



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

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

DBN: 10X086

PRINCIPAL: MRS. FIONA TYSON

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SUPERINTENDENT: **MELODIE MASHEL**

## 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
Fiona Tyson	*Principal	
Ramon Mena	*UFT Chapter Leader	
Ray Wilson	*PA/PTA President	
Maira Burgoa	Parent/Parents	
Robert Carl Hajek	AP/Co-Chairperson	
Andrew Karas	Teacher/Teachers Grades 3-6	
Alicia Martinez	Parent/Parents	
Narinie Naidoo	Parent/Parents	
Erica Paley	Teacher/Teachers Grades PreK-2	
Sharon Stevenson-Biagas	Parent/Parents	
Lisa Sills-Short	Parent/Parents	
Veronica Sutton	Paraprofessional/Paraprofessionals	
Rosanna Taveras	Parent/Parents	
Marilyn Teicher	LMS/Co-Chairperson	

\*\* 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

### **Annual Goal #1**

By June 2013, in both Literacy and Math, we will create two Common Core Learning Standards aligned units of study and corresponding Performance Tasks, which will incorporate the Common Core instructional shifts

### **Comprehensive needs assessment**

This goal addresses the needs of our school in that:

1) It aligns directly to the Citywide Instructional Expectations for 2012-13, which states:

- In grades PK-5, students will experience four Common Core-aligned units of study: two in math and two aligned to the literacy standards in ELA, social studies, and/or science.
- In ELA, teachers will use guidance from the DOE to review their scope and sequence to infuse opportunities to read and respond to a combination of literary and informational texts.
- In Math, teachers will reorganize math content to teach fewer topics and allow for more time to focus on the major work of the grade.

2) It will prepare our students to better meet the demands of the upcoming State Exams in ELA and Math. The NYS Department of Education has realigned the 2012-13 State tests to the Common Core Learning Standards. In order to perform successfully on the assessment, our students must experience multiple units of study based on the Common Core Learning Standards throughout the year. In addition, they must experience performance task-type assessments that mirror the format and rigor that the NYS Exams will demand of our students.

The units and performance tasks will address these needs.

### **Instructional strategies/activities**

- Go Math!, a comprehensive, Common Core-aligned mathematics program, will be introduced to all grades according to the following plan for the 2012-13 school year:

- In grades K-2, the program will be implemented in all classrooms.
- All bilingual (general education and special education) classrooms will use the Go Math! Program in grades K-6.
- Selected teachers in grades 3-6 will pilot the program in their classrooms

**Staff Responsible:** Math Coaches, Classroom Teachers, AIS providers, Grade Team Leaders

**Time Frame:** Ongoing all year in small group teacher teams and grade meetings

- All teachers who are implementing the program will experience on-going professional development throughout the school year.
  - All teachers who are using the program will receive professional development before the start of the school year in the different components of the program and in how the program meets the expectations of the Common Core Learning Standards.
  - There will be bi-monthly meetings to plan and reflect on new teaching, create a calendar for upcoming units of study, and discuss student work to plan further instruction.

**Staff Responsible:** Math Coaches, Classroom Teachers, AIS providers, Grade Team Leaders

**Time Frame:** Ongoing all year in small group teacher teams and grade meetings

- Teachers will meet in Professional Learning Communities from Spring 2012 to Fall 2012 to create a Common Core-aligned ELA curriculum.
  - Teachers will re-align the curriculum map to account for the various genre studies and text types demanded by the CCLS. The new curriculum map will also incorporate the Scope and Sequence in Social Studies and Science, as per the recommendations put forth by the Instructional Shifts.
  - Teachers will design units of study in ELA using the Understanding by Design framework. These units will incorporate objectives based on the CCLS, as well as rigorous, grade-appropriate texts and resources.
  - Teachers will develop performance tasks and rubrics aligned to these units of study.

**Staff Responsible:** Coaches, Classroom Teachers, Grade Team Leaders

**Time Frame:** Spring 2012 cycle, Summer 2012 cycle, Fall 2012 cycle

- Classroom teachers and AIS personnel will receive ongoing professional development around the new units of study and performance tasks.
  - Teachers participating in the PLCs will present their ongoing work at grade meetings. At this time, they will receive feedback from other classroom teachers, which will be used to revise the units and performance tasks.
  - Once units and performance tasks are developed, they will be shared at grade-level meetings, and strategies for teaching the new objectives and genres will be discussed. Teachers will also meet regularly to share resources and discuss differentiation and scaffolding strategies used to meet the needs of their students.

**Responsible:** Coaches, Classroom Teachers, Grade Team Leaders

**Time Frame:** ongoing throughout the school year

**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 student scores from administered Performance Tasks.
- Literacy coaches will host three informational sessions for parents throughout the year to share information on the Common Core Learning Standards, 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.

**Budget and resources alignment**

- Indicate your school's Title I status:  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.

  +     X   Tax Levy      X   Title I      X   Title IIA      X   Title III      x   Grants      X   Other

If other is selected describe here:

Fair Student Funding

**Service and program coordination**

- We are working with the New York State timeline for the rollout of the Common Core Learning Standards.
- 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 6<sup>th</sup> grade.
- Project Arts funds will be utilized to provide cultural experiences for all students which enrich our ELA programs.

## ANNUAL GOAL #2 AND ACTION PLAN

### **Annual Goal #2**

Increase the amount of direct vocabulary instruction by implementing Elements of Reading: Vocabulary and/or Words Their Way in all classrooms K-6 during the 37 ½ extended day.

### **Comprehensive needs assessment**

Word study and vocabulary instruction is an integral component of the balanced literacy framework. It can be a determining factor in students' academic success. Various data sources demonstrate that students in our school struggle with learning and using vocabulary words, as well as in comprehending texts that demand a greater familiarity with complex vocabulary. Given the increased emphasis on academic vocabulary and reading of more grade-appropriate complex texts based on the Common Core Learning Standards and the Instructional Shifts (EngageNY.org), we feel it is necessary to provide our students with the support they need to access these more challenging texts.

- E-CLAS: Historically, E-CLAS data for PS 86 has indicated a gap in vocabulary proficiency amongst our students in the lower grades. We found a correlation between students' reading levels and their vocabulary proficiency according to the assessments; the lower the level, the lower the vocabulary proficiency of the child.
- Fountas & Pinnell: Our analysis of Fountas & Pinnell growth data last year showed that as students progress through the grades, their growth rate decreases considerably. One factor that may contribute to this phenomenon is the increased presence of higher level vocabulary words in higher level texts. By focusing on how words work, in addition to exposing students to Tier II vocabulary words, we hope to close this gap in growth rates.
- NYS ELA Exam: Although the percentage of students in our school who are proficient has increased since the previous year, we feel that there is room for growth, especially as the rigor and expectations of the state test continue to increase towards the new CCLS standards. We see that focusing on vocabulary and word study will help increase our students' access to the more rigorous demands to the exam.
- Writing Assessments: Assessment data from our baseline, midline, and endline over the past few years has shown that although our students demonstrate presence of "ideas and voice" in their writing, they struggle to use appropriate grade-level vocabulary and precise word choice. This negatively affects their scores for "language features". Teachers in the lower grades who have used direct vocabulary programs in their classrooms have noticed students begin to integrate these words into their writing and daily oral language, thus increasing the quality of their writing.

According to the National Reading Panel's 2011 study, "vocabulary instruction does lead to gains in comprehension," and although vocabulary can be learned through incidental contact in the context of storybook-reading and listening to others, there are many ways to teach vocabulary and word knowledge to students. "Vocabulary should be taught both directly and indirectly. Repetition and multiple exposures to vocabulary items are important."

The two programs we are implementing in our school this year both provide the recommended repetition and multiple exposures. With *Elements of Reading: Vocabulary*, students are introduced to a set of 6-8 words for the week. They are exposed to those words through read-alouds, shared readings, oral language, written prompts, and fun activities. By interacting with the words repeatedly and through various methods throughout the week, students develop fluidity and ease of use with the higher-level words, and begin to recognize and use them effectively.

*Words Their Way* is a word study program that focuses both on students' encoding and decoding skills by allowing them to explore patterns and draw

conclusions about words by examining them closely. By learning “how words work,” students progress through a continuum of letter names and phoneme patterns to learning how different morphemes affect the spellings and meanings of words. *Words Their Way*, too, allows students to interact with a set of words over the course of a week through various activities such as sorting, dictations, sentence generation, and interactive games.

Successful implementation of either one of these programs during the extended day block will benefit our students in both their reading and writing.

#### **Instructional strategies/activities**

- Upper-grade teachers and ELL Teachers in all grades who are using the *Words Their Way* program were trained during the previous year by a Pearson Staff Developer. Teachers received guidance on assessing and placing students, creating small groups for word study instruction, identifying the different developmental stages of word knowledge, and using the program in the classroom.  
**Staff Responsible:** Classroom teachers  
**Time Frame:** Three sessions in May 2012
- All teachers in grades K-6 will receive training in implementing the new programs in their classrooms. They will meet with the Literacy Coaches to discuss materials available, program overviews, and implementing the model with two teachers in the room. In addition, teachers will plan in groups the first week of instruction using the word study/vocabulary program.  
**Staff Responsible:** Classroom teachers, Literacy Coaches  
**Time Frame:** September-October 2012
- ELL and Bilingual classes will be using the *Words Their Way for English Language Learners* program, which is designed to incorporate more visuals, read-alouds and shared readings, as well as direct vocabulary instruction into the word study block.  
**Staff Responsible:** Teachers of ELL and Bilingual Students, Extended Day push-ins  
**Time Frame:** September 2012-June 2013
- The extended day block will be used for direct vocabulary/word study instruction. Teachers will divide class into groups based on need and ability. Extended day teachers will help to implement the program, facilitate student learning, and work with small groups for extra support.  
**Staff Responsible:** Classroom teachers, Extended Day push-in  
**Time Frame:** September 2012-June 2013

#### **Strategies to increase parental involvement**

- The Elements of Reading: Vocabulary program consists of parent letters (available in both Spanish and English) that are sent home on a weekly basis. These letters contain the words for the week as well the definitions and suggested activities for parents to use at home with their students.
- The Spelling Initiative at PS 86, which is in its third year, builds a strong home-school link with parents and students around spelling. Students receive lists of spelling words (one for in-class, one to take home) that are correlated to the content area and texts in their classrooms, as well as to the word study/vocabulary programs they are using. They also receive a parent letter (in both English and Spanish) outlining the purpose of the initiative and the different activities parents and children can engage in at home to help build students’ familiarity and ease with the words on the lists. The Spelling Initiative culminates in May/June with a grade-wide Spelling Bee for each grade in which students represent their classes and compete against each other for first prize. Parents are invited to the Spelling Bees as a celebration of the commitment they have made throughout the year to assist their children in their word study.
- As they did last year, the PS 86 Parents’ Association, in conjunction with the Literacy Coaches, will host Family Literacy Night. This is an evening when parents and children come to school to engage in different literacy-based activities that are planned by the classroom teachers. Parents are also provided with materials so that they can continue to implement those same activities at home with their children to provide them with additional practice in areas of need. The vocabulary and word work routines will be a part of the showcase at the upcoming Family Literacy Night.

**Budget and resources alignment**

• Indicate your school's Title I status:  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**

The vocabulary programs are implemented during the 37 ½ minute Extended Day small group instructional time. Each classroom is assigned an out of the classroom staff member to assist in the implementation of the program.

### **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, 75% of the school staff will participate in Professional Learning Communities (PLCs).

#### **Comprehensive needs assessment**

In our efforts to align our goals to the Citywide Instructional Expectations for 2012-2013, 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.
- Based on the Citywide Instructional Expectations, our teacher development will focus on supporting all students to meet the Common Core standards. Moreover, these PLCs allow teachers across grade levels and specialties to collaborate and plan vertically across grade levels.

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 2012
- 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:** October 2012
- Establish and conduct Cross Grade Professional Learning Communities. Each PLC will establish goals, responsibilities of individual group members, norms, and routines for collaborating during meeting times. Each PLC will maintain Learning Logs and team binders. Staff will be responsible for interdisciplinary Common Core-aligned units and performance tasks. Staff will meet regularly to assess the progress, challenges, and successes of their units based on student work with CCLS-aligned rubrics. PLCs will address the following needs:
  - Common Core-aligned ELA curriculum planning (during school in grade-based teacher teams, and in afterschool sessions beginning in the next few weeks)
  - Go Math Pilot meetings (during school, meeting on a weekly-biweekly basis)
  - Danielson PLC (administrators and grade supervisors have been meeting weekly)
  - Literacy Team (meet monthly starting next week)
  - Emergent Bilingual PLC (meet monthly and will meet bi-weekly to adapt school curriculum to new 50:50 model)
  - ELL Teacher PLC (meet monthly and will meet bi-weekly to begin embedding translanguaging techniques into their instruction)
  - Wilson Teacher Teams (meet informally and with the Wilson Coach to plan using WRS and Just Words with SETSS providers)**Staff Responsible:** AP's, Coaches, Grade Leaders, Classroom Teachers  
**Timeframe:** Ongoing throughout the year
- 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 2012 – June 2013

**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, and the Annual Title 1 meeting.
- Parents will be invited to participate in curriculum nights administrators, coaches, and teachers will educate parents on the changing curriculum while providing opportunities and resources to practice CCLS aligned activities that can be used at home. These will include, but are not necessarily limited to Math Fact Fluency Bees and Bingo Nights, Family Literacy Nights, and Informational Sessions for parents regarding these new expectations.
- Parents will be introduced to the new expectations at parent meetings held for each grade.

**Budget and resources alignment**

- Indicate your school’s Title I status:  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.

  X   Tax Levy      X   Title I    \_\_\_\_\_ Title IIA      X   Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

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

## **ANNUAL GOAL #4 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 #4**

Students will demonstrate fluency in 90% of CCLS grade-aligned basic math facts by June 2013.

### **Comprehensive needs assessment**

The New York State Common Core Learning Standards clearly outlines grade specific fact fluencies that students must master at each level. PS 86 has been working towards this goal for several years, as we recognize students demonstrating an automatic recall of basic math facts (addition, subtraction, multiplication, and division), are better prepared to tackle mathematical concepts requiring critical thinking. Based on data collected in early September 2012, a majority of our student population was unable to retain and maintain fluency of basic facts over the summer months. We must continue to be invested in not only developing, but in maintaining math fact fluency at PS 86. This achievement will provide an important foundation for building higher-order math skills.

### **Instructional strategies/activities**

In September, students in grades K-5 will receive a year-long daily fact fluency booklet created by 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 school-wide "Fact Fluency Bees" in May and June of 2013
- 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 2012-2013 school year
- Work with parents to encourage fact practice at home by way of conducting workshops where activities and ideas are presented and practiced

Teachers will support fact fluency by:

- Scheduling daily practice time for fact practice during the instructional day
- Tracking and Celebrating Fact Mastery in the classroom
- Assigning daily spiraling fact review for homework

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
- Grades 4 & 5- multiplication and division within 100

### **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 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 of 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 January/February 2013. Translation devices will be available for parents in the dominant languages spoken by parents in the school.

**Budget and resources alignment**

- Indicate your school's Title I status:  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.

  X   Tax Levy      X   Title I    \_\_\_\_\_ Title IIA      X   Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

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

### **ANNUAL GOAL #5 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 #5**

Establish a P.S. 86 Emergent Bilingual Team to collaborate monthly to set guidelines, goals and expectations for standardizing effective rigorous instruction in our Emergent Bilingual classes.

#### **Comprehensive needs assessment**

##### **Data Review:**

#### **ELA Achievement Data**

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

<b>Grade</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>
<b>3</b>	22%	11%	7%
<b>4</b>	18%	13%	18%
<b>5</b>	17%	15%	22%
<b>6</b>	5%	0%	0%
<b>Overall</b>	16%	10%	13%

#### **ELA Achievement Data**

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

<b>Grade</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>
<b>3</b>	49%	56%	63%
<b>4</b>	47%	48%	50%
<b>5</b>	52%	48%	49%
<b>6</b>	57%	49%	56%
<b>Overall</b>	51%	50%	54%

After analyzing three years of ELA achievement data for our English Language Learners, we discovered that there has not only been a drop in overall proficiency, but also that compared to their non-ELL corresponding student group, the difference in proficiency is quite large. For example, in third grade the difference in overall ELA proficiency in 2011-2012 between non-ELL students and ELL students is 56 percentage points. In addition, based on our own needs assessment from the 2010-2011 school year and both formal and informal classroom observations we noticed that there is a high need for instructional consistency and raising the level of instruction across our Emergent Bilingual classes.

As a result, we applied and were approved for the New York State Initiative for Emergent Bilinguals (NYSIEB) grant. This grant provided us the opportunity to partner with the CUNY-NYSIEB, a collaborative project of the Research Institute for the Study of Language in Urban Society funded by the New York State Department of Education. CUNY educational consultants have been supporting us in developing a plan to improve the quality of instruction for our Emergent Bilingual students, conducting professional development centered on the topics of Translanguaging, curriculum planning with emergent bilinguals, and developing students' academic language proficiency. CUNY-NYSBIE project consultants conducted classroom observations in our Emergent Bilingual classes and just as we did, came to the conclusion that the level of instruction taking place was one to two grade levels below. They too concluded that our bilingual education program needed restructuring, consistency across the grades, and professional development in new teaching strategies for our teachers of Emergent Bilinguals.

**Instructional strategies/activities**

- ❖ Hold monthly focused meetings with the Emergent Bilingual Team (EBT). During these meetings the EBT will discuss programming issues, set goals, follow up on professional development topics, and set and develop guidelines to increase academic rigor. The EBT will also develop and analyze data from the pre and post needs assessment survey.

**Timeframe:** September 2012-June 2013

**Staff Responsible:** School Administrators, Emergent Bilingual Teachers, ESL Teachers, Coaches and CUNY consultants

- ❖ Modify the observation protocol for Emergent Bilingual teachers
  - Conduct frequent formative classroom observations and engage in frequent professional conversations about teaching and practice

**Timeframe:** September 2012-June 2013

**Staff Responsible:** School Administrators and CUNY consultants

- ❖ Develop a staff development plan that includes:
  - Common collaboration time within and across grade bands
  - Set up instructional lab sites
  - Release teachers so that they can attend professional development out-of- the building
  - Develop and provide Professional development on strategies for using the home language as a support in pedagogical practices (Translanguaging)
  - Analyzing student work

**Timeframe:** August 2012-June 2013

**Staff Responsible:** School Administrators, coaches, and CUNY consultants

- ❖ Gradually implement components of the 50-50 Bilingual instruction model during the literacy block

**Timeframe:** November 2012-June 2013

**Staff Responsible:** Bilingual classroom teachers, literacy coaches

**Strategies to increase parental involvement**

Parents of emergent bilingual students will be informed by letter in late January, 2013 of the changes to the Emergent Bilingual Instructional model. Parents will be invited to meet with the Emergent Bilingual Coordinator if they need additional information. The Emergent Bilingual Coordinator will also attend a Parent Association meeting in January, 2013 to inform parents of the change in the Emergent Bilingual Instructional model.

**Budget and resources alignment**

- Indicate your school's Title I status:  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.

  X   Tax Levy      X   Title I    \_\_\_\_\_ Title IIA      X   Title III      X   Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

We are working with the Department of New York State's Initiative for Emergent Bilinguals and the City University of New York to develop and implement our Emergent Bilingual Initiative.

**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	AIS instructors in K-3 utilize the Foundations or Voyager Passport Program, which are scientifically based reading research programs.. AIS providers, grades 4-6, use Soar to Success, a reading intervention program which is also scientifically based.	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 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	All AIS services, grades K – 6, are provided during the school day.
Mathematics	AIS math providers, in grades 2—6, use the Go Math Intervention Program.	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	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.	AIS providers will work in small groups.	This service is provided during the school day.
Social Studies	SETSS, AIS and classroom teachers provide small group instruction to support at risk students' needs identified by Instructional Support Team, AIS	AIS providers will work in small groups.	This service is provided during the school day.

	Team and classroom teacher through differentiated strategies to support students to meet grade specific performance indicator goals in Social Studies.		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>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.</p> <p>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</p>	<p>Counselors will meet with students in small groups. School psychologist works with students on an individual basis.</p>	<p>This service is provided during the school day.</p>

	have been identified by the classroom teacher, parent, self-referral or school staff member.		
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	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>	20		6	13
<b>1</b>	35	35	<b>N/A</b>	<b>N/A</b>	30		10	15
<b>2</b>	36	36	<b>N/A</b>	<b>N/A</b>	80	12	2	12
<b>3</b>	46	46	<b>N/A</b>	<b>N/A</b>	50	8	6	14
<b>4</b>	39	39			36	2	4	7
<b>5</b>	35	35			65	1	3	7
<b>6</b>	45	35			39	3	4	10
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

### **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.

- 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 6 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 and selected competencies of the Danielson Framework as a tool for success.
- Coaches and administrators conduct a New Teacher Summer Orientation to introduce new teachers to the school and our curriculum.
- Weekly New Teacher meetings 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.

**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.

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**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:
  - i.e. Family Literacy Night, Family Bingo Night, IXL (online math skills), Ticket to Read (online reading program), Library cards
- 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:
  - i.e. Progress reports, letters sent home from grade sharing current units, Aris, Parent's Association meetings,
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress:
  - i.e. Progress reports, Aris, books marks for each student with their Fountas & Pinnell Level of reading, DIBELS
- providing assistance to parents in understanding Common Core standards and assessments (in progress):
- sharing information about school and parent related programs, meetings and other activities in a format, and in the language that parents can understand:
  - i.e. Phone blast (providing information through phone calls), parent letters are in Spanish and English,
- 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:
  - i.e. Grade meetings, professional development

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, 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 1<sup>st</sup> 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: Parent Open Houses (teas) for each grade.
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year: i.e. Book Fair
- encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Committee;
- supporting or hosting Family Day events: i.e. Guggenheim Museum
- 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***

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 Common Core Learning Standards to enable participating children to meet the Common Core Learning 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 1<sup>st</sup> 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 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 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 <b>94N104</b>	District <b>10</b>	Borough <b>Bronx</b>	School Number <b>086</b>
School Name <b>The Kingsbridge Heights School, P S 86</b>			

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

Principal <b>Mrs. Fiona Tyson</b>	Assistant Principal <b>Mrs. Renny Tranello</b>
Coach <b>Mr. Matt Egan</b>	Coach
ESL Teacher <b>Mrs. Cynthia Calderon</b>	Guidance Counselor
Teacher/Subject Area <b>Mrs. Massiel Garcia</b>	Parent <b>Ms. Narcissa Hernandez</b>
Teacher/Subject Area <b>Ms. Milagros Castro, Bilingual</b>	Parent Coordinator <b>Mr. Alberto Velez</b>
Related Service Provider <b>Ms. Ursula Sosa</b>	Other
Network Leader <b>Mr. Bob Cohen</b>	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	<b>4</b>	Number of certified bilingual teachers	<b>10</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>8</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>4</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>2</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>2</b>		

### D. School Demographics

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

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

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

1. For newcomers to the New York City public school system, Mrs. Cynthia Calderon and Mrs. Massiel Garcia, 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. Garcia 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

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

<b>ELL Program Breakdown</b>
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	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	1	1	2	3	2	2	2							13
<b>Dual Language</b> (50%:50%)	0	0	0	0	0	0	0							0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	1	0	1							2
<b>Push-In</b>	1	1	1	1	0	1	0							5
<b>Total</b>	2	2	3	4	3	3	3	0	0	0	0	0	0	20

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	486	Newcomers (ELLs receiving service 0-3 years)	412	Special Education	101
SIFE	12	ELLs receiving service 4-6 years	73	Long-Term (completed 6 years)	1

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	147	10	44	11	0	13	0	0	0	158
Dual Language										0
ESL	190	1	31	39	1	10	0	0	1	229
<b>Total</b>	<b>337</b>	<b>11</b>	<b>75</b>	<b>50</b>	<b>1</b>	<b>23</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>387</b>

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

### 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	23	27	26	29	39	35	27							206
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
<b>TOTAL</b>	<b>23</b>	<b>27</b>	<b>26</b>	<b>29</b>	<b>39</b>	<b>35</b>	<b>27</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>206</b>

**Dual Language (ELLs/EPs)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**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
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## 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	23	47	48	37	36	37	23							251
Chinese														0
Russian														0
Bengali	1	1		1		1	1							5
Urdu														0
Arabic	2		1	1	1	1								6
Haitian														0
French						1								1
Korean														0
Punjabi														0
Polish														0
Albanian							1							1
Other	2	2	9		1	1	1							16
<b>TOTAL</b>	<b>28</b>	<b>50</b>	<b>58</b>	<b>39</b>	<b>38</b>	<b>41</b>	<b>26</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>280</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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 English-only counterparts. Various interventions are offered by the school to all ELLs, including the special education stuents to improve their linguistic and academic abilities so they meet New York State standards and promotional/graduation requirements.

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

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

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

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

6. There are a variety of instructional strategies used by teachers to enable ELLs - SWDs access to academic content areas and accelerate English language development. Within the classroom there is cooperative learning which enables ELLs- SWDs to be active learners. Using a variety of groupings allows these students to interact with their English speaking peers. Differentiated instruction is highly used throughout all grades as an effective teaching strategy. This type of instruction provides opportunities for visual, verbal linguistic, and tactile kinesthetic learners to apply their strength when learning. The use of hands-on activities, demonstrations, and use of technology such as the Smart Board, CDs, cassettes, and videos are utilized to supplement instruction in the content areas. Grade level materials include components from the programs used to accelerate English language development such as English at Your Command, Avenues, Moving into English, and High Point.

7. Teachers at our school are given curricular, instructional, and scheduling flexibility to meet the diverse needs of ELLs - SWDs within the least restrictive environment. Teachers in grades K-3 follow a structured reading program, Trophies/Trofeos, but are allowed to supplement instruction with other materials based on students interests. This allows the teachers room for creativity, making instruction engaging and motivating. Teachers in grades 4-6 use the Reading and Writing Workshop model. Teachers are given a pacing calendar to follow with genres and strategies to cover with the flexibility of also supplementing with other materials depending on student interests.

## A. Programming and Scheduling Information

These students are provided additional support in other ways. Instruction is data driven. Teachers create small groups of students to work with based on their performance on assessments and informal teacher observations. Students with similar needs are grouped together to receive additional reinforcement during small group instruction. These groups vary and change according to content. Academic Intervention Services are in place and designed to help students achieve the learning standards in English Language Arts. Students who receive these services are recommended by the classroom teacher. The provider works along with the teacher to create a schedule that accommodates the child providing the ultimate instructional time. AIS providers articulate monthly with classroom teachers during a common prep and also participate in data meetings held by grade level supervisors and coaches. Certified ESL instructors, Mrs. Calderon and Mrs. Garcia also provide flexible instruction and scheduling by pushing into the classroom and provide services to help these students' listening, speaking, reading, and writing skills.

### Courses Taught in Languages Other than English ⓘ

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

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

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

### 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

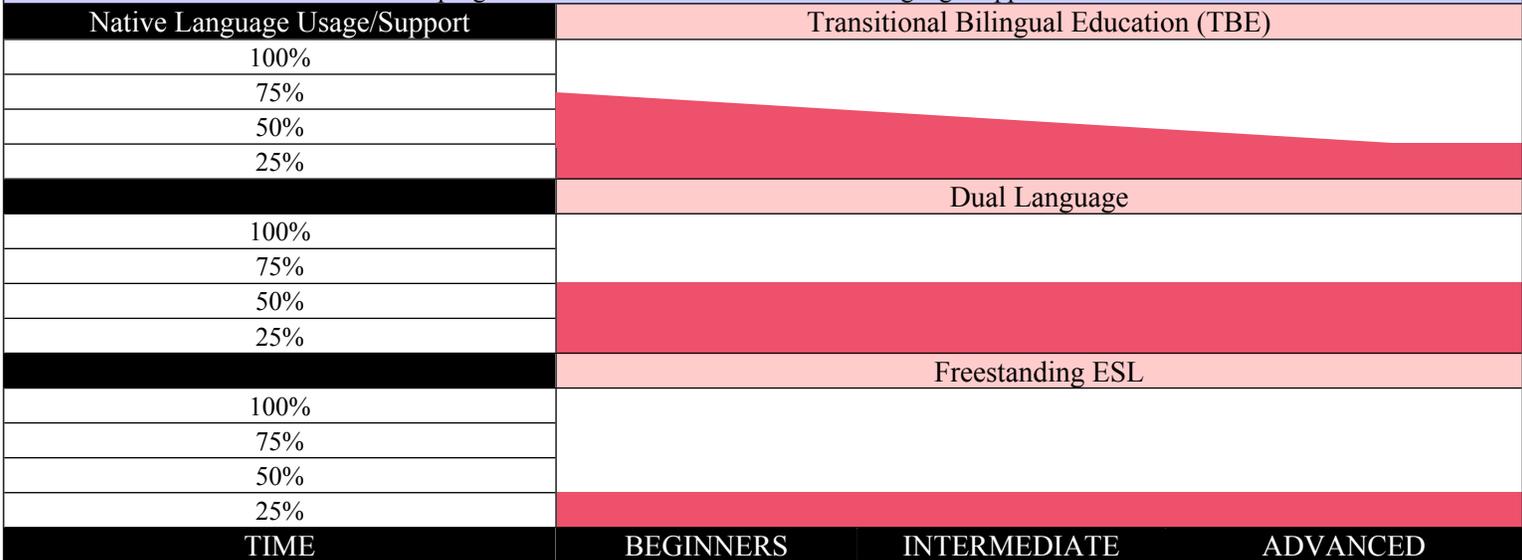
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### 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.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

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

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

AIS is provided for math intervention using a program Mathletics. Mathletics is used for all ELLs. The AIS provider matches the program level with the student's proficiency. 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. Stratigakis (AIS Teacher for Grades 3-5 Bilingual), Mrs. Sosa (SETSS provider), Ms. Castro (Bilingual Guided Reading) 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 English-only class, students are monitored and supported by school staff and the ESL teachers. They receive extended time, separate location and are able to use bilingual dictionaries to support them on class and state examinations.

10. The ESL teachers will continue to integrate the program, Early Explorers. Early Explorers is a small group reading is an assisted literacy experience in which the ESL teacher supports and guides students with texts on their instructional level, before, during and after reading. The program promotes oral language development while promoting their reading comprehension skills.

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

12. In order to continue to raise the standards for our LEP population our Title III monies will be used to extend and enhance the present reading block of time for the targeted ELLs in grades 2-5. Beginning in the Fall and ending in May, the students in Grades 2-5 will participate in 144 hours, three days a week of an extended day program aligned with the New York State Language Arts curriculum and the New York State ESL Standards. The program will support an intensive reading instruction academy in which ten to twelve students per class will be able to develop reading skills in order to create a real context for their learning through an uninterrupted quality of reading time. The teachers will be committed in demonstrating successful teaching strategies with an emphasis on fluency to help students who struggle in reading. Teachers will determine the amount of time devoted to fluency instruction depending on the NYSESLAT level and the student's facility with word identification, connecting reading with writing and by setting the expectation that all children can learn. The program will expose them to both their native language and English in order to increase their English vocabulary, English skills (oral, reading, writing) and their native language. Participation in Project Arts expands student experiences and is used in listening, speaking, reading and writing as well as content area instruction. ESL lessons will focus on strengthening listening skills, phonemic awareness, phonetic instruction, vocabulary building and comprehension strategies. Graphic organizers and word walls make vocabulary and content more explicit. Students will be involved in extended prewriting oral language development and will practice linking reading and writing activities. Guided and interactive writing will be used to strengthen proficiency. English Language Learners with disabilities are held to the same standards as all other students. In addition, the students will also participate in a writing academy to continue to discover the structure and features that writers' use when writing for specific purposes with an emphasis on the use of punctuation and following appropriate grammar rules. The academy will incorporate technology as an educational tool. Students will have the opportunity to visit the computer lab to publish their writing projects. They will also visit the library to borrow books, read independently, conduct research, or to read with a partner. Finally, the teachers will complete an assessment on each student to determine their reading growth and to assess the achievement of program related objectives. Our school collaborates with The Bronx Zoo, Lehman College Art program, The Beacon program (run by Mosholu Montefiore Community Center), Sports and Arts, Project Arts, The Guggenheim Museum, Wave Hill, Botanical Gardens, Clear Pool Educational Center (grades 5-6), Audubon Society, an Intergenerational program in collaboration with Kittay House and the Folk Art Museum. These programs are available to all students, including our ELLs.

13. Each of our classes is equipped with a SMART Board. The SMART Board is an interactive, electronic whiteboard that enhances instruction and learning. The SMART Notebook software makes it possible for teachers to create content rich, dynamic lessons addressing specific student skills. These boards increase the interactive atmosphere in the classroom that in return increases the learning experience. The teacher can project their notes and presentations on these boards and instead of becoming a one sided lecture, it becomes a two sided experience. Students can edit and make notes on the screen or answer questions directly on the screen. This allows the students to play a larger part in the discussion and absorb more from the lesson. Teachers have a list of various interactive websites they use to integrate technology into their lessons. Our school is also equipped with two computer labs, about four computers in each class and a few sets of laptops available to students. The use of technology is implemented into lessons, to make learning interactive, meaningful and authentic. ELLs, especially newcomers are placed onto computers to practice listening, speaking, and reading skills. Websites such as; [www.starfall.com](http://www.starfall.com), [www.brainpop.com](http://www.brainpop.com), [www.4esl.org](http://www.4esl.org), [www.nettrekker.com](http://www.nettrekker.com), and many other sites are accessed in most classrooms. Each student is encouraged to use Ticket to Read. Ticket to Read is a web-based skill-builder that invites students to read hundreds of engaging and informative passages and become more fluent, learn more vocabulary words, and comprehend more about the world around them. Ticket to Read facilitates independent practice from school, home, or any computer that has an internet connection. The online program teaches and builds reading skills at the individual level with adaptive instruction in, phonics, fluency, vocabulary, and comprehension. As they learn, they earn tickets for hundreds of virtual prizes to decorate their personal clubhouses. Ticket to Read integrates web-based data management to track student progress. Teachers use this data to drive further instruction in guided reading groups. Our school offers a program called Playaways- an MP3 player created to encourage independent reading. Students listen to an audio book focusing on the correct English pronunciation and intonation. The Playaways may be used in school or at home. Our Media Specialist/Librarian trains students how to use the Playaways and trains teachers to implement Playaways into their curriculum. All students have their own individual login and password for IXL. IXL is a web-based tool that allows students to practice grade level skills. As your students master skills, they collect ribbons and medals that keep them motivated as they practice. IXL even features a themed game board for each grade so that your students can win exciting prizes as they practice. IXL's reports are designed to give you the information you need to help your students reach their potential in math. With IXL you can identify a student's strengths and pinpoint trouble spots; view improvement over

time; and measure progress based on length of practice time. You can even view the actual problems a student missed and the answers students chose for those problems.

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

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

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

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

### **C. Schools with Dual Language Programs**

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

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

## D. Professional Development and Support for School Staff

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

1. Rigorous, research-based professional development is held for ELL educators and support staff, 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. Garcia 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 Franseisco. 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 achieiving success in grade level material.

3. The school will continue to provide seven and a half hours of mandated Jose P training for all new teachers. Teachers will become familiar with the SIOP model, assisting them in planning effective ESL lessons incorporating the content areas. The certified ESL teachers, C. Calderon and M. Garcia train a group of new teachers on the implementation of language development throughout content instruction. They model and assist teachers in planning lessons which allow content area material to be taught in a meaningful manner holding high expectations for our ELL population. Sign In Sheets, Agendas, Feedback Forms and Certificates of Completion copies are all kept in a file folder in Room 200, the ESL Office.

## E. Parental Involvement

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

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

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

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	40	18	15	9	11	6	3							102

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	26	27	41	30	13	11	14							162
Advanced (A)	10	34	9	30	47	30	18							178
Total	76	79	65	69	71	47	35	0	0	0	0	0	0	442

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	5	5	3	3	3	3	1						
	I	26	15	5	7	5	6	5						
	A	33	52	26	44	17	27	23						
	P	14	9	35	21	66	35	11						
READING/ WRITING	B	41	18	16	9	11	5	3						
	I	24	25	41	31	13	11	14						
	A	8	18	9	28	45	23	14						
	P	5	20	4	8	22	32	9						

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	41	23	1	0	65
4	19	37	3	0	59
5	21	16	4	0	41
6	24	16	0	0	40
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	10	7	43	29	15	9	0	0	113
4	7	1	30	28	29	11	2	1	109
5	8	4	19	19	14	14	5	0	83
6	7	2	24	19	11	7	8	1	79
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	2	2	17	12	53	22	34	7	149
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**

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

1. Our school assesses the early literacy skills of our ELLs using ECLAS, EL SOL, Fountas and Pinnell, Spanish DRA and Dibels. Each assessment tool provides teachers a baseline to drive instruction. The data collected from the assessments is used to plan lessons and units that meets the needs of the ELLs. Coaches and teachers work collaboratively to establish reasonable goals and expectations for our school's instructional plan at each grade level. The F&P and Spanish DRA assessments are administered to students by classroom teachers three times over the course of the year (September, January, and May). These assessments help us determine our students' independent and instructional reading levels. Teachers use this information to select books for whole-group and small-group (guided reading, literature circles) instruction, as well as to assist students in selecting texts for independent reading. The data generated from the assessments (an F&P or DRA level for each child at the school) is then compiled into a whole-school snapshot of our students reading abilities in comparison to grade-level benchmarks. This allows us to prioritize students, classrooms, and grades that require professional development, resources, or additional personnel to assist in meeting the needs of the students. In addition, the data allows the school to reflect on current and past practices and tailor the instructional plan to maximize student learning and reading growth.

2. Proficiency levels on LAB R and the 2012 NYSESLAT reveal that the majority of our ELLs in grades K-2 scored at beginner and intermediate levels. Whereas, most of the students in grades 3-6 are scoring at the advanced level. We have noticed many Kindergarten ELLs take the LAB R and score at the advanced level yet when they took the NYSESLAT, they dropped into the intermediate level. We drew the conclusion that this is because the expectations on NYSESLAT are much more structured than on the LAB R. An analysis of the 2012 NYSESLAT modalities reveal that most of our students are advanced or proficient in listening and speaking. Our ELLs struggle most in the reading and writing modalities of the NYSESLAT. We have developed instructional decisions based on this data analysis. Our ESL push-in teachers will focus mostly in those areas to demonstrate how to motivate our ELLs to read and write based on text and picture analysis.

3. Newcomers are our beginning English language learners. Lessons for beginner and intermediate ELLs will focus on language acquisition. Teachers will use a multi-sensory approach to promote a richer vocabulary. Jazz chants, literature, poetry, music, role-play, and puppetry will help develop vocabulary and reinforce specific grammar and pronunciation patterns. Teachers model English pronunciation, intonation patterns, grammar and language related to everyday functions. Reading and writing levels were lowest in grades K through 2. ESL lessons will focus on vocabulary building, strengthening listening skills, phonemic awareness and oral responses to literature. Reading and writing activities will be comprehensible and will follow the SIOP model protocol. Guided reading and interactive writing will be used to strengthen proficiency. The majority of the ELLs in grades 3 through 6 scored at the intermediate and advanced levels. ESL lessons will focus on vocabulary, word study and accountable talk. The use of graphic organizers and scaffolding makes vocabulary and content more explicit. Students will be involved in extended prewriting oral language development and linking literacy and content area material. Teachers will scaffold information yet maintain grade level academic rigor expectations.

4. The results can be deceptive when examining the impact of taking examinations in the native language. As English language and math proficiency improve, students take the exams in English and are meeting or exceeding standards. The positive effects of teaching content area in the native language is clearly evident when examining the results of the science examination. Ninety percent of fourth graders taking the Science test in Spanish met or exceeded the standards. These results demonstrate the positive effect or rigorous content area instruction in the native language and accessing students in that language. Our school is currently not using the ELL periodic assessments.

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

6. P.S. 86 evaluates the success of our programs of ELLs in our ESL and Bilingual programs by analyzing the scores of the NYSESLAT and monitoring the improvement made by our students on school and state examinations. Our school assesses the early literacy skills of our ELLs using ECLAS, EL SOL, Fountas and Pinnell, Spanish DRA and Dibels. Each assessment tool provides teachers a baseline to drive instruction. The data collected from the assessments is used to plan lessons and units that meets the needs of the ELLs. Coaches and teachers work collaboratively to establish reasonable goals and expectations for our school's instructional plan at each grade level. The F&P and Spanish DRA assessments are administered to students by classroom teachers three times over the course of the year (September, January, and May). These assessments help us determine our students' independent and instructional reading levels. Teachers use this information to select books for whole-group and small-group (guided reading, literature circles) instruction, as well as to assist students in selecting texts for independent reading. The data generated from the assessments allows us to prioritize students, classrooms, and grades that require professional development, resources, or additional personnel to assist in meeting the needs of the students. In addition, the data allows the school to reflect on current and past practices and tailor the instructional plan to maximize student learning and reading growth. Teachers keep a folder for each child's ESL work material. Also, teachers of ELLs administer practice NYSESLAT examinations two times per year (December and March). The results provide teachers a baseline and midline score to plan instructional future activities and lessons to meet the needs of their students.

### 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

<b>School Name: 86</b>		<b>School DBN: 10X086</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mrs. Fiona Tyson	Principal		
Mrs. Renny Tranello	Assistant Principal		
Mr. Alberto Velez	Parent Coordinator		
Mrs. Massiel Garcia	ESL Teacher		
Mrs. Narcissa Hernandez	Parent		
Mrs. Milagros Castro	Teacher/Subject Area		
	Teacher/Subject Area		
Ms. Yashika Maini	Coach		
Mr. Matt Egan	Coach		

School Name: 86

School DBN: 10X086

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Guidance Counselor		
	Network Leader		
Mrs. Cynthia Calderon	Other <u>ESL Teacher</u>		
Mrs. Ursula Sosa	Other <u>Related Svc Provider</u>		
	Other		
	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

*Requirement under Chancellor's Regulations – for all schools*

DBN: 10X086 School Name: P.S. 86x Kingsbridge Heights

Cluster: 1 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**

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

For newcomers to the New York City public school system, Mrs. Cynthia Calderon and Mrs. Massiel Garcia, 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, Filipino, 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 informed 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	1
Arabic	6
Bengali	5
Fulani	1
French	5
Hindi	2
Mandarin	1
Punjabi	0
Fulani	2
Sonike	2
Vietnamese	9

## Part B: Strategies and Activities

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

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: Albanian, Arabic, Hindi, Fulani, Sonike, 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.

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. Massiel Garcia, 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, Arabic, Hindi, Fulani, Sonike, and Vietnames. 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: Albanian, Arabic, Hidi, Fulani, Sonike, 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. 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.

## 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: P.S. 86	DBN: 10X086
Cluster Leader: Douglas Knecht	Network Leader: Bob Cohen
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 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: 96 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" 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: 9 # of certified ESL/Bilingual teachers: 8 # 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 meet the instructional expectations called for in the Common Core State Standards (CCSS) our title III monies for 2012-2013 will be used to implement a supplemental afterschool program to improve students' skills in reading, writing, and word study. Our goal is to provide support for our ELL students to achieve success in mastering the skills 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 non-ELL students.

Beginning in October and ending in May, about 100 students in bilingual education classes in grades 2 through 5 will participate in an after-school program that will run two days a week for a total of 120 hours. This program will be aligned to the CCSS and the New York State ESL Standards. The program will consist of an intensified reading and writing academy in which ten to twelve students per class will be able to better develop reading, writing, listening and speaking skills.

Eight certified bilingual education teachers will be committed to demonstrate effective teaching strategies with an emphasis on fluency to help students who struggle in reading. Teachers will determine the amount of time devoted to fluency instruction depending on students' NYSESSLAT proficiency level, Fountas and Pinnell reading comprehension level, and the students' ability to identify words (high frequency and content). The program embeds the expectation that all children can learn as it will expose students to both their home (HL) and English language (EL) in order to increase and enhance their academic 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 iStation and Ticket to Read-online reading programs that allows students to read text at their independent reading level and answer comprehension questions. Both these programs are available in English and in Spanish. The technology teacher and the classroom teacher support the students in mastering the various reading and writing tasks embedded in the programs. 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. During this time, each class uses the technology lab where the

### Part B: Direct Instruction Supplemental Program Information

technology teacher and the classroom teacher work together with the students in small groups to help them publish their final writing piece.

Students will also visit our library to borrow books, do research and 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 eight bilingual teachers will participate in a two-hour, five day seminar to become proficient in understanding, assessing, planning and implementing the necessary components of the reading and writing academy. They will read *Fluency Strategies & Assessment* by Jerry L. Johns and Roberta L. Berglund. The book will provide them with questions and answers about fluency, evidence based strategies, activities and resources. Bilingual teachers will use their findings to create lessons for use within our current literacy units during our extended day reading and writing academy. Teachers will also use sections of the book *Teaching Reading and Writing in Spanish and English in Bilingual and Dual Language Classrooms* by Y. Freeman and D. Freeman. This professional book provides teachers with research-based instructional advice for helping ELL students meet standards while giving nonnative access to the same high-quality education as their English-speaking peers. In addition, teachers will revisit the components of the writing workshop model and use *Reading, Writing and Learning in ESL* by Suzanne F. Perego to study and discuss the developmental phases in second language writing and develop lessons implementing strategies to assist writers of different levels.

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

### Part D: Parental Engagement Activities

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

- rationale
- schedule and duration

**Part D: Parental Engagement Activities**

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

Begin description here:

P.S. 86 will continue to offer a Civic/ESL class to about 30 parents in our community. The teacher providing this class is a certified bilingual education teacher. The class will begin in October and run through May. The class will meet in the evening (5:30-7:30 PM) twice a week, for two hours each day. Two weekly lesson plans will be prepared based on the history of the United States of America. Class will be instructed in both English and Spanish. Parents will be informed of this program via notices and flyers, in English and Spanish, sent home with the students as well as announcements made during Parent Association meetings.

The goal of this program is to help parents who are interested in becoming American citizens pass the New York State Citizenship exam. As well as, to help newcomers 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 everyday real life situations (informal and formal letter writing).

**Part E: Budget**

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

Allocation Amount: \$

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

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
listed.		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		