

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: PS 86
DBN (*i.e.* 01M001): 28Q086
Principal: KAREN ZUVIC
Principal Email: KZUVIC@SCHOOLS.NYC.GOV
Superintendent: MABEL MUNIZ-SARDUY
Network Leader: CHARLES AMUNDSEN

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	
Michael Terpstra	*UFT Chapter Leader	
Debra Hernandez	*PA/PTA President	
Miriam Archilla	DC 37 Representative	
N/A	Student Representative	
Yelena Baranovskiy	CBO Representative	
Teresa Jackson	Member/ Teacher	
Livia San Andres	Member/ Teacher	
Elizabeth Godinez	Member/ Parent	
Ana Hilarion	Member/ Parent	
Swarsatie Sawh	Member/ Parent	
Tamara Ward	Member/ Parent	
	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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ 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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

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 2015, most ELLs in Grades K-5 will show strong growth in literacy skills as evidenced by at least 30% of our English Language Learners (ELLs) moving up at least one overall performance level on the Spring 2015 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.

Over 29% of the student population are ELLs and need additional support in the classroom. The last Quality Review indicated that there was a significant drop in the number of beginner ELLs and a significant increase in advanced ELLs, however there is still a need for classroom teachers to provide multiple entry points into the curriculum to ensure that students reach their intended learning targets. The strategies being used are not consistently setting a path towards mastery of skill and content for all students.

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. Title III afterschool program
2. NYSESLAT Prep
3. Co-teaching among classroom and ELL teachers
4. Professional development for teachers

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

1. ELL Teachers
2. Smartboard/iPad technology will be used; websites include Starfall, More Starfall, RAZ Kids, AimsWeb, Think Central, Pebble Go, Go Math, Ready Gen
3. ELL, Classroom Teachers
4. Before school In house PD sessions

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

1. Title III after school teachers will work with classroom teachers to ensure that student are receiving appropriate support in areas in which they are struggling
2. Title III teachers will use NYSESLAT prep to evaluate student progress and target students in small groups to address their needs
3. Informal Observations will be completed in order to ensure that co-teaching models are being implemented to provide optimal support to students
4. Classroom observations will reflect the strategies teachers received during professional development in order to support student needs

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

1. Date of admission to June 2015
2. September 2014 to June 2015
3. September 2014 to June 2015
4. September 2014 to June 2015

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

1. Common Planning between the ELL and Classroom teacher
2. ELL push-in program
3. Grade level common planning
4. Network support for ELL teachers and classroom teachers with ELL students

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 as well as English Language classes for parents.

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 2015, Principal and Assistant Principals will observe all teachers at least three times using the Charlotte Danielson Framework for Teaching and provide feedback to teachers resulting in 50% of the teachers increasing one or more levels in one or more components of Domain 3.

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.

The last Quality Review (QR) indicated that higher level questioning that requires students to think deeply was not observed. The QR also noted that there was no evidence of students' self-reflection or assessment. This lack of coherence of assessment practices inhibited the strengths and needs of students and prevented students from being fully engaged in the learning process. 66% of the staff rated overall effective in school year 2013-14 as students were not highly engaged in discussions or self-assessments.

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. **Written feedback, pre/post observations**
2. **Professional Development on competencies 3B, 3C, and 3D**
3. **Inter-visitations to share best practices**
4. **Teacher rounds**

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

1. Principal/Assistant Principals
2. Network /DOE
3. Principal/Assistant Principal/Teachers
4. Teachers/Lead Teachers

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

1. The principal and assistant principals conduct observations based on menu choices provided to teachers (i.e. 3 observations and 3 interclass visits for highly effective staff member.)
2. Lead teachers provide professional development on competencies 3B, 3C, and 3D to targeted staff members
3. Intervisitations to classrooms where teachers were rated highly effective during the 2013-2014 school year
4. Vertical as well as horizontal alignment in classroom inter-visitations will be facilitated through the implementation of Instructional (Teacher) Rounds

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

1. September 2014 to June 2015
2. September 2014 to November 2014
3. September 2014 to May 2015
4. December 2014 to May 2015

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

1. Network Support
2. Schedule adjustments to support inter-visitations
3. Facilitator to lead teacher rounds
4. Time allotted for de-briefing

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).

Lead teachers will conduct workshops for parents on testing, reading, math, and study skills.

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 #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.

By June 2015, 60% of students in Grades K-5 will demonstrate an increase toward achieving state and Common Core ELA standards as demonstrated by students moving up at least 2 Fountas & Pinnell (F&P) reading levels from the September 2014 TCRWP baseline to the end of year assessment.

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 September 2014 Fountas & Pinnell baseline, 137 kindergarten students are non-readers and 305 first and second graders are reading below grade level. This trend continues as many of these students are not achieving a year's growth in reading during the school year. Ramifications for these statistics are obvious as these students in grades 3-5 will be taking State tests this Spring. Our need to develop instructional goals for, and maintain a focus on reading in grades K-5, is critical. Only 32% of total students met state standards on the Spring 2014 NYS 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.

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

1. An ongoing analysis of data will take place through inquiry work
2. Students will be grouped according to their needs
3. TCRWP will be administered to all students in Grades K- 5, three times per year

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

1. Grade team meetings will be held where teachers analyze student work
2. In all classrooms, teachers will group students based on their needs
3. All teachers administer the TCRWP assessment 3 times per year

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

1. Inquiry work is done through focus groups in order to analyze student work and share best practices
2. Teachers group students into high, medium, and low groups in order to meet the needs of the students
3. TCRWP assessments are administered at least 3 times per year with a midyear evaluation of progress

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

1. September 2014 to June 2015
2. October 2014 to June 2015
3. September 2014, January 2014, and May 2014

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

1. Focus groups have been established to examine classroom practices/ student work
2. Flexible grouping of students within the classroom setting
3. TCRWP data reports

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).

A report in the form of a letter will be sent home with each child detailing the child's reading level, rubric equivalent, and recommended reading list to support growth. This will be sent out three times per year.

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

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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).

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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
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List any additional fund sources your school is using to support the instructional goal below.
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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.

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

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

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

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

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

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
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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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> • Guided Reading • Wilson Foundations • Writing Instruction • Raz Kids • Pebble Go • Reading Partners • Finish Line • Smart Exchange 	<ul style="list-style-type: none"> • Small group • One to One • Individual • Home • Tutoring 	<ul style="list-style-type: none"> • During school • Home • Summers
Mathematics	<ul style="list-style-type: none"> • Think Central • Dream Box • Finish Line • Breaking down word problems • Use of manipulatives • Smart Exchange 	<ul style="list-style-type: none"> • Small Group • One to one • Individual • Home • Tutoring 	<ul style="list-style-type: none"> • During school • Home • Summers
Science	<ul style="list-style-type: none"> • Guided Reading 	<ul style="list-style-type: none"> • Small Group 	<ul style="list-style-type: none"> • During school
Social Studies	<ul style="list-style-type: none"> • Guided Reading 	<ul style="list-style-type: none"> • Small Group 	<ul style="list-style-type: none"> • During school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Counseling • SETSS • Speech 	<ul style="list-style-type: none"> • Small groups • One to One 	<ul style="list-style-type: none"> • During the school day

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

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

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"> • The secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines. • Mentors are assigned to all new teachers to provide instructional support. • Vertical as well as horizontal alignment in classroom inter-visitations will be facilitated through the implementation of Instruction (teacher) rounds. • The implementation of an extensive interview process including a demonstration lesson. • Attention to college and teaching experience with close examination of any previous work achievements. • The Lead teachers will give professional development to teachers on Danielson competency 3B, Questioning and Discussion

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"> • Teachers are included on administrative teams such as the Professional Learning Team. • Lead teachers offer support in the form of Professional Development for best practices in instruction, acting as mentors, offering instructional resources and modeling of instruction. • Network support staff is made available for guidance in the areas of ELA, Math, Special Education, ESL, data collection, RTI, and the Danielson Framework for Teaching.

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 <i>the intent and purpose</i> 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"> • Provide assistance to parents in understanding City, State and Federal standards and assessments • Provide materials and supplies to those students in Temporary Housing

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"> • 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 • Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress • Provide early intervention services to preschool students

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.
<ul style="list-style-type: none"> • 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. • The MOSL committee is responsible for making MOSL selections for each grade.

Parent Involvement Policy (PIP)

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and 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 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, Progress Report, Quality Review Report, Learning Environment Survey Report, Elementary School Quality Snapshot;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 28Q086

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes

of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$411,510.33	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$84,707.00	X	See action plan
Title III, Part A	Federal	\$36,256.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$4,247,384.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: 086	DBN: 28Q086
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy	
Total # of ELLs to be served: 84	
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	

Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 4
of content area teachers: 0

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 an after school program for English Language Learners (ELLs) for Grades 3, 4, and 5. All mandated ESL students are taught by certified/licensed ESL teachers. The purpose of these classes is for the development of academic English for literacy/content area success according to the CCLS standards. The teachers focus on various content based areas helping the students build English vocabulary and strategies they need in order to succeed in school. The teachers are linking the common core standards to the ESL program by concentrating on academic vocabulary and also applying ESL strategies for special education students. Besides the NYSESLAT review, the students will be immersed in reading nonfiction using the National Geographic magazines and online educational websites that accompany the articles. The three teachers will be receiving assistance on improving their questioning techniques during PD. This will help the students with building the foundations for the listening, speaking, reading and writing connection through literature immersion. The after school program is two days per week from 2:20 p.m. until 4:20 p.m. Wednesday and Thursdays. The program divides the students into three groups: newcomers, intermediates, and the more advanced students. Teachers will support academic vocabulary instruction using the index card catalog they will create, work on writing skills, and on reading comprehension skills in the content areas. The teachers will divide the students according to level into small groups so leveled work can be implemented. Listening and speaking will be emphasized throughout the lessons as well as reading fiction for comprehension using the RAZ Kids online program.

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 senior ESL teacher will provide professional development days before the school day begins, 3-4 times throughout the year. They will also attend the city wide professional development days. Appropriate ESL strategies, vocabulary development, and scaffolding techniques will be reinforced in order to be implemented with their students. The co-teaching methodology of teaching is being reinforced throughout our school with inter-class intervisitations, cross-grades. Every teacher needs to know what is happening in other grades and classrooms, with a focus on ESL teaching and learning. We are supporting this work providing coverages and debriefing sessions to maximize our learning capacity. We practice 100% ESL push-in model for our students where the ESL teachers push-in for mandated services. The general education teachers are also provided with strategies for scaffolding various subject matter lessons for the English Language Learner. P.S. 86 has several

Part C: Professional Development

classroom teachers who are also certified as ESL teachers. Teachers are using their PD time to align the curriculum and work together in order to plan and articulate for ELLs. The ESL teachers meet once a week with the 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, with vocabulary words and terminology, that will be taught during the upcoming week. Holistically throughout the day, whether before, during, and after school, methodologies are being discussed with the promise of improving teacher and student performance. The three ESL Title 3 after school teachers know the students very well, and are able to attend to their needs individually as necessary. Collaboration from the classroom teachers is encouraged and ongoing debriefings about their students' progress is ongoing with the ESL Title 3 teachers. Knowing the students and meeting their needs based on their assessments and performance levels, is paramount. The PD participants will be looking closely at the Danielson rubric, component 3b, Questioning and Discussion, to deepen student understanding. ESL students will be able to formulate hypothesis, make connections, and practice their oral responses. Students' responses to questions are valued; our effective teachers are especially adept at responding to and building on student responses and making use of their ideas.

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 the parents of ELL learners 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 our parent English classes, that are free to them. We envision continuing the classes this scholastic year using the Title III percentage of parent involvement. We will be hiring Ms. Kupferberg who is an ESL Teacher and the parents are already familiar and comfortable with her. Workbooks and pencils are provided for the parents, and a walking trip through the community culminates their lessons in the end. The teacher will be conducting her ESL parent classes 2 times a week, 2 hours each day; Wednesdays and Thursdays after school hours from 2:20 pm - 4:20 pm. The parents are very excited about our parent classes each year, it is wonderful that we are able to provide this opportunity for them!

Part E: Budget

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

Allocation Amount: \$36256

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$21,754.00	2 hrs./day x 3 tchrs. x 41 days x \$51.51 = \$12,672. 00 2 hrs/day x 1 supervisor x 41 days x 52.84 = \$4,333. 00 Total Used: \$17,005.00 (Balance of \$4,749 b/c cannot secure additional ELL teachers).
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$ 3,626.00	PD: 1 hr. x 3 days x 4 tchrs. 12 hrs. x \$51.51 = \$618.00 (Balance of \$3,008.00)
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$3,527.95	Workbooks: Getting Ready For the NYSESLAT and National Geographic/Young Explorer Magazine: \$3,085.60 Supplies (\$ 313.51) Paper, pencils, folders, index cards, rings, ink (Balance of \$128.84)
Educational Software (Object Code 199)	\$3, 723.25	RAZ Kids: Reading Program: Username and password for every child
Travel	N/A	_____
Other	Parent Involvement: \$3,626.00 Ms. Kupferberg N/A	55 hrs. x \$51.51 = \$2,833.05 + Supplies: \$783. 00 = \$3,616.05
TOTAL	\$35,742.25.00	\$35,613.41 Total spent

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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- **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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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Allocation Amount: \$36256

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Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$3,527.95	Workbooks: Getting Ready For the NYSESLAT and National Geographic/Young Explorer Magazine: \$3,085.60 Supplies (\$ 313.51) Paper, pencils, folders, index cards, rings, ink (Balance of \$128.84)
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Travel	N/A	_____
Other	Parent Involvement: \$3,626.00 Ms. Kupferberg N/A	55 hrs. x \$51.51 = \$2,833.05 + Supplies: \$783. 00 = \$3,616.05
TOTAL	\$35,742.25.00	\$35,613.41 Total spent

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 28	Borough Queens	School Number 086
School Name type here		

B. Language Allocation Policy Team Composition [i](#) 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 Karen Zuvic	Assistant Principal Emily Dalamakis
Coach Lead Teacher Jill Brogan ELA	Coach LT Nazreen Ghafoer Khan Math
ESL Teacher Lisa Keenan	Guidance Counselor Barbara Korzekwinski
Teacher/Subject Area Yvonne Jetter/ESL	Parent
Teacher/Subject Area Gloria Renteria/ESL	Parent Coordinator Selphia Bennett
Related Service Provider Teresa Jackson/IEP	Other Margarita Soria/ESL
Network Leader(Only if working with the LAP team) Joe Blaize	Other Andy Sosa/Technology

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	861	Total number of ELLs	309	ELLs as share of total student population (%)	35.89%
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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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Push-In	8	8	8		8	8								40
self-contained														0
Total	8	8	8	0	8	8	0	0	0	0	0	0	0	40

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	275	15	40	34	0	9	0	0	0	309
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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
TOTAL	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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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
TOTAL	87	70	61	17	42	32	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
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	309						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:

- 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 [AMAQ 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 [RI 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 refererd 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:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

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.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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.

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 ESI 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 ESI students the necessary minutes of ESI 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), predictability which is when lessons are predictable where feedback and reinforcement are given at each step. Also, Wilson and Foundations are utilized with the ELLs and SWDs in order to promote phonemic and phonological awareness. Comprehension strategies are reinforced and learned as needed. Vocabulary development is employed and a vocabulary dictionary is created by each student. Index cards (on a ring or baggie) are created with the unknown word, the definition, a picture, word used in a sentence, and the word part of speech, for each content subject. Students have to know what they are going to be working on each time they are pushed in and/or pulled out for services, and they do. This helps the continuum of learning for every ELL and ELL-SWD to eventually achieve success in every area of study according to their individual needs.

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

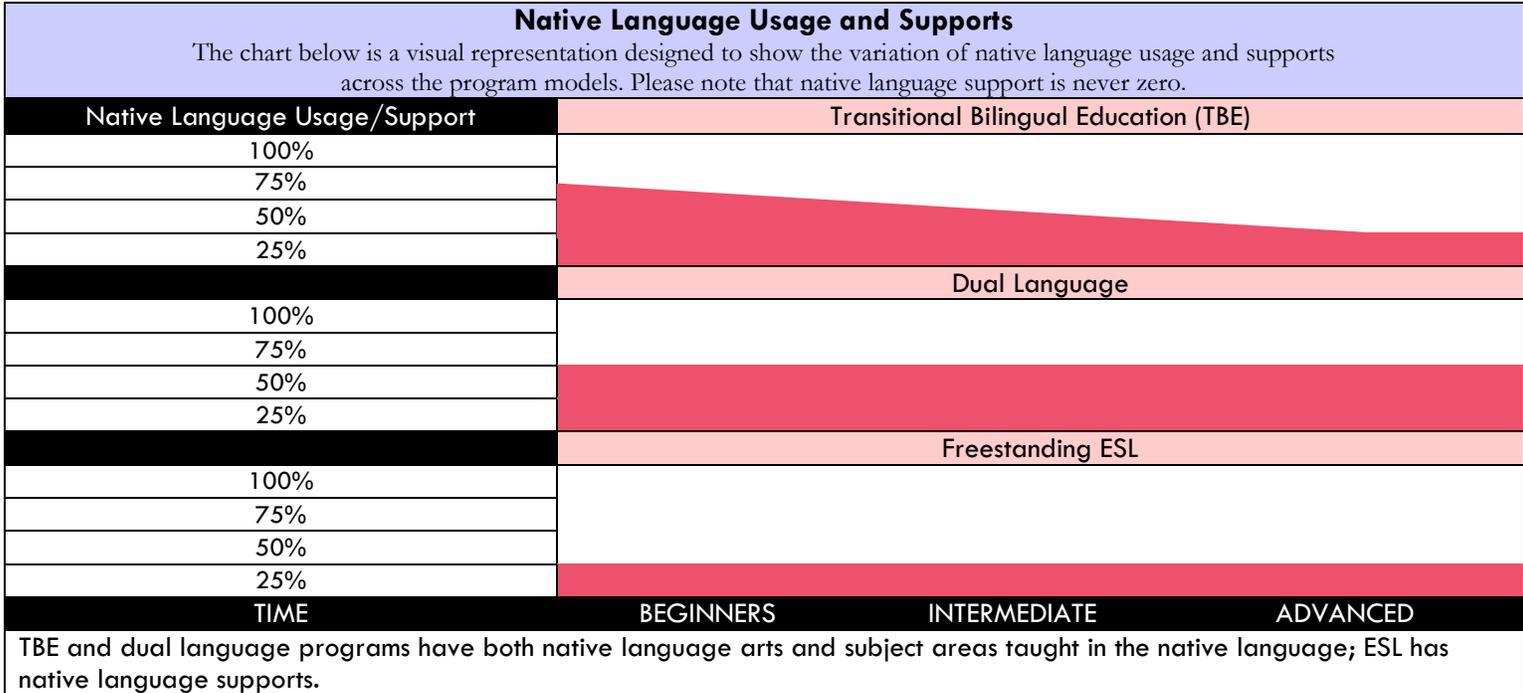
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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
FOR TBE /DL PROGRAMS: 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

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



B. Programming and Scheduling Information--Continued

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 ESL 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