff is made available for guidance in the areas of ELA, Math, Special Education, ESL, data collection, and RTI.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, 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 (or Parent-Teacher 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, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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 will 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 prompting 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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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	District 28	Borough Queens	School Number 086
School Name P.S. 86Q			

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

Principal Karen Zuvic	Assistant Principal Emily Dalamakis
Coach Maryann Whelan	Coach
Teacher/Subject Area Jill Brogan/4th Grade	Guidance Counselor Barbara Korzekwinski
Teacher/Subject Area	Parent
Teacher/Subject Area Alexandra Vorvolakos/ESL	Parent Coordinator Selphia Bennett
Related Service Provider Teresa Jackson/IEP	Other Girsselle Gonzalez/AIS
Network Leader Joseph Blaize	Other Dorothy Werner/Network ELL

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	5	Number of Certified Bilingual Teachers	2	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

D. School Demographics

Total Number of Students in School	914	Total Number of ELLs	319	ELLs as Share of Total Student Population (%)	34.90%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

At the time of registration, parents are given registration materials including the Home Language Survey in their native language. We have members of our staff who speak Spanish, Bengali, French, Haitian Creole and Greek who are able to assist parents. Initial screenings include oral interviews of both the incoming student and his or her parent(s) by a certified, Spanish bilingual teacher, a certified ESL teacher, or a para, parent, or an assistant principal. New students requiring the LAB-R will be tested within the first ten days of registration. Our Pupil Accounting Secretary, Brigid Garafola gives the incoming parents the HLIS form that is enclosed in the registration packet. Alexandra Vovolakos one of our ESL Teachers, reviews the HLIS form that the parent has completed and determines eligibility. If child is eligible, he/she will be tested using the LAB-R. When determined that a Spanish LAB needs to be administered, Grisselle Gonzalez our Data Specialist, administers the assessment in Spanish to the children. Depending on the A, B, or I score, a placement letter is sent home to the parents after copies have been made, informing the parent of placement (ESL or TBE). To ensure that parents understand the three program choices, every attempt is made to have a native speaker on hand to answer questions after the viewing of the video in the parent's native language. If the parents speak a language for which no video exists and a translator cannot be provided, we utilize the phone translation service. Our goal is to complete the process when the family comes in to register. If this is not possible, we set up an appointment for the parent to return to the school to complete the process. If the parent misses an appointment to complete the program selection process, we follow-up with letters and phone calls to the home which are entered in a log and kept in a main file in the ESL room. Multiple orientation programs are offered. If by the end of the first semester there are still parents who have not attended the orientation, a second round of offerings will be available on or about February first. Every effort is taken to ensure that the proper and necessary paperwork is distributed to the parents. First time entitlement letters are sent home once the results of the survey and program selection forms are tabulated. These letters are sent home via the children. Continued Entitlement letters are distributed to the students who are continuing ESL services. One copy of the Continued Entitlement letter is sent home to the parents, one copy is placed in the CUM folder, one copy for the main file, and one copy for the ESL or Bilingual teacher. Program Selection forms and survey are completed during the parent orientation. Copies of both documents are made, one copy is placed in the student's CUM folder, one in the ELL file, and the originals are given to the parents to take home. Parents are notified of the orientation process via telephone as well with logs generated of documenting parents that were reached, and those that do not attend the orientation. Continuous efforts are made by sending letters home and making phone calls which are logged and recorded. The parent orientation is organized by the ESL Teachers and Assistant Principal of ESL. Alexandra Vovolakos, Dolores Carpenter, Lisa Keenan, Margarita Soria, and Yvonne Jetter are the ESL Teachers responsible for inviting the parents and giving the presentation. Emily Dalamakis the Assistant Principal oversees the orientation and ensures that the ESL Teachers have the parents understand all three program choices TBE, Dual, and Freestanding ESL before they leave our building. Parents are also informed of the process by which they can go on line to view the video at home or come in and use our parent computers in the parent room with our Parent Coordinator, Mrs. Bennett. A translator can be requested to assist with communication and an ESL teacher avails herself if needed as well.

In keeping with the trend for parent choice over the last few years, most parents request an ESL model program for their child. The majority of parents communicate that they would like their children to master English as quickly as possible. A list is maintained for any parents requesting a bilingual program. If there are fifteen or more requests in two consecutive grades, a bilingual program will be

formed. We offer a Spanish/English bilingual program that meets the needs of all families who request it. All information is communicated in English and native languages. Choices offered by the school are in alignment with parental requests. During the school year the administration is constantly monitoring the new ELLs to our building. An updated list is regularly given to the testing coordinator. Before the administration of the NYSESLAT, the student register is reviewed to ensure that every ELL who attends the school is tested annually.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" 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	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>					16	11								27
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained Push-In	8			8	8	8								32
Total	8	0	0	8	24	19	0	0	0	0	0	0	0	59

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	319	Newcomers (ELLs receiving service 0-3 years)	159	Special Education	47
SIFE	8	ELLs receiving service 4-6 years	127	Long-Term (completed 6 years)	10

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	15	1	0	11	0	0	1	0	0	27
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	159	6	18	49	0	25	0	0	2	208
Total	174	7	18	60	0	25	1	0	2	235

Number of ELLs in a TBE program who are in alternate placement: 3

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					16	11								27
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	16	11	0	27						

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	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:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	35			6	66	55								162
Chinese	0			0	0	0								0
Russian	0			0	0	0								0
Bengali	26			20	26	26								98
Urdu	4			2	3	4								13
Arabic	2			4	3	3								12
Haitian	0			0	0	0								0
French	0			0	3	1								4
Korean	0			0	0	0								0
Punjabi	4			0	0	0								4
Polish	0			0	0	0								0
Albanian	0			0	0	0								0
Other	6			2	2	6								16
TOTAL	77	0	0	34	103	95	0	309						

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

Paste response to questions 1-4 here

Part IVA-ELL Demographics

There are two Transitional Bilingual Education classes in grades four and five. The special education classes that have students requiring bilingual education are served by an alternate placement paraprofessional. Classroom models are heterogeneously mixed proficiency levels within the same class setting. Teachers use flexible grouping strategies to meet the needs of all students. The school has five licensed ESL teachers who push into classes either 180 or 360 minutes per week depending on the NYSESLAT tested levels of the students. Beginning and intermediate students are in general classes according to their grade levels. ESL teachers push into these classes at least 8 forty-five minute periods a week while pushing into advanced classes 4 forty-five minute periods per week. The school is programmed to ensure that every attempt possible is made by the Principal to create classes that are consistent with expectations according to CR Part 154. Our Transitional Bilingual Education program provides students with the required units of ESL/ Native Language Arts/Content Area instruction. ESL and NLA are provided 100% in English and Spanish respectively, following the appropriate CCSS. Upon examination of data consistent with the four different modalities involved in the learning process, it is evident that receptive modalities of listening and reading is where our students are in need of more concentrated instruction. Implications for instruction of our English Language Learners include a need for heavier emphasis on the receptive modalities. Within our balanced literacy we implement Read Alouds, Shared Reading, and Task Grouping activities with an emphasis being placed on accountable talk and receptive learning skills. By providing our ELLs with a variety of literature both in English and their Native Language at a variety of levels which meet their individual reading needs, proficiency levels will increase. Professional Development opportunities for our ESL teachers are also provided to ensure the increase of our students' proficiency levels. The 100% push-in model into classrooms is what we have adapted in order to service the ELL children wherever they are located.

Content area instruction in general education classes where the ESL teacher pushes in is delivered incorporating ELL specific strategies including oral language activities, tiered questioning, graphic organizers, explicit instruction of tiered academic language and the utilization of Depth of Knowledge activities to increase rigor of the task assigned. Within the transitional bilingual classes for grades four and five, not only are the former strategies used but additionally a percentage of time is devoted each week to content area instruction in the student's native language. All ESL push-in programs are in English using ESL methodologies. In the bilingual classes during the content area of study for social studies and science, lessons are taught in Spanish and reinforced in English using the appropriate vocabulary and concepts for each subject area.

In order to ensure that ELLs are appropriately evaluated in their native language, students are given content area glossaries in their native language and are offered to opportunity to take NYS exams in their native language with protocol followed as per the Department of

A. Programming and Scheduling Information

Accountability, Performance, and Services (DAPS)

Instruction is differentiated for ELLs depending on the status of where they fall within certain subgroups. For children who fall under the SIFE heading, summer programs are offered depending on funding and availability. For students who are in a US school for less than 3 years, we have devoted our extended day instruction to these children. AIS services are offered for these children as well for one forty-five minute period five days per week. Students who participate in these programs are provided with test readiness strategies. Item analysis of students testing data has been reviewed and is used to drive and differentiate instruction. For students who have receiving services for four to six years, benchmark assessments in both Math and ELA are used to assess levels of students. Programs including Raz-kids and V-Math live are used to track student progress as well as periodic assessment results. A Content Academic Vocabulary System (CAVS) is used to instruct children in science and math while emphasizing the content level vocabulary. Students also work independently with the Leap Track program from leap Frog for two thirty-minute periods per week. Children also work in pairs and small groups to practice interactive reading by question and answer. Parents are encouraged to take their children to the library and read with them on a regular basis in English and in their native language. Children who have not met the performance standard in writing are given an extra 30 minutes twice a week to work with the teacher in content area and fictional writing activities. Writing rubrics are created by the teacher and the students for each assignment in order to promote accountability and ownership for the writing piece.

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

The diverse needs of our ELL-SWDs are met through a variety of approaches. We incorporate common planning times, mainstreaming, push-in and pull-out models for instruction, curriculum mapping which includes suggested activities for ELLs and SWDs, as well as providing a schedule which allows for articulation and common grade planning. Our IEP and SETSS teachers are incorporating a variety of strategies for the ELL-SWDs each day. Our ELLs- SWDs whose IEP mandates ESL instruction receive their support in the push-in and pull-out model. Direct instruction for these students consists of adhering to each modality using Task Analysis, modeling, explicit instruction (explain and demonstrate each stage, practice and review), predictability which is when lessons are predictable where feedback and reinforcement are given at each step. Also, Wilson and Foundations are utilized with the ELLs and SWDs in order to promote phonemic and phonological awareness. Comprehension strategies are reinforced and learned as needed. Vocabulary development is employed and a vocabulary dictionary is created by each student. Index cards (on a ring or baggie) are created with the unknown word, the definition, a picture, word used in a sentence, and the word part of speech, for each content subject. Students have to know what they are going to be working on each time they are pushed in and/or pulled out for services, and they do. This helps the continuum of learning for every ELL and ELL-SWD to eventually achieve success in every area of study according to their individual needs.

Courses Taught in Languages Other than English ⓘ

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

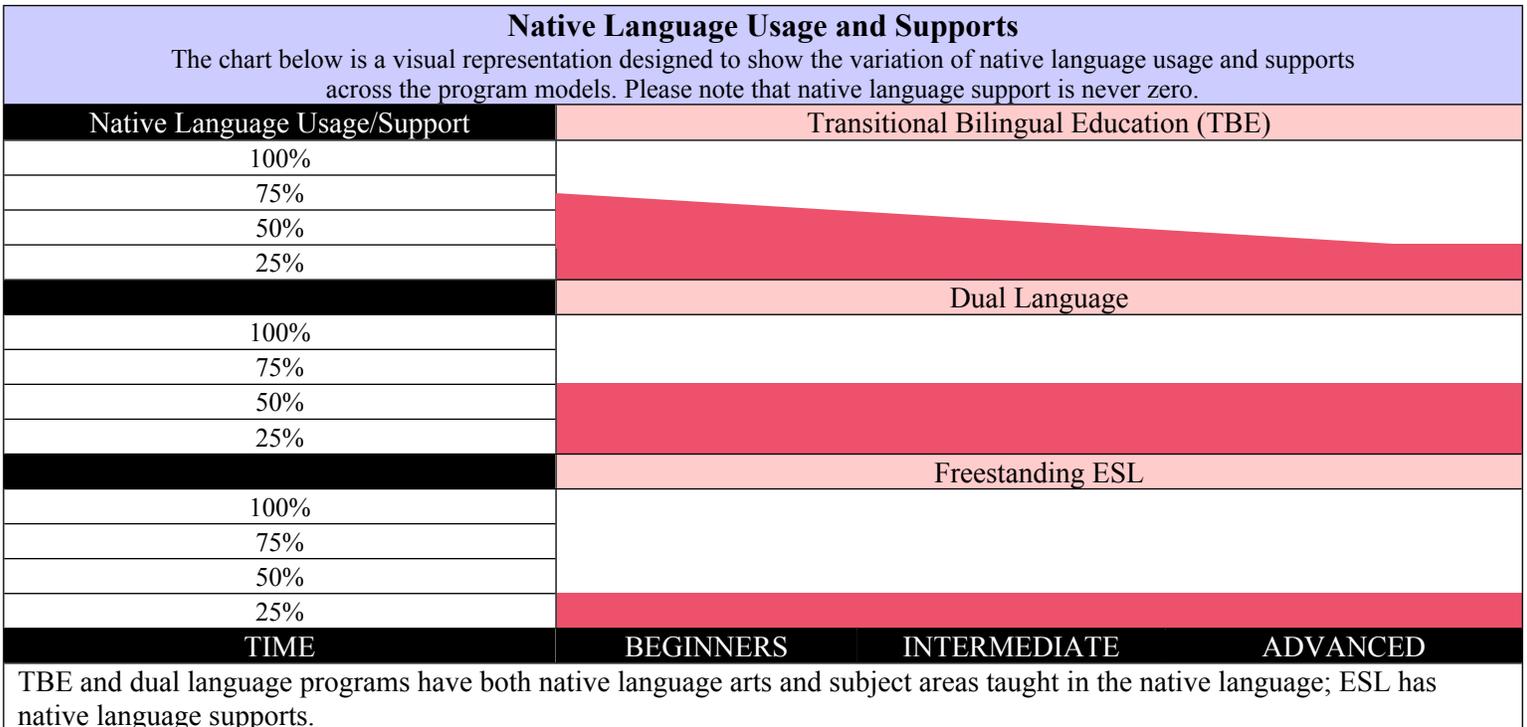
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Class/Content Area	Language(s) of Instruction

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

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



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?

Paste response to questions 5-14 here

Pt IVB

We attempt to offer a variety of intervention programs for our ELLs in ELA, math and all other content areas. Intervention is given through the differentiation of instruction during the specific subject area classes throughout the day. Teachers group children according to a specific need for targeted small group instruction in Math, Literacy, Social Studies, and Science as well as providing writing partners. Services offered include extended day instruction, Academic Intervention Services given by swing teachers and testing coordinator are offered within the parameters of the school day, at risk pull-out services as needed by IEP teacher and Title III funding to support before and after school programs. The school also offers the services of Counseling, Speech, Occupational Therapy, Physical Therapy and Adaptive Physical Education. The bilingual Spanish/English SETTS teacher works with SIFE students on an individual, at risk basis in order to help bridge the academic gaps that may exist. All ELLs at P.S. 86 are afforded equal access to all programs offered through placement into services as well as through parental consent. Children from bilingual classes who reach proficiency on the NYSESLAT and are transitioned into a monolingual class as well as children who are in ESL classes and have reached proficiency will be carefully monitored by the Assistant Principal in charge of ELL programs as well as by their classroom teachers. Due to budgetary constraints, there will not be the consideration of any additional programs or improvements made for the coming school year. Additionally, no programs will be discontinued at this time.

Instructional materials used to support ELLs include Raz-kids, V-Math Live, Leap Frog, curriculum focused manipulatives, a Science Lab, a Computer Lab, Smart Board accessibility, curriculum centers and task grouping. The classroom teacher as well as support staff on a daily basis provides native language support for TBE and ESL students. Content area instruction is provided in both languages following the recommended Language Allocation as stipulated in the LAP toolkit. Content area instruction materials parallel in quality and scope those used in monolingual classes. Some materials used in the content areas are, Mathematics Diaries series is the equivalent of the Everyday Math series used in monlingual classrooms. For NLA, science and social studies native language thematic book baskets re being utilized in the TBE classrooms. In the explicit ESL programs, the CCSS and accompanying Performance Indicators provide the framework for instruction. A workshop model of balanced literacy is being implemented with relevant scaffolding strategies in both reading and writing. Thematic sets of leveled books are utilized in all ESL classrooms including ESL as part of the bilingual program. The advanced level ELL students receive one unit of ESL and also receive one unit of ELA instruction which is provided in the general classroom. ELA instruction follows the balanced literacy workshop model along with the monthly units of study. ESL teachers collaboratively plan with the classroom teachers for alignment of instruction. In accordance with the new CCSS, students are supported in instruction through the design of questions aligned with Charlotte Danielson's questioning techniques that are age appropriate and demonstrate rigor.

At the present time, our school does not offer services or activities for newly enrolled ELL students prior to the school year. We also do not offer language electives to our ELLs.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

Pt IV C- N/A to our school

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

PT IV D

Our network ELL support specialist will provide professional development for all ELL personnel at the school. ELL teachers will attend Network ELL professional development meetings on a bi-monthly schedule. The school will conduct a survey of staff to determine who is in need of 7.5 hours of ELL training as per Jose P. Teachers will be allowed to participate in intervisitations of two 45 minute class sessions to view an ESL teacher conducting an ESL lesson as part of the 7.5 hours of ELL training required. Additional ways to achieve the 7.5 hours will include UFT training sessions, on-line course work, and meetings with an ELL consultant.

E. Parental Involvement

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

Paste response to questions 1-4 here

PT IV E

Parental involvement

One of the things that we are most proud of at P.S. 86 is that we provide an English tutorial class to afford our non-English speaking parents the opportunity to be in a class setting with an ESL teacher learning English as a second language. We evaluate their needs by interviewing them, and then provide them with notebooks, texts, and the ESL teacher. The attendance is consistently good, and they are active learners. The parent coordinator offers many classes for the parents such as parenting skills, sewing, crafts, and crocheting. The parent coordinator along with the PTA conducts a yearly talent/fashion show which highlights the various cultures in our community. The parent room is set up with many computers that are purposely arranged and exclusively used by the parents. Instruction on the use of the computers and how to navigate the Department of Education website, as well as word processing, letter writing, and internet usage, is offered to parents in the school. Monthly workshops are offered by the math coach and ESL teachers in how parents can best help their child in areas as homework, math, literacy, and test taking skills. The PTA invites the parents to regular scheduled meetings. Parental needs and concerns are discussed during those meetings. The school Leadership Team also meets regularly to discuss the needs and concerns of our school community. Parents are provided with the calendar of the month with all the dates and events happening in our school at the beginning of the year and each month thereafter. P.S. 86 has a school based clinic with a nurse practitioner who speaks Spanish, French, and Haitian Creole. The nurse practitioner holds meetings with parents concerning the health and nutritional needs of their children. All families are invited and encouraged to sign their children up with the clinic. Also, when funds are available, we organize and send parents on trips such as to The Metropolitan Museum of Art, paying for transportation, museum tour, and lunch.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	0	0	3	6	14								23
Intermediate(I)	0	0	0	17	33	25								75
Advanced (A)	0	0	0	18	58	54								130
Total	0	0	0	38	97	93	0	0	0	0	0	0	0	228

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	0	0	0	1	7							
	I	0	0	0	4	4	9							
	A	0	0	0	10	63	38							

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	P	0	0	0	24	29	39							
READING/ WRITING	B	0	0	0	3	6	14							
	I	0	0	0	17	33	25							
	A	0	0	0	18	56	50							
	P	0	0	0	0	2	4							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	91	12	0	105
4	41	47	5	0	93
5	24	42	7	0	73
6					0
7					0
8					0
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3	0	0	0	0	0	0	0	3
4	33	3	58	12	10	0	1	0	117
5	27	4	45	3	16	2	4	0	101
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	17	1	26	7	35	3	6	0	95
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language

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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	2	13	14	2				
Chinese Reading Test								

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

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

6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

PT V B

Analyze assessment data

For the first time, this year P.S. 86 commences with the Pre-Kindergarten and Kindergarten grades. All students, including ELLs are assessed according to grade using: ECLAS-2, MONDO, RAZ Kids, and/or the Burns and Roe Informal Reading Inventory (IRI) and/or the Leslie/Caldwell Qualitative Reading Inventory II (QRI) according to the individual level and needs of each student. Some teachers prefer to assess their children using RAZ Kids, which is a computerized reading and assessment program that enables the teacher to test many children at the same time. The students enjoy using the program because the assessments are individualized as well as interactive. MONDO assessments are a battery of diagnostic assessments that measure oral language, benchmark text level (reading levels in our classroom libraries are arranged according to the Fountas and Pinnell reading system), comprehension which includes fiction retell, non-fiction recall and comprehension, oral reading fluency, vocabulary and letter-sound correspondence. These assessments are the tools that provide the teacher with starting points for instruction and are useful in the creation of student profiles as well as assist in the organization of instructional groups in order to provide for differentiated instruction. The teacher is able to form differentiated groups for the various ELA skills that either needs to be remediated, taught, or enriched. Oral language is assessed in this battery so that the teacher is able to move children into the next level of competency by having a fairly accurate starting point. All students have a variety of opportunities to have their abilities and/or difficulties assessed appropriately throughout the year. The Kindergarten teachers are being developed in using the Writing Sampling System (WSS) this new program enables an early childhood teacher to assess by a series of observations and certain skills measurements such as movement, coordination in fine/gross motor, and socialization.

During our grade level meetings, one of the things that we do for professional development is give the teachers the opportunity to look and analyze their data with their peers. We then discuss how we will be addressing instruction depending on what we find after reading each teacher's class assessments. Our curriculum teams are making note, and when they are creating the monthly curriculum maps for reading/writing, math, science and social studies, ELL and SPED strategies are included for each lesson and teaching point. These strategies on the maps are purposely created for the differentiation of instruction for these children. Also, we are trying to reverse the trend of our downward spiral in our test scores by limiting extended day only for the ELL students school wide. We will eventually begin our before and after school ELL program using Title 3 funding. In order to support the teachers in this prescribed teaching program, we ordered language books and NYSESLAT test prep books to be especially utilized in the AM/PM programs.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **28Q086** School Name: **PS 86**

Cluster: **5** Network: **531**

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

Part A: Needs Assessment Findings

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

We use the LAP and the Home Language Survey to determine the language needs of our families. Parents are shown a video explaining the programs that are available through the DOE for their child. According to the Home Language Survey, Spanish is the most prominent language with 33%. Bengali is the second most prominent language with a 29% as the home language.

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.

We provide translation at meetings in the school. We have a number of teachers and staff members who are fluent in Spanish. We have a paraprofessional and a team of parents who make themselves available to us for Bengali translations. That same team of parents, translate on paper, information sent home to the parents. We also make use of the translation phone system through the DOE.

Part B: Strategies and Activities

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

Translation services are provided by outside vendors, school staff and parent volunteers.. All memos are sent home days before an event with translated reminders of dates and events. As stated in the Safety Plan, procedures are in place to ensure that language barriers are not an issue preventing parents from communicating with administration.

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

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

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>.

Parents are provided with a copy of the Bill of Rights and Responsibilities. Signs are posted at the Main Entrance and in the Main Office in the prominent languages for this school. Signs include welcoming parents into the building and notifying them of the availability of interpretation services.

2012-13 Comprehensive Education Plan (CEP)

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: PS 86	DBN: 28Q086
Cluster Leader: Debra Maldonado	Network Leader: Joseph Blaize
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> 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): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 80
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input 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
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 4
of content area teachers: 0

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: PS 86 will conduct a before school and after school program for English Language Learners (ELLs) for Grades 3, 4, and 5. All classes are taught by certified/licensed ESL teachers. The purpose of these classes is for the development of academic English for content area success. The before school program is four days per week from 7:00 a. m. until 8:00 a. m. Monday thru Thursday. The teacher focuses on various content based areas helping the students build English vocabulary and strategies they need in order to succeed in school. One of the morning classes is specifically for new comers. The teacher of the newcomers' class will also use the LEAPFROG program to assess and monitor the group's reading and math skills. The after school program divides the children into three groups: newcomers, intermediates, and the more advanced students. The classes will be held four times per week on Mondays from 2:20 p.m. - 4:20 p. m. and on Tuesdays, Wednesdays, and Thursdays from 3:10 - 4:10 p.m. The children will work with one ESL teacher on computers in the library one of the days using a variety of educational software. Teachers will support academic vocabulary instruction and also work on writing skills and on reading comprehension skills with an emphasis on the academic vocabulary in the content areas. The classes are limited to fifteen students each.

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: The Assistant Principal in charge of ELL programs provides professional development during grade conferences and city wide professional development days. Appropriate ELL strategies and scaffolding techniques are used for the implementation in their classrooms. ESL teachers also receive staff development from the network specialists. Randy Soderman, a certified bilingual teacher holding a SAS/SDA and is a Support Specialist ELL from CEI PEA is helping our ESL teachers explore the push-in model. The dates to start are: 12/18/12, 1/15/13, and 2/12/13, for 6 periods each day. Mrs. Soderman is conducting a residency with our school where a co-teaching methodology of teaching is being reinforced with our ESL classes and all classes that have our ELL students. We practice the ESL push-in model for 100 % of our students where the ESL Teachers push-in for mandated services. The teachers of general education classes are also provided with strategies for scaffolding various subject matter lessons for the English Language Learner. P.S. 86 has several classroom teachers who are also certified as ESL teachers. Common preparation periods have been scheduled so that teachers can work together in order to plan and articulate for ELLs. The ESL teachers meet on a weekly basis with the

Part C: Professional Development

general education teachers of the classes that they push into. During this time they discuss and plan for the strategies and lesson plans according to the theme of the month, that will be taught during the upcoming week. [REDACTED]

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
- how parents will be notified of these activities

Begin description here:

In order for parents of ELLs to become effective members of their new English speaking community, they must also learn to speak English. By having a basic understanding of English they will be able to better help their children assimilate into the English speaking culture. Traditionally, the parents and families of the P.S. 86 community have looked forward to the parent English classes. This year, at no cost to Title III, our ESL parents are learning to support their children with their learning by attending our in-house professional development sessions. These sessions are given by our instructional lead teachers in the core subject areas such as literacy, math, science, and social studies.

Part E: Budget

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

Allocation Amount: \$39736

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 	\$28,726.11	4 Teachers total of 18 hrs./wk. @ \$49.89/hr. = \$898.02 x 21 wks. = \$18,858.42 2 Supervisors total of 9 hrs./wk @ @\$52.21 x 21 wks. = \$9,867.69
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	N/A	
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. 	\$11,009.89	Student supplies (\$474.89) Tag Leapfrog Reading Program Kits- Grades K,1,2 (10,535)

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$39736

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	N/A	
Travel	N/A	
Other	N/A	
TOTAL		