



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** P.S. 86  
**DBN (i.e. 01M001):** 28Q086  
**Principal:** KAREN ZUVIC  
**Principal Email:** KZUVIC@SCHOOLS.NYC.GOV  
**Superintendent:** BEVERLY FFOLKES-BRYANT  
**Network Leader:** JOSEPH BLAIZE

### School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Karen Zuvic	*Principal or Designee	
Michael Terpstra	*UFT Chapter Leader or Designee	
Michele Sharpe-White	*PA/PTA President or Designated Co-President	
Miriam Archilla	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Swarsatie Sawh	Member/ Parent	
Videl Wray	Member/ Parent	
Anna Hilarion	Member/ Parent	
Brenda Caceres	Member/ Parent	
Livia San Andres	Member/ Teacher	
Teresa Jackson	Member/ Teacher	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>x</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### **Annual Goal #1**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, ELLS in Grades 1-5 will show growth in Literacy skills as evidenced by 10% moving up a performance level from the Fall 2013 NYSESLAT to the Spring 2014 NYSESLAT.

### **Comprehensive Needs Assessment**

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

Approximately 37% of our students are ELLS who need additional support as they do not make as much progress in Literacy as non-ELLs..

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

:

1. Extended day services ESL students and Title III afterschool program
2. Newcomers class
3. Co teaching amongst Classroom and ELL teachers

#### **B. Key personnel and other resources used to implement each strategy/activity**

:

1. All teachers provide smaller group instruction
2. Teacher uses websites including Starfall, More Starfall, RAZ Kidz , and AimsWeb to support newcomer needs
3. General Education teachers and ESL teachers use

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Quarterly assessments to evaluate student progress
2. Monthly goals
3. Teachers plan together weekly to address student needs

#### **D. Timeline for implementation and completion including start and end dates**

1. Each marking period – Nov. 2013, Feb. 2014, April 2015, June 2014
2. September 2013 – June 2014
3. Planning time weekly

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Teachers meet to review student progress during common preps
2. Network professional development for ELL teachers – per diem is needed
3. Common Planning between the ELL and classroom teacher

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

As a Title I SWP school, PS 86 supports parents and families of all students by providing workshops to help parents work with their children to improve their literacy and math achievement levels. The school provides parents with the information and training that supports the education of their children and provides assistance to parents in understanding Common Core Learning Standards and assessments.

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	X	Title IA	Title IIA	X	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

## Goal and Action Plan #2

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

### Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

*By June 2014, 100% of teachers will possess a normed understanding of the competencies and the rubric from Charlotte Danielson's Framework for Teaching included in the new teacher evaluation and development system for improved pedagogy by focusing on lesson design, assessment, questioning, and discussion techniques to improve pedagogical delivery to improve student achievement for all students irrespective of subgroup identification.*

### Comprehensive Needs Assessment

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

During the 2012-2013 school year, we participated in the TEP where all teachers were evaluated on seven components of the Danielson Framework. Based on the observations, it was evident that teachers are aware and apply the expectations of the Framework for Teaching and Depth of Knowledge matrix. However, the level of questioning and assessment across the classrooms was inconsistent, the lack of clearly planned next steps and scaffolds to support learning did not consistently offer all students opportunities to demonstrate their learning and exhibit their thinking in deep discussions.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- 1. Strategies/activities that encompass the needs of identified subgroups**
  - A. Professional Development on the Danielson Framework and its use in implementing the common core learning standards.
  - B. Every teacher will be observed at least four times per year.
- 2. Key personnel and other resources used to implement each strategy/activity**
  - A. Lead Teachers and network will provide professional development.
  - B. Principals and Assistant Principals will provide professional development for teachers in areas of need.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
  - A. Observations by APs focusing on strategies to improve pedagogy.
  - B. Web application in ADVANCE to track the growth of teacher effectiveness.
- 4. Timeline for implementation and completion including start and end dates**
  - A. Individualized professional development is decided upon at post observation conference.
  - B. Observations begin in the Fall of 2013 and end in June of 2014.
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
  - A. Common preps will be used for professional development.
  - B. Per session or per diem may be used to allow for intervisitations or outside professional development..

### Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parental workshops on Core Curriculum, Ready Gen, Go Math, state assessments, and NYSESLAT.

### Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

## Goal and Action Plan #3

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
 Seventy-Five percent of the students in Grades K-5 will improve their reading skills as evidenced by the students moving up a minimum of two levels from the September 2013TCRWP assessments to the May 2014 TCRWP assessments

**Comprehensive Needs Assessment**

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

According to the 2012-2013 NYC Progress Report our students have improved their reading skills. However, on the 2013 NYSELA exam only 26.6% met the ELA standard. We are therefore focusing on the continued implementation of Common Core instructional shifts in ELA.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- 1. Strategies/activities that encompass the needs of identified subgroups**
  - A. /Teachers meet to review data on an ongoing basis to adjust instruction based on formative and summative assessments.
  - B. Benchmark students during 2013-2014 using TCRWP assessments. Use scaffolding from Ready Gen program.
  - C. Various web-based programs including Razkidz, AimsWeb, Starfall, and Pebble G support students.
- 2. Key personnel and other resources used to implement each strategy/activity**
  - A. Teachers meet in grade teams to review data.
  - B. Classroom teachers assess students at least 3 times per year.
  - C. Classroom teachers, out of classroom teachers, and parents use various programs.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
  - A. eachers meet at weekly grade conferences to review data and support one another.
  - B. By February 2014, 75% of students will move at least one reading level.
  - C. Student progress using various programs will be monitored quarterly to ensure effectiveness.
- 4. Timeline for implementation and completion including start and end dates**
  - A. From September 2013 to June 2014, teachers meet weekly in grade meetings to evaluate student progress.
  - B. October 2013, February 2014, and May 2014 all students will be assessed using TCRWP assessments.
  - C. September 2013- June 2014
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
  - A. As a result of an SBO, all teachers meet on Wednesdays for 50 minutes at the end of the day. There are also two common planning periods per week.
  - B. Students are assessed during the literacy block. Support is provided by AIS and cluster teachers as needed.
  - C. Software and computer programs are purchased through Title I funds.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

As a Title I SWP school, PS 86 supports parents and families of all students by providing workshops to help parents work with their children to improve their literacy and math achievement levels. The school provides parents with the information and training that supports the education of their children and provides assistance to parents in understanding Common Core Learning Standards and assessments.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #4**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**  
1.
- **Key personnel and other resources used to implement each strategy/activity**  
1.
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**  
6.
- **Timeline for implementation and completion including start and end dates**  
1.
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**  
1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.					

**Goal and Action Plan #5**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- 4. **Strategies/activities that encompass the needs of identified subgroups**  
1.
- 5. **Key personnel and other resources used to implement each strategy/activity**  
1.
- 6. **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**  
1.

**7. Timeline for implementation and completion including start and end dates**

6.

**8. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

***Description***

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

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

2. All elements of the *All Title I Schools* section must be completed\*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>x</b>	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>• The secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.</li> <li>• Mentors are assigned to all new teachers to provide instructional support.</li> <li>• Monthly professional development addresses the Danielson Framework, Common Core Learning Standards, Units of Study, planning and current Instructional Shifts.</li> <li>• The implementation of an extensive interview process including a demonstration lesson.</li> <li>• Attention to college and teaching experience with close examination of any previous work achievements.</li> <li>• Unit planning by teacher teams.</li> <li>•</li> </ul>

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>• Teachers are included on administrative teams such as the Instructional Cabinet.</li> <li>• Lead teachers offer support in the form of Professional Development for best practices in instruction, acting as mentors, offering instructional resources and modeling of instruction.</li> <li>• Network support staff is made available for guidance in the areas of ELA, Math, Special Education, ESL, data collection, and RTI.</li> </ul>

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> <li>• Provide assistance to parents in understanding City, State and Federal standards and assessments</li> <li>• Provide materials and supplies to those students in Temporary Housing</li> </ul>

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
<ul style="list-style-type: none"> <li>• Provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children</li> <li>• Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress</li> <li>• Provide early intervention services to preschool students</li> </ul>

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

- Professional development has been provided in Ready Gen and Go Math with regard to pre and post assessments.
- Inquiry teams analyze student work and develop strategies to improve instruction.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required 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;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>28</b>	Borough <b>Queens</b>	School Number <b>086</b>
School Name <b>type here</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Karen Zuvic</b>	Assistant Principal <b>Emily Dalamakis</b>
Coach <b>Lead Teacher Jill Brogan ELA</b>	Coach <b>LT Nazreen Ghafoerkhan Math</b>
ESL Teacher <b>Lisa Keenan</b>	Guidance Counselor <b>Barbara Korzekwinski</b>
Teacher/Subject Area <b>Yvonne Jetter/ESL</b>	Parent
Teacher/Subject Area <b>Gloria Renteria/ESL</b>	Parent Coordinator <b>Selphia Bennett</b>
Related Service Provider <b>Teresa Jackson/IEP</b>	Other <b>Margarita Soria/ESL</b>
Network Leader(Only if working with the LAP team) <b>Joe Blaize</b>	Other <b>Andy Sosa/Technology</b>

### 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 currently teaching in the ESL program.	<b>6</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>2</b>	Number of teachers who hold both content area and ESL certification	<b>4</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>2</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>3</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>3</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>861</b>	Total number of ELLs	<b>309</b>	ELLs as share of total student population (%)	<b>35.89%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	309	Newcomers (ELLs receiving service 0-3 years)	275	ELL Students with Disabilities	52
SIFE	15	ELLs receiving service 4-6 years	34	Long-Term (completed 6+ years)	0

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	275	15	40	34	0	9	0	0	0	309
Total	275	15	40	34	0	9	0	0	0	309

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	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
Spanish	44	29	28	5	8	10								124
Chinese	0	0	0	0	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	31	26	18	10	22	15								122
Urdu	3	7	3	0	2	3								18
Arabic	5	4	2	2	4	3								20
Haitian	0	0	4	0	2	0								6
French	1	2	0	0	0	0								3
Korean	0	0	1	0	0	0								1
Punjabi	0	1	1	0	0	0								2
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	3	1	4	0	4	1								13
<b>TOTAL</b>	87	70	61	17	42	32	0	0	0	0	0	0	0	309

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)	25	7	2	3	6	10								53

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)	14	25	34	1	12	6								92
Advanced (A)	48	38	25	13	24	16								164
Total	87	70	61	17	42	32	0	0	0	0	0	0	0	309

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	21	8	4	0	33
4	18	17	1	0	36
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	34		10		3		2		49
4	27		10		5		0		42
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)	61		20		8		2		91

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	9	0	16	0	46	0	70	0	141
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	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 Foreign Language				
Government				
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)								
Chinese Reading Test								

## 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Paste response to questions here: P.S. 86Q uses various tools to assess the early literacy skills of our ELLs. According to the MOSL assessment choices for this year, we have chosen to assess all students using Teachers College (TC) running record for the baseline. Teachers use this reliable reading assessment tool in order to critique students' reading progress and create intervention decisions based on the results. These results help teachers make informed decisions about each child's oral reading skills, analyze their comprehension of a text, and determine their appropriate reading levels. Also, reading behaviors are indicated throughout the assessment such as substitutions of a word in a text, omissions or insertions of a word. Teachers take note of mispronunciation of words, self-corrections, miscues which may include meaning, structure or visual errors. Ultimately, this assessment tool helps the teachers at P.S. 86 effectively place students in reading groups, and helps them to guide further literacy instruction as well as use the reading errors to adjust literacy instruction. Teachers continuously assess throughout the year, utilizing the RAZ Kids, and/or the Burns and Roe Informal Reading Inventory (IRI), and/or the Leslie/Caldwell Qualitative Reading Inventory II (QRI) to acquire the individual comprehension and/or benchmark reading level of each student as needed. In addition to the aforementioned assessments, ESL teachers use Aimsweb for assessing our ELL population. We researched and selected for purchase, an online assessment system for the ESL teachers to obtain their own data. Aimsweb is a comprehensive K-12 assessment system that supports Response to Intervention (RTI) and tiered instruction. This system provides brief, accurate measures of reading, math, spelling, and writing. Aimsweb helps the ESL teachers integrate assessment and data management while providing RTI support and tiered instruction. Data received from Aimsweb assessments allows teachers to effectively allocate limited resources by efficiently identifying students at risk, monitoring progress, and differentiating instruction. After each assessment, the ESL teachers use the instructional recommendations to make effective adjustments to meet each student's learning needs and provide actionable and meaningful responses regarding student achievement. This data is solely collected by the ESL teachers giving them their own data and making them accountable for their plan of action.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Paste response to question here: We have a 100% push-in model where our classes are considered freestanding. We currently have classes of just beginners, intermediates, and advanced speaking students. Our extended day time is developed around meeting the needs of our ELLs, placing them in groups with a teacher knowledgeable of ESL strategies and vocabulary development. When looking at the data patterns across proficiency levels and grades on the LAB-R and the NYSESLAT it was noticed that the areas of listening and speaking have a significantly higher level of proficiency than the areas of reading and writing. This pattern of proficiency indicates that P.S. 86 needs to increase the focus on the reading and writing aspects of language acquisition. Our focus this year is the reading and writing connection coupled with vocabulary development. Whether during math, science, or social studies and/or literacy block, all students will create vocabulary booklets and begin to use the words, definitions, and multiple meanings in their writing activities. Teachers will group students according to their abilities in literacy in order to be able to focus on the academic needs of each individual child. Students will also be assessed on an ongoing basis both formally and informally to ensure that progress is being made. The periodic assessments are fairly accurate indications of the skills that need to be remediated in order for ELLs to reach proficiency in the English Language Arts. Native language is used to help children acquire the background knowledge that is necessary to comprehend the educational tasks that are required. We have noticed that students are coming to this country less educated in their native language than they have in the past. This includes our Spanish, Arabic and Bengali speaking students whose parents confirm our findings through interviews. The ramifications of having students with little education in their native language is that the ESL teachers are focusing on basic literacy skills in our beginners classes in order to have them prepared to follow the grade's curriculum.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

4. For each program, answer the following:

- a. 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?

Paste response to questions here: Through the years, school leadership and teachers use the results of the ELL periodic assessments to group students and make effective adjustments of these groups in order to effectively impact student outcomes, so that they will demonstrate increased mastery. For the past three years, P.S. 86 did not administer the ELL periodic assessment to the ELLs. The scores from NYSESLAT, ELA, and math tests were used instead to identify the core knowledge of particular students in each content area. The results provided a clear and accurate picture of the skills and abilities of the ELLs. The classroom and ESL teachers used the data to group students and shape classroom instruction. All classrooms have native language books and dictionaries in order to support the students' native languages. Bilingual paraprofessionals are used to assist students in their native language and elicit background knowledge from the students in order to support their language acquisition. All teachers provide students with frequent opportunities to work together both in pairs and in small groups which promotes peer interaction and helps development of language and learning of key concepts.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Paste response to question here: P.S. 86 uses data From the NYSESLAT, ELA, Math, and Science tests, Teachers College Running Record, Aimsweb, GoMath assessments, ReadyGen assessments as well as many teacher created assessments throughout the year. The data is used to regularly and frequently assess whether students are making adequate progress. The teacher also use the data from these assessments to form groups based on the abilities of their students. Many teachers use these assessments to create rigorous goals for their students. Additional progress is monitored regularly to ensure that students are benefitting from the interventions and meeting the goals which teachers created for them. The ESL AIMSWEB Assessment is used by the ESL teachers at PS 86 to evaluate the growth of ELLs frequently and the results allows them to compare their students to their "true peers". This enables the ESL teachers the opportunity to determine if the results are based on second language issues or if other interventions may be necessary. Ultimately, less ESL students will be refered to special educatio).

6. How do you make sure that a child's second language development is considered in instructional decisions?

Paste response to question here: In order to make sure that a child's second language development is considered in instructional decisions, teachers at P.S. 86Q directly and indirectly model English Language structures and conventions with corrective feedback on a daily basis. ELLs are grouped in classes with non ELLs in order to interact with speakers of English Language in meaningful contexts and their English Language oral fluency increases as they begin to respond and sustain communication in the English language. Also, accuracy of reading and writing develops with daily involvement in purposeful application. In order to better serve the needs of the ELLs, ( P.S. 86Q uses an ESL co-teaching model in all of its ESL classrooms). The ESL teachers push-in the classroom which lowers the teacher-to-student ratio and combines talents to provide comprehensive instruction for all of the ELLs.

7. 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?

Paste response to questions here: P.S. 86Q currently does not have a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Paste response to question here: P.S. 86Q ensures that all students are engaged in rigorous and coherent curricula in all subjects that are accessible to a variety of learners and are aligned to common core learning standards. The school employs various learning programs to ensure that these goals and standards are met. We evaluate our successes by discussing and looking at what works and what doesn't work using our data. Utilizing Aimsweb the ESL teachers assess the ELLs, review the data, and use the prescribed interventions for each individual child's profile in order to increase student growth. Through our inquiry work, we are mastering a collaboration of ideas, practices, and continuous discussion of how to achieve student growth. Our inquiry teams meet once a week to discuss the trends and noticings of student work. Using (ORID) during inquiry work, reading/writing, listening/speaking are all analyzed through student work. ORID is focused conversation data analysis; O Objective Level, R Reflective level, I Interpretative Level, D Decision Level. This is set-up for the teachers with aid from our Lead Teachers in order to set the protocols for the inquiry discussion sessions. The teachers make decisions on our next steps of instruction especially for our ELLs and SWD.

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

1. Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).) During the entire intake process, bilingual translators are available to assist the parents. In order to accommodate parents and students with native language support during the intake process, all letters are translated in their native language. The parent video is available in Bengali, Haitian Creole, Spanish, Albanian, Arabic, Chinese, French, Korean, Polish, and Punjabi. We are fortunate to have 6 ESL teachers (Yvonne Jetter, Lisa Keenan, Ronni Mayo, Gloria Renteria, Inga Messite, Margarita Soria). Ms. Renteria, Yvonne Jetter, and Ms. Soria assist with the Hispanic parents. All parents of new entrants to P.S. 86 are given registration materials including the Home Language Identification Survey in their native language. We have members of our staff who speak Spanish, Bengali, French, Haitian Creole and Greek who are able to assist parents. Initial screenings include oral interviews of both the incoming student and his or her parent(s) by a certified, Spanish bilingual teacher, a certified ESL teacher, or an assistant principal. New students requiring the LAB-R will be tested within the first ten days of registration. Our Pupil Accounting Secretary, Brigid Garafola gives the incoming parents the HLIS form that is enclosed in the registration packets. One of our six ESL Teachers (Yvonne Jetter, Lisa Keenan, Ronni Mayo, Gloria Renteria, Margarita Soria, and Inga Messite) reviews the HLIS form that the parents have completed to determine eligibility. If child is eligible, he/she will be tested using the LAB-R by the ESL teachers (Yvonne Jetter, Lisa Keenan, Ronni Mayo, Gloria Renteria, Margarita Soria, Inga Messite). When determined that a Spanish LAB needs to be administered, our ESL teachers who are fluent in Spanish, administer the assessment in Spanish to the children. Depending on the A, B, or I score, a placement letter is sent home to the parents after copies have been made, informing the parent of eligibility. In the Spring of each year all ELLs are administered the New York State English as a Second Language Achievement Test (NYSESLAT) to determine continued eligibility. As of February 1, 2014 all ELLs will receive the New York State Identification Test for English Language Learners (NYSITELL) to determine their ELL status. Every effort is taken to ensure that the proper and necessary paperwork is distributed to the parents. First time entitlement letters are sent home. Once the results of the survey and program selection forms are tabulated, these letters are sent home via the children. Continued Entitlement letters are distributed to the students who are continuing ESL services. One copy of the Continued Entitlement letter is sent home to the parents, one copy is placed in the CUM folder, one copy for the main file, and one copy for the ESL teacher. Program Selection forms and survey are completed during the Parent Orientation. Copies of both documents are made, one copy is placed in the student's CUM folder, one in the ELL file, and the originals are given to the parents to take home. Parents are notified of the orientation process via telephone as well with logs generated of documenting parents that were reached, and those that do not attend the orientation. Continuous efforts are made by sending letters home and making phone calls which are logged and recorded. The parent orientation is organized by the ESL Teachers and Assistant Principal of ESL., Lisa Keenan, Yvonne Jetter, Margarita Soria, Gloria Renteria Ronni Mayo, and Inga Messite are the ESL Teachers responsible for inviting the parents and giving the presentation. Emily Dalamakis, the Assistant Principal, oversees the orientation and ensures that the ESL teachers have the parents understand all three program choices TBE, Dual, and Freestanding ESL before they leave our building. Parents are also informed of the process by which they can go on line to view the video at home or come in and use our parent computers in the parent room with our Parent Coordinator, Mrs. Bennett. A translator can be requested to assist with communication and an ESL teacher avails herself if needed as well.
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. Once the Parents complete the Home Language Identification Survey, the ESL teachers make the determination that the students must be given the LABR and when the child's test falls below the cut score on the LABR, they are placed in ESL as a Beginner, Intermediate or Advanced student. The Beginners and Intermediate receive 360 minutes of ESL and the Advanced receive 180 minutes of ESL services. Then, an Entitlement letter is sent home to inform the parent of their child's cut score and inviting them to view the Parent Video and learn about all of the programs available to them. To ensure that parents understand the three program choices, every attempt is made to have a native speaker on hand to answer questions. After the viewing of the Parent Video in the parent's native language. If the parents speak a language for which no video exists and a translator cannot be provided, we utilize the phone translation service. Our goal is to complete the process when the family comes in to register. If this is not possible, we set up an appointment for the parent to return to the school to complete the process. If the parent misses an appointment to

complete the program selection process, we follow-up with letters and phone calls to the home which are entered in a log and kept in a main file in the ESL room. Multiple orientation programs are offered. If by the end of the first semester there are still parents who have not attended the orientation, a second round of offerings will be available on or about February first. PS 86 offers a TBE program if 15 students or more in at least two continuous grades speaking the same language, for whom, the parents choose such a program. When and if this happens, we will reach out to parents who have previously chosen the program to inform them of its opening.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Paste response to question here: The ESL teachers at P.S. 86 work very hard to make sure that the entitlement letters are distributed on time. As soon as the children are identified through the Home Language Identification Survey letter as a candidate for the LABr, the student is given the LABr and a determination is made to see if they fall below the cut score. If a student falls below the cut score on the LABr, they are placed as Beginner, Intermediate or an Advanced student and receive ESL services. If they are Beginners or Intermediate, they receive 360 minutes per week of ESL services. While the Advanced students, receive 180 minutes of ESL services. At this time, ESL teachers distribute Entitlement letters to the students who take it home to their parents. The parents are invited to a Parent Orientation within 20 days of their enrollment. Copies are filed in their cum and in a central location in the ESL teacher's classroom. At the Parent Orientation, the parents view the the Parent Video and all programs available are discussed using translators in the parents Native Language. Parents are invited on separate days and times in order to group them according to their Native Language which allows them to have a greater understanding of the programs available to them. Numerous attempts are made for those parents who do not attend the first orientation meeting through follow up phone calls and/or another invitation to meet with the ESL teachers at a time convenient for each particular parent as well as in alignment with one of the six ESL teacher's schedule. During the parent orientation, each parent chooses the program which they feel is best for their child and complete the Parent Survey and Program Selection Form. The six ESL teachers Lisa Keenan, Yvonne Jetter, Ronni Mayo, Inga Messite, Gloria Renteria, Margarita Soria, collect and store all Parent Survey and Program Selection Forms in the students' cum and a central location in the ESL Department.

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.

If Paste response to question here: After the Home Language Identification Survey is reviewed by an ESL teacher and the LABr is given to those eligible students who fall below the cut scores in all grades, an entitlement letter is sent home to the parents and they are invited to a Parent Orientation within 20 days of their child's enrollment to P.S. 86. At the orientation the parents view a video which explains the programs available to their children and bilingual translators are present to assist the parents with their understand of each program. All parent are encouraged to choose the program which they feel is best for their child. Many of the parents have children already in the ESL program or family and friends at P.S. 86 who have excelled and feel that they would like to place their child in the same program. The ESL teachers at P.S. 86Q inform the parents that when 15 or more parents request a program other than ESL in one grade or two consecutive grades, the parents will be informed and a class will be opened for the programs requested. Also, Yvonne Jetter updates the ELPC screen in ATS with the parent choices within 20 days.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Paste response to question here: During the school year the administration is constantly monitoring the new ELLs to our building. An updated list is regularly given to the testing coordinator. Before the administration of the NYSESLAT, the student register is reviewed to ensure that every ELL who attends the school is tested annually.

6. 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.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to question here: In keeping with the trend for parent choice over the last few years, most parents request an ESL model program for their child. The majority of parents communicate that they would like their children to master English as quickly as possible. Parents have requested an English only classroom because they feel that once their child leaves the school setting and is at home around family and friends, the child reverts to communicating in their Native Language and it becomes counter productive. Parents at P.S. 86Q believe that an English speaking program gives their child what they need to succeed academically in the future. However, a list is maintained for any parents requesting a bilingual program. If there are fifteen or more requests in two consecutive grades, a bilingual program will be formed. All information is communicated in English and native languages. Choices offered by the school are in alignment with parental requests.



## **Part V: ELL Programming**

### **A. Programming and Scheduling Information**

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

Paste response to questions here:ESL instruction is delivered through a 100% push-in and co-teaching model. All students are grouped through mixed proficiency levels. Bilingual and Intermediate students are placed homogenously within the general education classes in grades one through five and an ESL teacher pushes in to fulfill ESL mandates and strengthen language proficiency in all areas. Advanced students are also placed homogeneously in the general education classroom and an ESL teacher pushes in to give the ESL students the necessary minutes of ESL and increase their language proficiency as well. The co-teaching model is used in order to lower the student to teacher ratio and combine talents to provide comprehensive instruction for all of the ELLs. The special education classes that have students requiring bilingual education are served by an alternate placement paraprofessional. Classroom models are heterogeneously mixed proficiency levels within the same class setting. Teachers use flexible grouping strategies to meet the needs of all students. The school has six licensed ESL teachers who push into classes either 180 or 360 minutes per week depending on the LABR or NYSESLAT levels of the students. Beginning and intermediate students are in general classes according to their grade levels. ESL teachers push into these classes at least 8 forty-five minute periods a week while pushing into advanced classes 4 forty-five minute periods per week. The school is programmed to ensure that every attempt possible is made by the Principal to create classes that are consistent with expectations according to CR Part 154. The 100% push-in model into classrooms is what we have adapted in order to service the ELL children wherever they are located.

Content area instruction in general education classes where the ESL teacher pushes in is delivered incorporating ELL specific strategies including oral language activities, tiered questioning, graphic organizers, explicit instruction of tiered academic language and the utilization of Depth of Knowledge activities to increase rigor of the task assigned.

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)?

Paste response to questions here: In order to ensure that the mandated of instructional minutes is provided to every student according to their proficiency level, P.S. uses a push-in model. All of the Ells are grouped homogeneously in grades one through five and the ESL teachers push-in to deliver the ESL services. Beginner and Intermediate ESL students receive 180 minutes of ESL service while the Beginners receive 360 minutes. P.S. 86Q has six ESL teachers in order to accommodate the large population of English Language Learners in its school. The school is programmed to ensure that every attempt ipossible is made by the Principal to create classes that are consistent with expectations according to CR Part 154.

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 foster language development and meet the demands of the Common Core Learning Standards.

Paste response to question here: The school employs the Go Math program as a math curriculum. This program is aligned to the common core learning standards for math. The program is used for K through 5 and provides opportunities for student success at all levels. For example, there is an enrichment component for students that have mastered a specific concept and reteaching opportunities for those that require more practice and instruction to master a concept. A significant part of the school's focus on meeting CCLS for literacy is the ReadyGen curriculum that is used for grades K through 5. The program is a comprehensive English Language Arts curriculum that uses organized texts and routine based instruction. It promotes student thinking and understanding by citation of text-based evidence, which is a key component of CCLS. The students are able to build on prior knowledge as each lesson provides a foundation for the next step. The program is a cross-curricular program that integrates science and social studies text, which is a key foundation of the CCLS whose expectations require students to master non-fiction text and cite text evidence to support their ideas. The programs that the school uses for math and ELA for all grade levels, are aligned to the core curriculum. The framework provided in these school curricula provide academic tasks that emphasize rigorous habits across all grades and subjects including ELLs and SWD. These programs are tiered so that all students can meet the challenges of rigorous academic tasks. The phonics component of ReadyGen for grades K through 3 is one way that ELL and

SWD can build their fluency so that they can master text comprehension and succeed at academic tasks that meet CCLS.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Paste response to question here: After the students receive the LABr, a determination is made to see if they are eligible for ESL. Those students who are hispanic and fall below the cut score on the LABR receive the Spanish Lab to evaluate their native language proficiency.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

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

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

7. 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?

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

At P.S. 86Q we want to make sure that all of our students succeed and receive the necessary support to ensure continual

progresss even after passing the NYSESLAT exam.. In order to continue to give our former ELLs the help which they need, they are grouped in a class with Advanced ESL students and receive an xstra year of ESL services via our ESI teachers. They receive intensive instruction in reading, writing, listening and speaking skill in order to develop English Language proficiency. Modeling and scaffolding instruction are some of the strategies used to promote academic success for our ELLs.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

In order to help ELLS-SWDs to achieve their IEP goals and attain English proficiency within the least restrictvie environment, students are grouped according to their goals on the IEP. These students are also placed in ICT classes where two teachers plus the ESL teacher assists with English language proficiency which allows a lower student to teacher ratio. The co- teaching methods are used by all techers in order to share the planning organization, delivery and assesssment of instruction. This allows an ease of scheduling flexibility since the ESL teacher can push into the classroom and aid in the instruction without a disturbance of the teacher's schedule. Instead all teachers work together to teach in a n intense and individualized manner. Teachers will learn from each other's expertise and expand the scope of their teaching capacity. It also reduces negative stigma associated with pull-out programs . Students with disabilities may feel more connected with their peer groups.

### 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:			
Social Studies:			
Math:			
Science:			

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

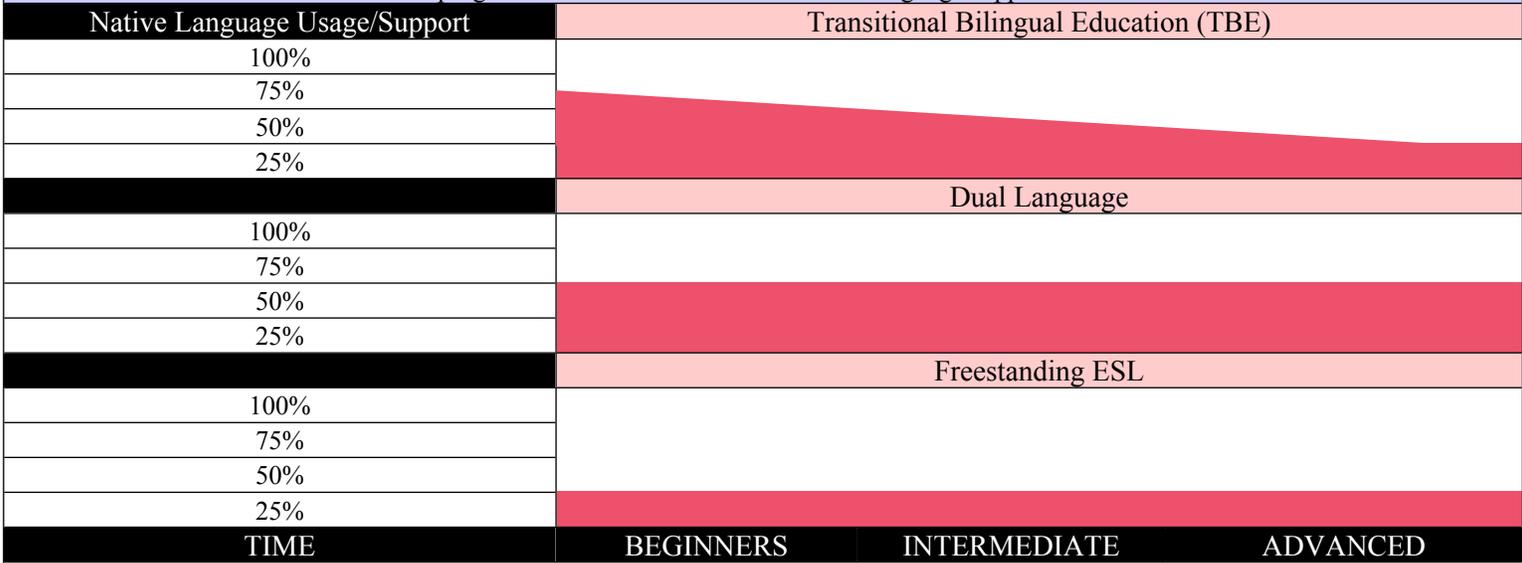
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**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

9. 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.

Paste response to question here: We attempt to offer a variety of intervention programs for our ELLs in ELA, math and all other content areas. Intervention is given through the differentiation of instruction during the specific subject area classes throughout the day. Teachers group children according to a specific need for targeted small group instruction in Math, Literacy, Social Studies, and Science as well as providing writing partners. Services offered include extended day instruction, Academic Intervention Services given by reading teachers and testing coordinator are offered within the parameters of the school day, at risk pull-out services as needed by IEP teacher and Title III funding to support before and after school programs. The school also offers the services of Counseling, Speech, Occupational Therapy, Physical Therapy and Adaptive Physical Education.. All ELLs in grades 3-5 are afforded the opportunity to participate in an ESL Afterschool program where they receive extra help in literacy and math. The students are grouped according to proficiency level including a beginner's group. The five ESL teachers deliver intensive explicit instruction in reading, writing, listening and speaking. This intervention will help them to develop English language proficiency.

Instructional materials used to support ELLs include Raz-kids, Leap Frog, curriculum focused manipulatives, a Science Lab, a Computer Lab, Smart Board accessibility, curriculum centers and task grouping. The classroom teacher as well as support staff on a daily basis provide language support for ESL students. In the explicit ESL programs, the CCSS and accompanying Performance Indicators provide the framework for instruction. A workshop model of balanced literacy is being implemented with relevant scaffolding strategies in both reading and writing. The advanced level ELL students receive one unit of ESL and also receive one unit of ELA instruction which is provided in the general classroom. ESL teachers collaboratively plan with the classroom teachers for alignment of instruction. In accordance with the new CCSS, students are supported in instruction through the design of questions aligned with Charlotte Danielson's questioning techniques that are age appropriate and demonstrate rigor.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Paste response to question here: The ESL teachers at P.S. 86 have worked very hard to effectively meet the needs of our ELLs in both content and language development. The classroom teacher and ESL teacher plan together to collaborate and partner together to provide differentiated instruction that is not possible with one teacher. Even though the two teachers are using the same space, small groups are created constantly according to abilities to provide reinforcement. The ESL students receive the benefit of being exposed to mainstream content as well as learning with their peers. This builds up their self confidence and provides a sense of unification with their classmates. P.S. 86Q has seen a lot of students test out of the ESL program and many have moved up in levels according to the NYSESLAT results and those of the AMAO.

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

Paste response to question here: This year P.S. 86Q implemented a new program called Reading Partners. Many of our ELLs who participate in this program receive one on one tutoring in reading and get individualized instruction with measurable results. A beginners class which meets twice a week was also created for those ELLs who needed extra help in literacy skill which is provided by (Ms. Wellington).

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

Paste response to question here: At this time there are no programs or services which will be discontinued for the ELLs.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Paste response to question here: All ELLs are afforded equal access to all school programs. The ELLs in grades 3-5 were invited to participate in an Afterschool program where they are grouped by NYSESLAT levels and receive small group instruction by five ESL teachers. This allows them to not only receive the push-in co-teaching model during the day, but also three times a week for five hours, they are receiving intensive small group instruction with their "true peers." Also, many of the ESL students attend the Queens Community House where they .....

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Paste response to question here: Using the push-in model, the ESL teachers follow the Common Core Curriculum using READYGEN and GOMATH with the English Language Learners in the classroom. In order to supplement these programs, many

ESL teachers use Foundations, Raz-kids, Pearson Language Central ELD, Pathways to Writing, Enchanted Learning and many others to assist in giving the ELLs a diverse learning experience that is rich in language. Instructional materials used to support ELLs include Raz-kids, Leap Frog, curriculum focused manipulatives, a Science Lab, a Computer Lab, Smart Board accessibility, curriculum centers and task grouping.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

.For Native language support, science and social studies native language thematic book baskets are being utilized in the classrooms. In the explicit ESL programs, the CCSS and accompanying Performance Indicators provide the framework for instruction. Also, the teachers at P.S. 86 assign language buddies within their classrooms who help the student stay on task and give them a sense of security especially since that child usually speaks the same language. Bilingual dictionaries are also used to assist with word to word translations.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Paste response to question here: The ESI teachers support the classroom teachers and learning by using the many co-teaching models (parallel teaching, station teaching, alternative teaching, team teaching, One teach, One Observe and One Teach, One Assist.) The ESL teacher uses ESL skills and strategies to scaffold the material being taught as well as front loading the vocabulary of the lesson. Also, the ESL teacher integrates language skills within the content in order to give them practice of the language function which they are focused on. Many ESL teacher also use language frames in order to give the ESL students a structured technique for using the academic language being taught in the classroom. Books were purchased and are in the classroom which are age appropriate as well as leveled. The ESL students are grouped both according to grade and NYSESLAT or LABR level. These and many other strategies are used to ensure that the required services support, and resources correspond to ELLS' ages and grade levels.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Paste response to question here: At this time, P.S. 86 does not offer any activities prior to the beginning of the school year. However, once the student is enrolled or those newly enrolled ELLs who register throughout the school year are invited to participate in many programs. P.S. 86Q offers a host of activities and programs to its ELL population throughout the year. These include an ESL Afterschool Program three times a week for five hours. Reading Partners helps those student who are 6 months to three years below grade level in reading and assist with their reading skills. Queens Community House also helps many of our ELLs with their homework. Also, Ms. Wellington works with a group of newcomers to increase language proficiency.

18. What language electives are offered to ELLs?

Paste response to question here: At this time P.S. 86Q does not offer any language electives to any of the students in the school.

19. For schools with dual language programs:

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

Paste response to questions here: P.S. 86 does not have a dual language program at this time.

### **C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions here: Our network ELL support specialist will provide professional development for all ELL personnel at the school. ELL teachers will attend Network ELL professional development meetings on a bi-monthly schedule. The school will conduct a survey of staff to determine who is in need of 7.5 hours of ELL training as per Jose P. Teachers will be allowed to participate in intervisitations of two 45 minute class sessions to view an ESL teacher conducting an ESL lesson as part of the 7.5 hours of ELL training required. Additional ways to achieve the 7.5 hours will include UFT training sessions, on-line course work, and meetings with an ELL consultant. The two lead teachers at P.S. 86Q offer various professional development to the entire staff as well as the ESL teachers to support the ELLs as they engage in Common Core Learning Standards. Co-teaching classroom teachers with ESL teachers, will be intervisiting other co-teaching /ESL classrooms for best practices. We will begin these intervisitations in February, 2014. Because of these intervisitations, classroom teachers will be able to see first hand, how the co-teaching model and ESL strategies are implemented to almost perfection while using the common core curriculum through ReadyGen and GoMath. In order to assist ELLs as they transition from elementary to middle school, and provide the staff with the necessary tools to support these students, the teachers do the following: teach organizational skills such as labeling materials, planning their time appropriately to independently pace themselves, and become aware of time management. Also, the students learn to submit work on time, and the responsibility that goes along with due dates of projects and papers.

## D. Parental Involvement

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

Paste response to questions here: Parental involvement

One of the things that we are most proud of at P.S. 86 is that we provide an English tutorial class to afford our non-English speaking parents the opportunity to be in a class setting with an ESL teacher learning English as a second language. We evaluate their needs by interviewing them in order to find out more about their native country and language, their culture, and level of education. Based on their responses, we immediately provide them with services and help to assist them in any way we can. We provide them with notebooks, texts, and the ESL teacher. The attendance is consistently good, and they are active learners. The parent coordinator offers many classes for the ESL parents such as parenting skills, sewing, crafts, and crocheting. The parent coordinator along with the PTA conducts a yearly talent/fashion show which highlights the various cultures of our ESL school community. The parent room is set up with many computers that are purposely arranged and exclusively used by the ESL parents. Instruction on the use of the computers and how to navigate the Department of Education website, as well as word processing, letter writing, and internet usage, is offered to ESL parents in the school. Monthly workshops are offered by the math coach and ESL teachers in how ESL parents can best help their child in areas as homework, math, literacy, and test taking skills. The PTA invites the ESL parents to regular scheduled meetings. Parental needs and concerns are discussed during those meetings. The school Leadership Team also meets regularly to discuss the needs and concerns of our ESL school community. All parents are provided with the calendar of the month with all the dates and events happening in our school at the beginning of the year and each month thereafter. P.S. 86 has a school based clinic with a nurse practitioner who speaks Spanish, French, and Haitian Creole. The nurse practitioner holds meetings with ESL parents concerning the health and nutritional needs of their children. All families are invited and encouraged to sign their children up with the clinic. Also, when funds are available, we organize and send parents on trips such as to The Metropolitan Museum of Art, paying for transportation, museum tour, and lunch. In order to accommodate a vast population of ESL parents, during all of the aforementioned activities, translation services are made available through parent to parent translation, ESL teachers readily available to assist with translations, and other staff members such as administrators, nurse practitioner, safety agent, and anyone else who speaks the language needed. The Queens Community House is a school based community organization that has set-up their program for our students. Queens Community runs an afterschool program for approximately 135 students at P.S. 86Q. Their program includes snack, homework help, and a series of lessons based on our curriculum. The director of Queens Community House works closely with one of our 5th grade teachers who guides them through our curriculum and provides lessons in specific area of need during the afterschool program.

## E. Additional Information

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

Paste response to question here: Due to the final restructuring of our grades, this scholastic year at PS 86Q, we have our kindergarten for the third year in a row, first grade for the second year, and second grade for the first time. We are finally a Pre-K-5 school however, accepting the incoming third graders this year for the final time from a feeder school. It has been a long and arduous task of restructuring our grades and classes to better serve all the students in our school. We are finally responsible holistically of how our students are assessed and what our students learn, today, and going forward for the preparation of college and career readiness...

## Part VI: LAP Assurances

**School Name: 086****School DBN: 28Q086**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Karen Zuvic	Principal		1/1/01
Emily Dalamakis	Assistant Principal		1/1/01
Selphia Bennett	Parent Coordinator		1/1/01
Yvonne Jetter	ESL Teacher		1/1/01
Michelle Sharpe White	Parent		1/1/01
Lisa Keenan/ESL	Teacher/Subject Area		1/1/01
Gloria Renteria/ESL	Teacher/Subject Area		1/1/01
Jill Brogan/LEAD	Coach		1/1/01
Nazreen Ghafoerkhan/LEAD	Coach		1/1/01
Barbara Korzekwinski	Guidance Counselor		1/1/01
Joe Blaize	Network Leader		1/1/01
Margarita Soria	Other <u>ESL</u>		1/1/01
Ronni Mayo	Other <u>ESL</u>		1/1/01
Inga Messite	Other <u>ESL</u>		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

DBN: **28Q086**      School Name: **P.S. 86Q**

Cluster:             Network: **CFN 531**

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

**Part A: Needs Assessment Findings**

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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.

P.S. 86Q uses a variety of ways to assess the effectiveness of our written translation and oral interpretation needs. We ensure that all parents are provided with appropriate and timely information in their language of preference. ESL teachers are fluent in Spanish and are available for translations when necessary. Parent volunteers are available for translations as well. Based on our parent interviews during registration, LAP report, and HLS forms, we can conclude what our language needs are and then form a plan of action. Notices and letters that are sent home are translated (front to back copies) and have the translation stamp as well. On site, we have two Bengali speaking paraprofessionals who assist with translation and interpretation for the large Bengali population in our school. We now have one Arabic speaking paraprofessional as well. Teachers make appointments with parents/guardians using the Department's Translation and Interpretation Unit phone service in order to assist parents with the language barrier. The assistant principals have phones in their offices for these appointments. This seems to work for us very well, and we continue to use the phone service whenever necessary.

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.

With a lot of current as well as a large influx of incoming Bengali students, we noticed the need to communicate effectively with the parents/guardians especially when enrolling their children for the first time in a NYC public school. The parent coordinator helps to reach out to Bengali speaking parents who can help us with written translation and oral interpretation needs. The parent volunteers and Bengali speaking paraprofessionals assist with these school needs. We have had parents translate our letters and notices in the Bengali language, with the assistance of our Bengali paras. Our findings were reported to the school community by the parent coordinator, as well as school administration during monthly Parent Teacher meetings.

## 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.

The written translation services will continue as stated in Part A. We will continue to translate our letters and notices for the parents/guardians, and offer them to come in and speak to us as well, with or without a phone translation service depending on the need. Our parents/guardians have the opportunity to learn English because of the fact we hire a retired English speaking ESL teacher to teach parents/guardians to read and write in English. We purchase workbooks for them and the parents attend class twice a week for four hours a week. Mrs. Kupferburg, our retired ESL Teacher, teaches the class, speaks to the parents, and assesses their needs as well. She is another source of information who provides us with feedback and tells us what the parental needs are. We have parents/guardians that come from all over the world, Bangladesh, various African and South American countries, taking her English class. By providing this service to the parents/guardians, it is yet another way we can determine what are needs are and who could help us. Our school staff continues to service the parents/guardians throughout the year as well.

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.

P.S. 86 will continue to translate all letters and notices going home, as well as adding the translation stamp to every notice or letter. We will continue to schedule parent/teacher appointments using the Department's Translation and Interpretation Unit/phone translation service, offer assistance with volunteer parents/guardians, bilingual staff members, and the parent coordinator.

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>.

Here at P.S. 86, we follow the Chancellor's Regulations A-663 in a variety of ways. Parents/guardians are contacted by the teachers once all registration requirements are met and the student(s) are assigned to a class. Appointments are given to all parents in a timely fashion whether written or oral, to come in and speak to any staff members such as teachers, guidance counselors, school nurse, and administration, about their child's education or any other critical information they need to know. Staffing resources and translators are utilized during parent teacher conferences where we hire translators in various languages to assist the teachers in communicating with the parents/guardians. Depending on budgetary availability, these translators are paid to translate for our parents/guardians. Also, registration and applications are translated in Spanish using standard text. The NYC Discipline Code Book is translated as well, and is coupled by our discipline assemblies to adhere to conduct and discipline education. A translated letter to the parents/guardians goes home to explain the importance of the child following the discipline code of conduct, whereby a slip returns to the teacher reporting that the parent signed after reading through the booklet with their child. Since we have a school based clinic in our building, our nurse practitioner assists our parents/guardians with almost every need. She speaks English, Spanish and French. Nica Mompremiere advocates for our parents/guardians and is a big part of our scholastic community. She is well known and the parents/guardians trust and value her expertise as she translates (written/oral) and interprets important information whether medical, academic, and/or social/emotional. Ms. Nica translates letters and makes phone calls home on a daily basis as needed. Special education letters are translated and sent home, followed by a phone call and follow up as necessary, until we acquire our desired result of parental meeting, entitlement, or placement. Meetings with teachers and/or the school based support team are conducted with lots of language support. ESL notices from the Department of Education website are used which are already written in the native language of the parents/guardians. These letters and notices to parents/guardians inform them of continued eligibility of services. The translation stamp is always placed on every document for the parents/guardians requiring them to attain assistance translating and interpreting information about their child. Our guidance counselor, Mrs. Korzekwinski, and our parent coordinator, Mrs. Bennett, continuously inform the parents/guardians of Citywide ELL parent meetings, Citywide/Community Education Council Meetings, and other Citywide parent meetings that are given. Notification requirements are all posted and translated as needed. All language access services depending on the need, are provided to all parents as soon as they contact us, request help, and/or initiative measures of contact by school staff. The Department employees involved in assisting the parents/guardians with translation and interpretation services holistically are the ESL teachers, bilingual teachers, administration, paraprofessionals speaking Arabic, Bengali, and Spanish. Others included but not limited to are the parent coordinator, secretaries and even our security guard. These services whether by phone, in person, or phone translation unit, are provided on a daily, weekly, and monthly basis.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: PS 86	DBN: 28Q086
Cluster Leader: Debra Maldonado	Network Leader: Joseph Blaize
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 80
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
# of certified ESL/Bilingual teachers: 4
# of content area teachers: 0

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

### Part C: Professional Development

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

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

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

**Part C: Professional Development**

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

**Part D: Parental Engagement Activities**

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

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

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

**Part E: Budget**

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

Allocation Amount: \$39736

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$28,726.11	4 Teachers total of 18 hrs./wk. @ \$49.89/hr. = \$898.02 x 21 wks. = \$18,858.42 2 Supervisors total of 9 hrs./wk @ @\$52.21 x 21 wks. = \$9,867.69
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	N/A	
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> </ul>	\$11,009.89	Student supplies (\$474.89) Tag Leapfrog Reading Program Kits- Grades K,1,2 (10,535)

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

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