

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

School Name: P.S. 86X KINGSBRIDGE HEIGHTS
DBN (i.e. 01M001): 10X086
Principal: FIONA TYSON
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Superintendent: MELODIE MASHIEL
Network Leader: STEVEN CHERNIGOFF

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
Fiona Tyson	*Principal or Designee	
Ramon Mena	*UFT Chapter Leader or Designee	
Ray Wilson	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Sharon Stevenson-Biagas	Member/ Parent	
Maira Burgoa	Member/ Parent	
Jenny Pacheco	Member/ Parent	
Alicia Martinez	Member/ Parent	
Paulina DeLeon	Member/ Parent	
Kristy Torres	Member/ Parent	
Robert C. Hajek	Member/ Administrator	
Pearl George	Member/ Teacher	
Veronica Sutton	Member/ Paraprofessional	
Michelle Kirschenbaum	Member/ Teacher	
Megan Kaye	Member/ Teacher	
	Member/	
	Member/	
	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). . 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. 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	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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.

All teachers will participate in at least one classroom intervisitation to observe best practices by June 2015 as evidenced by entries in teachers' Professional Development logs.

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.

1. P.S. 86's instructional focus for 2014-2015 is to increase the rigor and quality of classroom discussions and student work products. The instructional focus grew out of a review of Advance data/classroom observation, the PPO for 2013-2014 and from work with the school's Talent Coach. Classroom intervisitations are an effective tool for supporting teachers in planning, reflecting upon and refining classroom practice to incorporate pedagogical strategies that align to the focus.
2. This goal will provide teachers with an effective protocol and structure for engaging in classroom intervisitations which result in rich conversations around best classroom practices.
3. Classroom intervisitations will also be utilized within the structure of our Professional Learning Teams (PLT) to inform and support the work of the team. Teams will identify areas in their PLT and participate in classroom intervisitations to gather evidence of best practices. Intervisitations will be used as a forum for discussion and application of new strategies to enhance individual teacher practice.

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

Strategy: All teachers will participate in intervisitation to observe best practices.

Activities:

1. Administrators will develop a protocol for classroom intervisitations. This protocol will be presented to teachers during the September 2014 Professional Development.
2. Teacher teams will incorporate classroom intervisitations as a Professional Learning strategy in their Professional Learning Teams.
3. As part of classroom observation and evaluation for Advance, teachers will be directed to conduct a classroom intervisitation based on their individual need. Teachers with strengths in specific areas will be identified and those teachers' classrooms will be used as sites for intervisitation.

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

1. Administrators, teachers.
2. Teachers, coaches, administrators.
3. Administrators, teachers.

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

1. Teachers will be introduced to the protocol for classroom intervisitations and professional development logs for which they will keep a record of any intervisitations they conduct. Logs will be used to engage in professional conversations around teaching practice.
2. Agendas for the PLT's will reflect items that target specific times during the PLT meeting where intervisitations are discussed. PLT's will identify effective classroom

practice that grow out of inter-visitations and record these in their minutes. Select PLT's will create a list of effective strategies and publish this list school-wide.

3. Advance data will indicate when specific teachers have been asked to conduct an intervisitation.

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

1. Establishing protocols (September 2014)
2. Ongoing throughout the school year (2014-2015)
3. Ongoing throughout the school year (2014-2015)

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

1. Time will be allotted during the September Professional Development days. Teachers will be provided protocols and a notebook for use as a Professional Development log.
2. Prep time will be used for teachers to engage in intervisitations for PLT's. The Monday PLT time (2:35 – 3:55) will be used as needed to discuss/debrief the inter-visitations.
3. Labsites will be conducted during the school day to support specific Professional Development activities. Teachers who participate in a labsite will count this as an intervisitation. For example, the Emergent Bilingual Team will participate in 2 or more labsites conducted by City University of New York's New York State Initiative For Emergent Bilinguals (CUNY NYSIEB).

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).

N.A.

Budget and Resource Alignment

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

x	Tax Levy	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 #2

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.

Classroom teachers will identify at least one struggling student based on the NYC Performance Task for Writing Baseline to develop and implement strategies to increase that student's writing skills as measured by an increase in the task rubric score by at least 14 points in grades K-4 and 9 points in grades 5-6 by the June 2015 Endline.

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.

This goal addresses the needs of our school in that:

1. It aligns directly to the Citywide Instructional Expectations for 2014-15, which states:

- *Organize the school to meet the needs of all students.*
- *Ensure school time is used strategically. (QI 1.3, 4.2)*
- *Plan for both short-term and sustained professional learning experiences. (QI 1.4, 3.1, 4.1, 4.2)*
- *Teachers: Shift classroom practice. (QI 1.2)*
- *School leaders: Actively support teacher growth. (QI 1.2, 4.1, 4.2)*
- *Assess: Review evidence of meeting higher standards*
- *Create systems to look for evidence of growth and gaps and make adjustments.*

2. This goal will provide teachers with an effective protocol and structure for evaluating student work to determine instructional needs. Once this structure and protocol is in place teachers can effectively use their time together to analyze student work utilizing the established protocols.

Instructional Strategies/Activities

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

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

1. Activity: Mondays current Professional Learning Time:

Grade level planning for writing instruction

- Teams are using the ReadyGEN & Code X writing lessons to design writing plans that instruct students through the writing process, while supporting struggling writers with mini-lessons designed to build their writing skills

2. Activity: Mondays January Cycle of Professional Learning Time:

Looking Closely at Student Writing

- Participants will identify the struggling writer in their class (based on MOSL and current writing sample)
- Teams will use a protocol to gather specific evidence about the targeted student (strengths and weaknesses)

- Team members will assist participants in creating specific/daily writing interventions for the students
- Throughout the week, participants will use these intervention strategies with the targeted student
- Work samples from targeted students will be brought back and discussed the following week

3. Activity: Daily grammar instruction/student practice grades 1-6

- Teachers will model a daily grammar focus
- Teachers and students will practice the grammar focus together
- Students will apply the grammar practice to their writing
- Weekly formative assessments are used to determine student understanding and next steps (gr. 3-6)
- Based on formative assessment results, review lessons are available to reteach, review, and extend grammar concepts
- Summative assessments are given to determine student mastery

4. Activity: School-wide tracking of End of Unit Assessments

- ReadyGEN/CodeX End of Unit Assessments will be administered to each student
- Assessments will be analyzed to determine student achievement across the standards
- Using a rubric, teachers will examine and score the constructed and extended responses to determine student needs
- These results will guide teacher instruction and modeling of answering constructed and extended responses

5. Activity: Parent Writing Workshop

- Introduce and explain Common Core shifts in writing
- Examine evidence based writing
- Focus and note the key details in texts
- Using notes to develop a writing piece
- Parents are given a Parents' Toolbox (activity for home, grade level high frequency words, and grade specific writing strategies to use at home)

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

1. Literacy Coaches, Classroom Teachers, Grade Team Leaders
2. Literacy Coaches, Classroom Teachers, Grade Team Leaders
3. Literacy Coaches, Classroom Teachers
4. Literacy Coaches, Classroom Teachers, Grade Team Leaders
5. Literacy Coaches, Parent Association

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

1. Teachers will set goals within each professional learning team to determine the scope of the writing focus. The impact of this work will be determined by examining the student writing produced.
2. Teachers will select a target student and plan daily writing interventions to address their specific needs. The impact of this work will be determined by examining the student writing produced within the PLT cycle.
3. All students will have a daily focus on grammar to practice in their writing. The impact of this work will be determined through the assessments and teacher noticing of the grammar focus evident in their writing.

4. ReadyGEN/CodeX End of Unit Assessments will be administered to each student. They will then be analyzed to determine student achievement across the standards, and determine necessary shifts in instructional focus.
5. Parents will learn writing strategies to help their children at home to better prepare students for the rigors of evidence based writing.

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

1. Ongoing teacher team grade level meetings; PLT Monday four-week cycles.
2. Mondays for a four-six week cycle.
3. Daily grammar activities from October 2014 through June.
4. End of Unit 2 and End of Unit 3 will be scored and tracked across all grades (ReadyGEN (K-5);Code X (grade 6)).
5. Monthly sessions will begin in November and continue throughout April.

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

1. Grade level teams consisting of classroom teachers, grade supervisors, coaches and AIS providers will meet Mondays from 2:35-3:55.
2. Classroom teachers across grades (k-2 and 3-6),coaches and AIS providers will meet Mondays from 2:35-3:55.
3. Daily grammar focus lessons were created by coaches and teachers and will be used in classrooms to support writing development.
4. Teachers, grade leaders, and coaches will meet to analyze the data from End of Unit Assessments to determine individual student and whole class trends.
5. Coaches will facilitate sessions and provide materials designed to explore the process of evidence based writing.

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).

- Progress Reports for Parents will be distributed three times a year (November, March, and June) and will include data on student scores from administered Performance Tasks. Teachers will be able to effectively communicate changes in their instruction based on their students' individual needs and performance on student work.
- Literacy and Math coaches will host informational sessions for parents throughout the year to share information on the Common Core Learning Standards, ReadyGEN and CodeX curriculum, the Go Math! Curriculum, school-wide performance tasks, and New York State Exam expectations.
- Literacy coaches will provide information sessions about the literacy curriculum and initiatives for members of the School Leadership Team and the Parents' Association.

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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.

All classroom teachers will actively engage students in cooperative mathematical problem solving sessions and track these sessions through a classroom display twice a month from October 2014 to June 2015.

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.

This goal addresses the needs of our school in that:

1. It aligns directly to each grade levels Common Core Standards, specifically The 8 Standards for Mathematical Practice:
 1. Make sense of problems and persevere in solving them.
 2. Reason abstractly and quantitatively.
 3. Construct viable arguments and critique the reasoning of others.
 4. Model with mathematics.
 5. Use appropriate tools strategically.
 6. Attend to precision.
 7. Look for and make use of structure.
 8. Look for and express regularity in repeated reasoning.
2. It fosters Academic and Personal Behaviors for every student—including the learning habits and skills that support academic readiness and includes non-cognitive, socio-emotional qualities that support resiliency, and college/career persistence. The behaviors that Goal 2 supports are persistence, engagement, work habits, communication, and self-regulation in students.
3. This goal will provide teachers with an effective protocol and structure for facilitating, engaging, and evaluating student performance in solving rich mathematical tasks in small groups. Although a student-centered goal, teachers follow a protocol that allows students to engage in productive mathematical struggle while sharing ideas and using academic language with peers to solve math tasks.

Instructional Strategies/Activities

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

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

1. Activity – Twice a month all students in Kindergarten through Grade 6 will engage in a Cooperative Problem Solving activity.
 - a.) Tasks are carefully selected to align to the Common Core Standards for each grade level. Additionally, tasks must be rich—producing an appropriate degree of cognitive struggle, multiple entry points for solving (allowing unique learners appropriate access to the same mathematics), they have mathematical stretch; they allow a range of learners to successfully attempt and solve the problem, have multiple solutions or solution paths , etc.
 - b.) Teachers act as facilitators—they review each task prior to using it with class. They are asked to “think through” each task and complete an organizer for each task (noting skills required, exploration structure, anticipated correct solutions/solutions paths (and extension questions when students complete solution), anticipated misunderstandings/errors (and the guiding questions to help these students), and listing ideas for strategic student sharing at conclusion of activity.
2. Activity – Professional Learning Time (PLT) with a focus on Cooperative Problem Solving.
 - a.) 5 weekly PLT sessions during Fall 2014 will be conducted with a vertical teacher team. Focus: “Thinking Through a Performance Task” and Viewing Tasks through the lens of Personal and Academic Behaviors
 - b.) 5 weekly PLT sessions—A book study will take place during Winter 2015 will focus providing a framework for successful problem solving in the classroom.
3. Activity—Cooperative Problem Solving Labsites will take place during Winter 2015 focusing on teacher best practices at all grade levels

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

- 1. Math Coaches, Classroom Teachers
- 2. Math Coaches, Classroom Teachers
- 3. Math Coaches, Classroom Teachers

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

- 1. Students will self-reflect on both learning and working in cooperative groups using rubrics. Individual student learning will be tracked using 2 performance tasks.
- 2. Teacher feedback during PLTs—following our PLT Protocol (Learn it, Try It, Bring it Back, Make it Work)
- 3. Teacher Feedback via end of lab-site survey.

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

- 1. October 30- June 2015, twice a month (as per the Cooperative Problem Solving School Calendar).
- 2. Fall PLT Cycle Nov. 17, 2014-Dec. 15, 2014 and Winter PLT Cycle January 5, 2015-February 9, 2015
- 3. Cooperative Problem Solving Lab-site –Beginning the week of January 19, 2015 through the Week of February 23, 2015

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

- 1. School Wide Cooperative Problem Solving Calendar will be distributed to all teachers—as Cooperative Problem Solving will take place on the same day for all classes. Teachers will have access to all Performance Tasks prior to using them with students. Teachers will initially be provided with completed facilitator “Thinking through a Performance Task” graphic organizer and will then begin to write their own during teacher team times.
- 2. “Thinking through a Performance Task” graphic organizer, PS 86 PLT Protocol, and “What’s Your Math Problem!?!” By Linda Gojak
- 3. Scheduling of common prep period to meet lab-site needs (intervisitations and debriefing)

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).

- Progress Reports for Parents will be distributed three times a year (November, March, and June) and will include data on individual student scores from administered Performance Tasks that are aligned to the types of tasks students solve during Cooperative Problem Solving.
- Math Coaches will host a Parents as Partners in Problem Solving Saturday Workshop for parents and their children during Spring of 2015.
- Math Coaches will provide information sessions about the math curriculum and Cooperative Problem Solving initiatives for members of the School Leadership Team and the Parents’ Association.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

Strategies to Increase Parental Involvement

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

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

Goal and Action Plan #5

. 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.

- **Strategies/activities that encompass the needs of identified subgroups**
- **Key personnel and other resources used to implement each strategy/activity**
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- **Timeline for implementation and completion including start and end dates**
- **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	AIS instructors in Kindergarten and Grade 1 utilize the Foundations Literacy Program. Our AIS instructor in grade 2 utilizes Voyager Passport Program. Both programs are scientifically based reading research programs. AIS providers, grades 3-6, use Soar to Success, a reading intervention program which is also scientifically based	AIS providers in grades K – 3 work with small groups of students who score below grade level benchmarks on Fountas & Pinnell. AIS providers, in grades 4 – 6 work with small groups of students who scored level 1 on the NYS ELA exam for 2014	All AIS services, grades K – 6, are provided during the school day.
Mathematics	AIS math providers, in grades 2—6, use the Go Math Response to Intervention Tiers 2/3 of Go Math!; Progress in Mathematics intervention and Go Math! Grab and Go centers.	AIS providers work in small groups targeting areas of need as determined by the classroom teacher and Progress in Mathematics Benchmark and Chapter Assessments administered throughout the school year for grades 2 and 3. AIS providers, in grades 4 – 6 work with small groups of students who scored level 1 on the NYS Math exam for 2014	AIS math services are provided during the school day as a push-in program.
Science	SETSS, AIS and classroom teachers provide small group instruction to support at risk students' needs through differentiated instruction to support students to meet grade specific performance indicator goals in Science.	AIS providers will work in small groups.	This service is provided during the school day.
Social Studies	SETSS, AIS and classroom teachers provide small group instruction to support at risk students' needs identified by Instructional Support Team, AIS Team and classroom teacher through differentiated strategies to support students to meet grade specific performance indicator goals in Social Studies	AIS providers will work in small groups.	This service is provided during the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counselors meet with students in small groups and individually to address social skills, character development, conflict resolution, study skills, bereavement and self-awareness. Students are referred for services by parents, the classroom teacher, the Instructional	Counselors will meet with students in small groups. School psychologist works with students on an individual basis.	This service is provided during the school day.

Support Team, or other school staff members who believe the student's ability to meet his/her academic goals is at risk.

The school Psychologist intervenes with students on an individual basis who are identified by the Instructional Support Team and/or AIS team as not meeting academic grade standards due to emotional, behavioral and/or emotional concerns. The school Psychologist observes the student in the classroom as well as at recess or during prep period. This information is brought back to the referral source and a plan is designed in conjunction with the classroom teacher and parent to help support the student's academic progress. At times, the school Psychologist will meet with students individually, with parental consent to address social skills, character development, conflict resolution, study skills, bereavement and self-awareness concerns that have been identified by the classroom teacher, parent, self-referral or school staff member.

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

1. All elements of the *All Title I Schools* section must be completed*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. Targeted Assistance (TA) Schools must also complete the *TAS 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.
<p>Strategies for recruitment:</p> <ul style="list-style-type: none"> • P.S. 86 has a strong relationship with Teach for America (TFA) as the school has been a training site for the past 8 summers. Many of our new teachers are hired from the TFA summer staff. • P.S. 86 hosts student teachers from Manhattan College. We recruit highly qualified candidates from this program. <p>Strategies for retention and support:</p> <ul style="list-style-type: none"> • Coaches and administrators conduct a New Teacher Summer Orientation to introduce new teachers to the school and our curriculum. • Each new teacher is assigned a mentor, who is an experienced classroom teacher, to assist with curriculum as well as classroom management. Both Mentors and new teachers are trained in using the Danielson Framework as a tool for success. • Weekly New Teacher meetings are held by the coaches to address the needs of new teachers. • New classroom teachers receive staff development in the areas of: test taking strategies, ongoing student assessment, the P.S. 86x Curriculum calendars for all subject areas, and extensive training in examining student work and classroom management.

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).
<p>Strategies:</p> <ul style="list-style-type: none"> • Administrative staff including the Principal and Assistant Principals attend Network meetings and Professional Development sessions • Teachers and paraprofessionals attend Professional Development sessions throughout the year focused on curriculum development and alignment to the Common Core Learning Standards.

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 <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

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"> • Kindergarten Orientation is held in June prior to a child's entrance into Kindergarten at P.S. 86. During this session, parents are invited to the school to meet the Kindergarten Teachers. The Math and Literacy Coaches also provide an introduction to the curriculum and learn more about the emotional/social transition their child will face from the guidance counselor. • Our Response to Intervention Team (RTI) provides parents with resources for struggling Pre-K students so they can receive early intervention services as needed. • Through the "Turning 5" process, IEP's are generated for Pre-K students as needed as they transition to Kindergarten. • Assessments are used to determine appropriate Kindergarten classroom setting (Bilingual, ESL or Monolingual) • The Pre-K curriculum ("Big Day" which is Common Core aligned) prepares students to develop a sense of well-being and independence. It also increases children's language skills to strengthen thinking skills that will help them solve problems.

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.

- In compliance with the implementation of the new teacher evaluation (Advance), P.S. 86 formed a Measure of Student Learning Committee in June 2014. This team met over the summer to determine which assessments would be used for the 40% portion of each teacher's evaluation score. The committee presented their plan to the staff at a staff meeting in September 2014.
- A team was formed during the 2013-2014 school consisting of Teachers from K-6 and Administrators who created a system of assessments and an assessment calendar which is currently being implemented across the school. Each year Coaches, Teachers and Administrators evaluate and adjust our plan according to the school's needs. Teachers have played a key role in the creation of Common Core aligned Performance Based Assessments for both ELA and Math in all grades (K-6) which are currently being integrated into our calendar.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The Parent Involvement Policy below meets the parental involvement requirements of Title I. The activities and/or strategies included in your school's policy align with current CEP goals for improving student achievement.

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

Parent Involvement Policy (PIP)

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology:
 - i.e. Math Workshops for Parents, Family Literacy Night, Family Bingo Night, IXL (online math skills), Ticket to Read (online reading program), Library cards
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children:
 - i.e. Progress reports, letters sent home from grade sharing current units, ARIS, Parent's Association meetings,
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress:
 - i.e. Progress reports, ARIS, books marks for each student with their Fountas & Pinnell Level of reading, DIBELS
- providing assistance to parents in understanding Common Core standards and assessments (in progress):
- sharing information about school and parent related programs, meetings and other activities in a format, and in the language that parents can understand:
 - i.e. Phone blasts (providing information through phone calls), parent letters are in Spanish and English,
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community:
 - i.e. Grade meetings, professional development

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

more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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 promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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



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: The Kingsbridge Heights School	DBN: 10X086
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: 100
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 8
of certified ESL/Bilingual teachers: 7
of content area teachers: 1

Describe the direct instruction supplemental program here and include the

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

Begin description here:

In order to continue to help our English Language Learners meet the high demands of the Common Core Learning Standards and place them on the path for college and career, our Title III monies for 2013-2016 will be used to extend and supplement the current reading and writing curriculum used in grades 2 -6 bilingual education classes. Our goal is to provide the type of support our ELL students in the Transitional Bilingual Education program need in order to achieve success in mastering the skills (reading, writing, listening, and speaking) needed to show measureable progress and growth in these areas as well as in the standarized and formative assessments they are accountable for. The goal of the program is to fuel a positive movement towards qualitative performance and hold ELLs to the same high standards and expectations as non ELL students by providing them with the language supports they need to access common core curriculum.

Beginning in October and ending in May, about 100 students in bilingual education classes in grades 2 through 6 will participate in an after-school program that will run two days a week for a total of 110 hours. The program will take place on Wednesdays and Thursdays from 2:35 PM-4:35 PM. This program will be aligned with the Common Core Learning Standards and the New York State ESL Standards. The program will consist of an intensive reading and writing curriculum in which 12 to fifteen students per class will have the opportunity to strengthen not only they're reading and writing skills, but also their listenting and speaking skills.

Seven certified bilingual education teachers will commit to exploring and implementing effective strategies to help struggling readers and writers. Teachers will determine the amount of time devoted to instruction in each of the language modalities depending on students' NYSESSLAT proficiency level, Fountas and Pinnell reading level, and the students' ability to identify words (high frequency and content). The program embeds the expectation that all students, regardless of needs, can be successful. Students will be exposed to both their Native (NL) and English language (EL) in order to increase and enhance not only their vocabulary skills, but their oral, listening, reading, and writing skills as well, in both languages. One content teacher (Technology) will support the program by providing opportunities for classes to use the lab at scheduled times to work on improving their reading and writing skills using programs like Imaginagion Learning, MYON, and microsoft word to draft, revise, edit and publish the

Part B: Direct Instruction Supplemental Program Information

writing they produce during the program.

In addition, students will also participate in a writing academy where they will continue to explore the structures and features good writers use when writing with a purpose. An emphasis on the use of grammar will be a secondary goal. The academy will incorporate technology as an educational tool. Groups of students will have scheduled times throughout the program to visit the technology lab. One technology teacher, in collaboration with each individual certified bilingual teacher in the program, will work with students to improve their reading and writing by using programs like Imagination Learning and MYON. Students will use these programs to read and engage with text at their independent reading level and answer comprehension questions. Both the technology teacher and the classroom teacher support the students in mastering the various reading and writing tasks embedded in the program. In addition, students also have the opportunity to visit the lab to work on their revision and editing skills while they craft writing pieces. One of the final projects of the program consists of each student publishing a writing piece using one of the writing structures explored during the program. During this time, each class uses the technology lab. The technology teacher and the classroom teacher work together with students in smaller groups to help them publish their final writing piece.

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

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

Part C: Professional Development

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

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

Begin description here:

Prior to the commencement of the program seven bilingual teachers will participate in a two hour five day seminar to become proficient in understanding, assessing, planning and implementing each component of the reading and writing academy. They will engage in a book study using Teaching Reading and Writing in Spanish and English by Yvonne Freeman. Via the book study, teachers will engage in discussions and exploration of effective practices that can help impact literacy success for ELLs. The book offers teachers concrete ideas to help students in bilingual classes reach high levels of biliteracy in both Spanish and English. Bilingual teachers will use their findings to craft lessons for use not only within the afterschool reading and writing academy, but also during our regular school day.

In addition, the seven teachers will revisit the components of the writing workshop model and use Reading, Writing and Learning in ESL by Suzanne F. Peregoy to study and discuss the developmental

Part C: Professional Development

phases in second language writing and develop writing lessons implementing strategies to assist writers of different levels.

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

Part D: Parental Engagement Activities

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

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

Begin description here:

P.S. 86 will continue to offer Civics/ESL classes to about 60 parents in our community. Parents will be notified about the program by means of flyers that will be sent home and by announcements made during the Parent Association montly meetings. Enrollment will be opened until both classess are filled. The teachers providing this class are certified bilingual education teachers, Ms. Scott and Ms. Velazquez. The classes will begin in November and run through May on Wednesdays and Thursdays from 5:30 PM- 8:30 PM. Two weekly lesson plans will be prepared based on the history of the United States of America. Classes will be instructed in both English and Spanish.

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 10	Borough Bronx	School Number 086
School Name PS 86 The Kingsbridge Heights School		

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 Fiona Tyson	Assistant Principal Renny Tranello
Coach Matt Egan, Tina Matlijoski	Coach Rosanna Monaco, Ursula Smalls
ESL Teacher Cynthia Calderon	Guidance Counselor Gail McLean
Teacher/Subject Area Massiel Garcia, ESL	Parent Narcissa Hernandez
Teacher/Subject Area Milagros Castro	Parent Coordinator Alberto Velez
Related Service Provider Ursula Sosa	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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.	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	14	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2	Number of special education teachers with bilingual extensions	6

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1582	Total number of ELLs	490	ELLs as share of total student population (%)	30.97%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	2	1	2	2	2							11
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
self-contained	0	0	0	0	1	0	1							2
Push-In	1	1	1	1	0	1	0							5
Total	2	2	3	2	3	3	3	0	0	0	0	0	0	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	490	Newcomers (ELLs receiving service 0-3 years)	390	ELL Students with Disabilities	79
SIFE	8	ELLs receiving service 4-6 years	99	Long-Term (completed 6+ years)	1

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

	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	174	6	20	25	0	14	0	0	0	199
Dual Language										0
ESL	216	1	29	74	1	16	1	0	0	291

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	390	7	49	99	1	30	1	0	0	490
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
Spanish	29	27	33	19	39	33	19							199
SELECT ONE														0
SELECT ONE														0
TOTAL	29	27	33	19	39	33	19	0	0	0	0	0	0	199

*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	52	32	39	40	32	28	32							255
Chinese														0
Russian														0
Bengali	1	1												2
Urdu														0
Arabic		2		2	2	3	1							10
Haitian														0
French							1							1
Korean														0
Punjabi	1													1
Polish														0
Albanian	1													1
Other	6	1	2	7		3	2	0						21
TOTAL	61	36	41	49	34	34	36	0	0	0	0	0	0	291

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)	45	8	17	12	24	15	10							131
Intermediate(I)	8	19	22	17	34	25	16							141
Advanced (A)	37	36	35	39	15	27	29	0						218
Total	90	63	74	68	73	67	55	0	0	0	0	0	0	490

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	52	13	0	0	65
4	42	11	1	0	54
5	40	6	2	0	48
6					0
7					0
8					0
NYSAA Bilingual (SWD)	0	0	0	0	0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	23	25	7	10	0	2	0	0	67
4	18	15	14	10	3	0	0	0	60
5	16	16	13	5	3	0	0	0	53
6									0
7									0
8									0
NYSAA Bilingual (SWD)	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	
4	4	1	7	7	13	15	7	5	59
8									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)	11	16	27	42				
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.
Our school assesses the early literacy skills of our ELLs using EL SOL, Fountas and Pinnell, Spanish F&P and Dibels. Each assessment tool provides teachers a baseline to drive instruction. The data collected from the assessments is used to devise learning plans from common core program lessons and units that meets the needs of the ELLs. Coaches and teachers work collaboratively to establish

reasonable goals and expectations for our school's instructional plan at each grade level. In K-3 teachers administer the DIBELS assessment to determine student proficiency levels of the early literacy indicators- first sound fluency, letter naming fluency, phoneme segmentation fluency, nonsense word fluency, and oral reading fluency- and group students as intensive, strategic, or benchmark. ELL's who score at an intensive level, or strategic level (far-below or below benchmark) are regularly progress monitored to keep track of their progress with these skills. Teachers use this data to alter their instruction around early literacy skills to include more visual support, repeated practice, and small grouping opportunities to reinforce these early literacy skills. Progress monitoring allows teachers to track growth for each individual student. In grades K-6 the F&P and Spanish F&P assessments are administered to students by classroom teachers three times over the course of the year (September, January, and May). These assessments help us determine our students' independent and instructional reading levels. Teachers use this information to select books for whole-group and small-group (guided reading, literature circles) instruction, as well as to assist students in selecting texts for independent reading. Teachers also use running records and comprehension questions to track student growth in accuracy, fluency, and comprehension. Daily guided reading along with leveled independent reading with conferencing helps foster growth for each individual student. In addition, the data allows the school to reflect on current and past practices and tailor the instructional plan to maximize student learning and reading growth.

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

Our proficiency levels on LAB R and the 2013 NYSESLAT reveal that the majority of our ELLs in grades K-2 scored at beginner and advanced levels with the majority of newly admitted Kindergarten performing at the beginner level. Whereas, most of the students in grades 3-6 are scoring at the advanced level with the majority of the fourth graders performing at the intermediate level. We have noticed many Kindergarten ELLs take the LAB R and score at the beginner level, yet when they take the NYSESLAT, the data shows them performing at a higher proficiency level. From there on, performance seems to remain steady up until they reach third grade where they appear to drop a level. We drew the conclusion that this progress may have been the result of the restructuring of the NYSESLAT grade bands. Our ELLs tend to perform better in the listening and speaking modalities of the NYSESLAT, however they struggle most in the reading and writing modalities. We have made instructional shifts based on this data analysis. Our ESL push-in and pull-out teachers will focus mostly in those areas to expose, encourage, and challenge our ELLs to read and write based on text and picture analysis.

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

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

4. 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?

a) When exploring the impact of taking high stakes exams in the native language, it is clear that ELL students, regardless of program fared about the same in performance across all four levels of performance on both the science and math state exams.

This data shows. there is minimal difference in student performance based on the language used to take the assessments. For example, this is evident in the data we have on the results of the fourth grade state science exam. Over ninety percent of fourth grade ELLs that took the Science test met or exceeded the standards both those who took it in English and those who took it in their native language.

Conversely, most ELL students in grades 3-5 performed below grade level standard on the NY Math state exam taken both in English and their native language.

b) We use the ELL periodic assessments to group students according to proficiency levels in reading and writing during the regular school day, AIS, and afterschool enrichment programs. Instruction is then targeted to meet the specific language needs of each group.

c) When looking closely at the performance of our ELLs on the periodic assessments, we deduct that our ELLs need as much support in English as they do in their native language. Our goal is to continue to provide them with rich opportunities where they can use all of their languages side by side.

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

The data generated from the assessments (F&P, F&P Spanish and DIBELS) for each child is compiled into a whole-school snapshot of our students reading abilities in comparison to grade-level benchmarks. This allows us to prioritize students, classrooms, and grades that require professional development, resources, or additional personnel to assist in meeting the needs of our ELL students. In addition, the data allows the school to reflect on current and past practices and tailor the instructional plan to maximize student learning and reading growth. Using the DIBELS and F&P data teachers identify students who are most in need of academic intervention services (Tier 2 support). Daily Tier 2 intervention is provided for each of these students, and their progress is tracked through routine Progress Monitoring and teacher observations.

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

To ensure that our ELL student's second language development is considered in instruction decisions, most ELL students are placed in a self-contained ESL class or a TBE class. In these classes both students and teachers are encouraged to use Translanguaging strategies to make content and language accessible and comprehensible. Translanguaging strategies are used as a scaffold to help Emergent Bilinguals learn English. These strategies are also used as a way to cultivate students' bilingualism using all of their languages as a resource for learning (reading, writing, listening and speaking) in the classroom. With the use of both languages students take notes about their reading in both languages and discuss what they are learning in both languages. In a bilingual classroom, mini lessons alternate between English and Spanish. Key vocabulary and syntax is developed in both languages side by side. With independent reading, there's a combination of both English and Spanish. In the ESL classroom topics are read about extensively in English while students are encouraged to discuss and research these topics in their native language. In the ESL classroom there's wide reading around a particular topic to develop content knowledge and language, there's use of multilingual websites and books, and there's listening to text in the home language.

7. For dual language programs, answer the following:

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

P.S. 86 currently does not have a Dual Language Program. We periodically review Parent Surveys and Program Selection Forms. All documents/forms are filed in binders by grade. If we collect more than 15 forms on two contiguous grades requesting Dual Language we will then prepare to provide this program model.

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

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

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](#).)
When newcomers are initially admitted to the New York City public school system, Mrs. Cynthia Calderon and Mrs. Massiel Garcia, two certified ESL teachers, administer the Home Language Identification Survey to the parent and conduct an oral interview with the student. Home language Surveys are available in fourteen languages other than English. P.S. 86 has staff that provides translation services in the following languages: Spanish, Bengali, French, Italian, Mandarin, Chinese, Arabic and Punjabi. If the child's home language is determined to be a language other than English, the LAB-R is administered within 10 days of enrollment by an ESL certified teacher. An ATS report, RLER provides a list of students eligible to receive the LAB-R. We also use the "reminder to administer" the LAB-R memo that is automatically faxed from central. To verify all students are entered into the computer correctly Grisel Santiago (School Enrollment Secretary), along with the assistance of Mrs. Cynthia Calderon and Massiel Garcia review the Home Language Surveys to ensure every student with a language other than English is tested. The Language Assessment Battery-Revised is used to determine eligibility for Bilingual or English as a Second Language Program. Children who score at or below proficiency on the LAB-R become eligible for ESL services. Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance. The LAB-R is hand scored after administration to expedite appropriate program placement and proficiency level. Notifications are sent to parents to ELL's after the identification process.
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.
Parents and guardians of newly enrolled ELLs are encouraged to participate in Newcomer Orientations held about once a month based on enrollment. These orientation sessions are conducted by the ESL certified teachers (Mrs. Calderon and Mrs. Garcia) supported by the Bilingual Coordinator (Renny Tranello, Assistant Principal), and the Parent Coordinator (Alberto Velez) describing bilingual and ESL programs within 10 days of admission. During this orientation, parents are given the ELL Parent Brochure in their home language, which provides information on ELL identification and eligibility, the three types of ELL programs, and ways parents can participate in their child's education. Parents watch an orientation video in their home language describing program models that are available in NYC public schools. If a version of the video in the language needed is unavailable, parents may view the English video with an interpreter provided by the school. Based on this information, parents and guardians may select an available bilingual or ESL model that will help students succeed. A Parent Selection Form translated in their home language is completed after the orientation. Parents are asked to rank choices of programs based on preference (Transitional Bilingual Education, Dual Language and Freestanding English as a Second Language). Programs offered at P.S. 86 are aligned to parental requests. The parent selection process has resulted in parents making a more informed choice. Parents of newly enrolled English Language Learners can select an available transitional bilingual or ESL program that will help meet students' linguistic and academic needs. When parents choose a program model not currently available in our school, we keep those requests in a folder in Room 200. We continue to monitor the amount of parents requesting a Dual Language program. If we have 15 requests on two consecutive grades for a Dual Language program, we will prepare to make that program model available. The ELL Parent Choice Screen (ELPC) is completed on ATS within 20 days of admission.
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 [\[see tool kit\]](#).)
When a student scores below proficiency on the LAB-R, the ESL teachers Mrs. Calderon and Mrs. Garcia send home the original copy of the letter with the student, while duplicates are secured in folders filed by grade level in the ESL office, room 200. During the parent orientation, parents complete the Parent Survey and Program Selection Form after viewing the Orientation Video. These forms are then submitted and filed. If parents do not attend the Orientation session, the Parent Survey and Program Selection forms are sent home with the student to be completed and returned as soon as possible. If a form is not returned, the ESL teachers call the students' home to ensure parents understands the forms they are completing. If assistance for completing the forms is needed, the parents are asked to come in for a meeting. During that meeting, the aforementioned forms are explained to the

parents. Parents are then encouraged to fill these out before the meeting concludes. For families that do not return or attend the meeting, the default program for their child is Transitional Bilingual Education as per CR Part 154. The original copy of the Parent Survey and Program Selection Forms are kept in the students' CUM folder and copies are secured in grade level binders in alphabetical order and kept in the ESL office, Room 200. To determine which students are eligible for continued entitlement the RLER, an ATS report is reviewed. In the beginning of the year, ESL coordinators, Mrs. Calderon and Mrs. Garcia send home Continued Entitlement Letters to students who did not pass the NYSESLAT and are still eligible for ESL services. These letters are sent home and a file copy is kept in ESL office.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
If eligible students at P.S. 86 are placed in bilingual or ESL instructional programs based on the parent's choice after reviewing the parent survey and parent selection form completed in the parent's home language. Students are placed accordingly within ten days of admission. The ESL teachers make every effort to communicate with the parents of ELLs about the programs available to the during parent orientation. This ensures parents make an informed choice of their child's placement in our school. In the beginning of the year, ESL coordinators, Mrs. Calderon and Mrs. Garcia send home Continued Entitlement Letters to students who did not pass the NYSESLAT and are still eligible for ESL services. These letters are sent home and a file copy is kept in Room 200 in folders organized by grade level.
5. 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.
In the Spring, the RLER report on ATS is printed to determine which students are eligible for the NYSESLAT. Every ELL is administered the NYSESLAT to determine English proficiency. The Speaking subtest is individually administered by a team of teachers who are trained on how to administer the test. Anchor and sample questions provided by QUESTAR are reviewed to ensure fair and proper scoring. Three additional dates are arranged for the Reading, Listening and Writing subtests. Students are grouped by grade level and/or testing level to ensure each eligible ELL is tested. Each teacher administering the exams keep track of any absentee. We hold makeups for any student who missed any part of the examination. Reminders about the NYSESLAT and the importance of taking each part of the examination is sent home prior to the testing dates. The attendance team at PS 86 holds an award incentive to students who were present in school for all three parts of the NYSESLAT, (the Speaking is done the month prior). Students who are present all three days of testing are entered into a raffle. Prizes such as pencils, pens, bookmarks and books are given out. These incentives help keep attendance up on test dates so fewer makeups have to be administered.
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. 
Parent choices are reviewed on an individual basis to ensure that students will be placed in a program that will result in academic success. Based on the strong emphasis on academics, more parents place limited English proficient students who speak mainly Spanish, in the bilingual program. Parents want their child to become comfortable in a new school, class, and many times, a new country. For these reasons many newly arrived students, choose a bilingual program for their child. During the oral interview with the parents and child, students who do not know any English enter a Bilingual class to learn in their native language and begin learning a new language, English. Parents who choose the ESL program generally have children who speak both English and another language. Many of our parents are second language learners themselves and found learning a second language at a later age difficult. These parents choose an English as a Second Language Program so their child learns English in elementary school. There are always a few parents whose children speak very little English and choose a monolingual class because they feel their children will be successful with that placement. Out of 122 eligible new admits in the 2013-2014 school year, 72 families chose the Free Standing English as a Second Language Program, 46 families chose Transitional Bilingual program, and only 4 chose the Dual Language Program.

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])?

To meet the needs of our English Language Learners, Public School 86 offers a self contained spanish transitional bilingual program, which includes special education as well as a self contained push-in ESL program available in every grade from K-6. In both programs the model consists of heterogeneous grouping where students of mixed proficiency levels are placed in together in their corresponding grade level classes. English as a Second Language (ESL) is a major component of both programs (TBE and Push-in , Pull-out ESL). Instruction is strategically designed to develop skills in listening, speaking, reading, and writing. Kindergarten through grade 5 bilingual classes are using ReadyGEN which is common core aligned. Our biligulal teachers have worked diligently to translate the ReadyGen material in order to support their bilingual students. Second language learners in monolingual K-5 classes are also using ReadyGen. 6th grade is using CodeX . All K-3 English Language Learners will be using “Moving Into English” for ESL instruction. ELLs in grades 4-6 are using the Hampton Brown “Avenues” Program. These programs include newcomer materials which are especially useful for the older beginner language learners. “English at Your Command” is used in most classrooms in Spanish and English. Assessment in both languages is used to analyze programs and drive instruction. Students in the Transitional Bilingual program including SWD's receive instruction from New York State Certified Bilingual Education Teachers in both the native and target language. The goal of the bilingual program is to gradually transition students into English-only instruction. The primary language (Spanish) is used to support the transition. In the mean time, students in the self contained push-in ESL program, receive English-only instruction in the content area (with some native language support) with a great deal of support from the certified push-in ESL teacher. In the bilingual program, students are taught in their native language with intensive support in English language instruction. Content area (Math, Science and Social Studies) instruction is mainly in the students' native language (Spanish) with some instruction in English (with ESL support) depending on students' English proficiency level. Students receive grade level appropriate work which helps them meet New York State Standards. This helps them make academic progress in the content areas while they develop English proficiency. In the push-in ESL program, students content area instruction is in English-only with ESL support provided by the push-in ESL teacher.

2. 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)?

To address the needs of students who have not achieved proficiency on the NYSESLAT and are not in a bilingual program, we have a push-in/pull-out ESL program for grades Kindergarten to Sixth. ESL students are placed in the same class on each grade

level and ESL services are provided by a certified ESL teacher who pushes in or pulls out depending on the needs of the student. In the fourth and sixth grade, there are ESL certified teachers who have a self-contained ESL class. In compliance with CR part 154, beginner and intermediate level students in the push-in/pull-out ESL program receive 360 minutes of explicit ESL instruction weekly, while students at the advanced level receive 180 minutes of explicit ESL weekly. All advanced students receive 180 minutes of ELA as well. Ninety minutes of ESL instruction through the content area is provided weekly for those students who have achieved proficiency on the NYSESLAT. This service is provided to this group of students for up to two years after passing the NYSESLAT. The goal of the ESL program is to help students meet the demands of common core standards in an all English class as they develop listening, speaking, reading and writing skills. ESL instruction is interdisciplinary and addresses all content areas. The breakdown of the time allotment for instruction in the TBE program is slightly different for students due to the native language arts component. In order for students in the TBE program to access the new Common Core aligned ELA curriculum, which is not available in their native language, we have adapted the 50-50 model of instruction in literacy. Within this model, students receive literacy instruction in both English and Spanish on an alternating basis (1 week in English, 1 week in Spanish). Text is made accessible and comprehensible to students by means of translation of text and the use of Translanguaging strategies. Translanguaging strategies are used as a scaffold to help TBE students acquire the English language. These strategies are also used as a way to cultivate students' bilingualism using all of their languages as a resource for learning (reading, writing, listening and speaking) in the literacy classroom. With the use of both languages students take notes about their reading in both languages and discuss what they are learning in both languages. The use of the languages by both students and teachers varies depending on the students' English proficiency level. For example, a beginner or intermediate student will rely more on his home language during the English week when using all four language modalities while the teacher strategically threads ESL strategies to meet more than the mandated 360 minutes a week of instruction. In addition, the teacher will make language modifications to her instruction to help meet individual students' language needs both in ESL and NLA. In a bilingual classroom, mini lesson's alternate between English and Spanish. Key vocabulary and syntax is developed in both languages side by side. With independent reading, there's a combination of both English and Spanish. Under this 50-50 model of instruction, teachers strategically embed language modifications into their instruction. TBE students not only meet the mandated time allocation for ESL, NLA and ELA instruction, they surpass it due to the week by week alternation of languages. All instruction in this program (TBE) is delivered by certified bilingual classroom teachers.

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.

Delivery of content area instruction varies slightly in each program model. In the TBE program, the goal is to help students to meet content area (math, science and social studies) language NYS standards by means of the knowledge transfer approach. In this approach, students receiving content area instruction mostly in the native language so that they can transfer the knowledge acquired as their English proficiency increases. The dominant language is used 60-80 percent of the time in the early stages of English proficiency. For example, a beginner student will receive math, science and social studies instruction in Spanish with minimal instruction of such subjects in English. However, as the student progress to the intermediate and advance English proficiency levels content area instruction in math, science and social studies gradually shifts to English. At the intermediate and advanced levels students receive gradual instruction of such subjects in English scaffolded by ESL methods and strategies. By the time a TBE student is advanced, the time allocated for instruction in the English language increases. At each stage content is made more comprehensible by means of a variety of resources used both in the students native language-when in the beginning stages of English language development-and in the second language-when in the later stages of English language development. All instruction delivered in English is supported with ESL methods and strategies, students are provided with dictionaries and glossaries and a sleud of online resources including Brain Pop, Discovery Science, Destination Math, and MyOn. Simillary, the goal of the ESL push-in/pull-out ESL program is to help ELLs meet the expetations of common core content area and language demands by means of (math, science and social studies) and language standards by means of the SIOP model. The SIOP model is a research-based and validated model of shelter instruction. Through this model, classroom teachers-with the help and support of the ESL teachers plan and deliver lessons that allow ELLs to acquire academic knowledge as they develop English language proficiency. ELLs in the push-in/pullout ESL classes also have access to dictionaries and glossaries, online resources and technology. Each ELL self-contained classroom is equipped with a smartboard and the necessary software for teachers to make content lessons more interactive and engaging for students. In both programs the use of Translanguaging plays an important role. Translanguaging provides a way of ensuring that Emergen Bilingual(EB) students receive the rigorous education that will allow them to meet Common Core Learning Standards, even when their English language is not fully developed. In fact, the theory of Translanguaging fits well with the theory of language as action that is contained in the Common Core Learning Standards. This strategy offers EB students the possibility of being able to gather, comprehend, evaluate, synthesize and report on information and ideas using text based evidence; engage with complex text, not only literary but informational; and write to persuade, explain and convey real or imaginary experience

even as their English is developing.

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

We ensure that ELLs are appropriately evaluated in their native language as well as in English. ELLs in grades K-3 are administered the Spanish Fountas and Pinnell and grades 4-6 are given the Spanish DRA, EDL reading assessments. These assessments are administered three times during the year (September, January and May) to determine the students native language independent and instructional levels. Teachers also administer a Writing baseline, midline and endline to measure each students' native language writing proficiency. ELLs in a bilingual program who receive content area instruction in Spanish are administered school and state assessments in the language they received instruction in (Spanish). Math and Science examinations are ordered in Spanish for our bilingual classes, including Bilingual Special Education classes. Bilingual glossaries are available during testing to support our second language learners.

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

Our school evaluates the four modalities in various ways. Teachers administer the Fontas and Pinnell three times a year (September, January and May) a writing baseline, midline and end line is also given to monitor progress in students writing. The ELL periodic assessment is administered twice a year once in the fall and again in the spring. This test asses Ell's in three modalities, reading, writing, and listening. The test is aligned with NYS ELLs standards and the NYSESLAT. This test is a good predictor of how students will perform on the NYSESLAT. Teachers use this information to plan for instruction. Listening and speaking skills are evaluated through oral presentations, classroom debates, role playing activities, group discussions and writing celebrations (student reflect on each other's work both orally and in the written form). Speaking is also evaluated on a daily basis by teachers. Close attention is given to student interactions with their peers, other teachers and adults, pronunciation, fluency and coherence, vocabulary and grammar.

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).

It is crucial and important to differentiate instruction for ELLs since they are expected to meet the goals and state standards just as their English-only counterparts. Various interventions are offered by the school to all ELLs, including the special education students to improve their linguistic and academic abilities so they meet New York State Common Core Learning Standards promotional/graduation requirements.

a. Students with interrupted formal education (SIFE) are provided services based on their individual needs. Academic intervention services are provided using Voyager Passport (Grades K-2) and Soar to Success (grades 3-6). Voyager is a comprehensive reading intervention program that meets the needs of all struggling readers. Through explicit introduction of priority skills, struggling readers access increasingly complex text. Soar to Success is a research based reading intervention program designed for students in grades 3-8 who are reading significantly below grade level. It is a small group model that uses motivating literature, recipocral teaching, and graphic organizers and fast paced lessons to help these students accelarate their reading growth. In addition, Ticket to Read® is Voyager's exciting new technology component. This web-based skill-builder invites students to read hundreds of engaging and informative passages and become more fluent, learn more vocabulary words, and comprehend more about the world around them. Ticket to Read facilitates independent practice from school, home, or any computer that has an internet connection. The online program teaches and builds reading skills at the individual level with adaptive instruction in, phonics, fluency, vocabulary, and comprehension. As they learn they earn tickets for hundreds of virtual prizes to decorate their personal clubhouses. Ticket to Read integrates web-based data management to track student progress. Teachers use this data to drive further instruction in guided reading groups. Small group instruction was also provided by ESL teachers to improve their listening, speaking, reading and writing skills to become English proficient using programs such as, Moving Into English, Avenues, English at Your Command and High Point. These programs offer research-based and standards based instruction in English and language arts. These programs were designed for English learners and struggling readers in Grades K-6 to accelerate growth in language, literacy, and content. Using carefully chosen literature selections in both fiction and nonfiction, instruction proceeds from building vocabulary and language to understanding the fundamentals of reading (phonemic awareness, phonics and decoding), development of comprehension skills, writing, and application in content area studies. Students are given the opportunity to attend an after school program. The program supports an intensive reading and writing instruction academy in which ten to twelve students per class develop reading and writing skills through an interrupted quality of time. The program is designed to increase students' English vocabulary and English skills; oral, listening, reading, and writing. In addition to Ticket to Read, our school is also using MyON, a complete literacy program that reinvents student reading. This program offers students access to thousands of award winning digital books, recommends content to readers at their

interest and at their reading level. It also offers features such as, spoken word audio to model fluency, sentence highlighting, and an embedded dictionary. Teachers are able to track how much time each child spends reading, the number of books read, their reading growth, and much more.

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

c./d. ELLs receiving services for 4 to 6 years receive small group instruction with a certified ESL teachers as well as Academic Intervention Services (AIS). ESL instructors utilize programs such as English at Your Command, Avenues, Moving into English, and Wilson Reading System and Wilson Just Words. These programs are designed to enhance students' English proficiency in phonemic awareness, phonics, decoding, comprehension skills, writing, and application in content area studies.

d. Long Term ELLs are provided with "at risk" resource room, IEP mandated resource room, and/or AIS. Teachers in the resource room design instructional supports that meet the specific needs of the students they service in order to maximize their learning potential. The resource room teachers work closely with the classroom teachers and the parents to ensure the support provided is indeed helping the ELL student reach their full potential. Students in resource room are usually assessed and tested in the resource room as it provides a less distracting environment and have a better chance at success.

e. Former ELLs continue to receive Academic Intervention Services (AIS) until adequate progress is made (determined by classroom teacher and/or standardized exam scores.) In addition, these students are offered after school programs, and Saturday Academy to support them in reading and math. They receive extended test accommodations for two additional years after achieving proficiency on the NYSESLAT. This provides former ELLs an opportunity to demonstrate their content knowledge while they continue to develop their linguistic and academic skills.

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?

There are a variety of instructional strategies used by teachers to enable ELLs - SWDs access to academic content areas and accelerate English language development. Within the classroom there is cooperative learning which enables ELLs- SWDs to be active learners. Using a variety of groupings allows these students to interact with their English speaking peers. Differentiated instruction is highly used throughout all grades as an effective teaching strategy. This type of instruction provides opportunities for visual, verbal linguistic, and tactile kinesthetic learners to apply their strength when learning. The use of hands-on activities, demonstrations, and use of technology such as the Smart Board, CDs, cassettes, and videos are utilized to supplement instruction in the content areas. Grade level materials include components from the programs used to accelerate English language development such as English at Your Command, Avenues, and Moving into English. The development of vocabulary is essential to language development because it makes content more comprehensible to English language learners. Vocabulary is explicitly taught through several programs such as, Words your Way, Elements of Vocabulary, and Rev it Up. ELL learners will have access to the new Common Core aligned ELA curriculum. The ESL strategies used to adapt this curriculum will create entry points for ELL students to access grade level ELA curriculum and task, as well as providing them with comprehensible input and output.

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?

Teachers at our school are given curricular, instructional, and scheduling flexibility to meet the diverse needs of ELLs - SWDs within the least restrictive environment. Teachers in grades K-5 use ReadyGEN. These students are provided additional support in other ways. Instruction is data driven. Teachers create small groups of students to work with based on their performance on assessments and informal teacher observations. Students with similar needs are grouped together to receive additional reinforcement during small group instruction. These groups vary and change according to content. Academic Intervention Services are in place and designed to help students achieve the learning standards in English Language Arts. Students who receive these services are recommended by the classroom teacher. The provider works along with the teacher to create a schedule that accomodates the child providing the ultimate instructional time. AIS providers articulate monthly with classroom teachers during a common prep and also participate in data meetings held by grade level supervisors and coaches. Certified ESL instructors, Mrs. Calderon and Mrs. Garcia also provide flexible instruction and scheduling by pushing into the classroom and provide services to help these students' listening, speaking, reading, and writing skills.

Courses Taught in Languages Other than English

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts:	Spanish			
Social Studies:				
Math:				
Science:				
K-6 Bil. Classes Math	Spanish			
K-6 Bil. Classes Social Studies	Spanish			
K-6 Bil. Classes Science	Spanish			

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

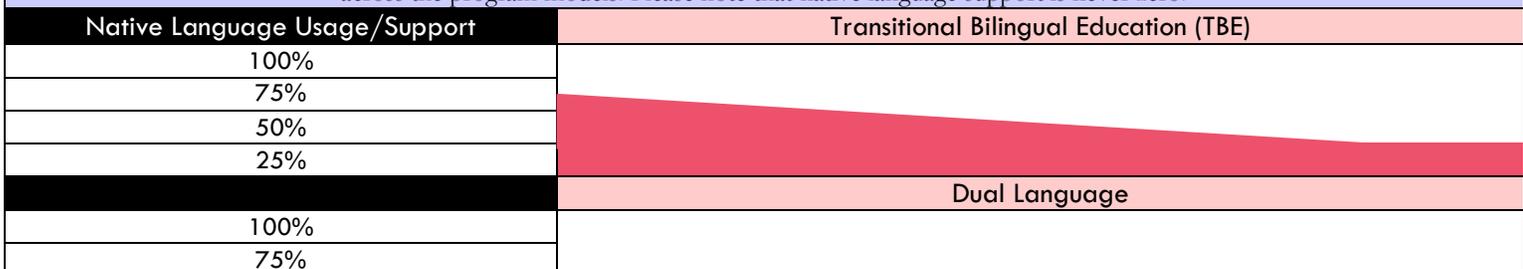
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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.

Small group instruction is provided by certified ESL teachers, Mrs. Calderon and Mrs. Garcia who work to improve students' listening, speaking, reading and writing skills. Students will become English proficient using various programs with specific groups. Moving into English is a flexible, easy-to-use program that provides teachers with language-rich resources to help in the enhancement of Newcomer ELLs language acquisition. Each lesson is divided into three simple steps: Talk About it, Read About it, and Write About it. This adaptable program focuses on Phonemic Awareness, Phonics, Language Exploration, Comprehension, and Fluency. The Hampton-Brown Avenues Series is a standards-based reading and language arts program, designed to promote success in language, literacy and content with intermediate and advanced ELLs. Hampton-Brown's Avenues Series involves a variety of language arts lesson plans for grades K-6, including writing, vocabulary building and comprehension. English at Your Command provides comprehensive writing and grammar support for a range of writing forms. Intermediate, advanced and proficient ELLs receive ELA Academic Intervention Services, AIS, in small groups to enhance listening, reading, speaking and writing skills, as well as, other content areas. Guided reading specialists and resource room teacher's focus on basic grade level skills not met, using Soar to Success, which is a research-based, intervention model. Soar to Success contains instruction in four of the critical components of reading: phonics, fluency, vocabulary, and comprehension. Comprehension instruction however, is the primary thrust of Soar to Success and it is designed to develop in students an awareness of where and when to apply specific strategies to independently unlock the meaning of the texts and books they read. AIS is also provided through Voyager Passport. Voyager Passport incorporates a multi-tiered approach to address academic difficulties for all students, reducing referrals to special education. Daily lessons provide explicit instruction: the teacher models the skill, and monitors group and individual practice with corrective feedback. Research unequivocally recommends this instructional model for at-risk students. This program has two components. Word Work provides grade-appropriate instruction in phonemic awareness, letter-sound recognition, word reading, and sight words. Each skill is taught explicitly, deliberately, and with a purpose in mind. Read to Understand gives struggling readers daily opportunities to apply newly learned skills with accessible and engaging text. Vocabulary instruction is focused upon while comprehension instruction helps students read more strategically. AIS is provided for math intervention using a program Mathletics. Mathletics is used for all ELLs. The AIS provider matches the program level with the student's proficiency. Grades K-6, use "Go Math", a new program which provides new teacher approach allowing teachers to address the rigors' of new standards and assessments aligned with common core. These new materials are helping students achieve fluency, speed, and confidence with grade-level concepts. All grades are using a social studies program developed by Houghton Mifflin Harcourt. This program motivates students in grades K-6 to become active and informed citizens while covering state standards and maximizing teaching time. There is powerful reading and vocabulary instruction which helps teach content area reading. There are easy to use multiple resources to help meet the needs of all learners in every classroom, including ELLs performing at Beginner, Intermediate, and Advanced levels. This program does have an Access for English Learners component. Ms. Pannell (prep teacher) Ms. Sanchez (AIS grade 2), Mrs. Stratigakis (AIS Teacher for Grades 3-5 Bilingual), Mrs. Sosa (SETSS provider), Ms. Castro (Bilingual Guided Reading) and Mrs. Hechevarria (Guided Reading Teacher for Grade 6, including Bilingual students) provide teachers in their given grades with additional support in the content area. These teachers provide help to children at the beginner and intermediate levels through use of graphic organizers, labeled photos to support vocabulary being taught in the content area, as well as guided reading of the text to support concepts being taught by the classroom teacher. Mrs. Rampersaud (Prep Teacher for all grades) focuses on the teaching of Science throughout the grades. She supplements the programs used within the classroom with materials of her own. She does many hands-on activities and projects with the students and covers the grade appropriate concepts students need to learn. She also has a Saturday, After School Program, where she works with students preparing for the NYS Science test using the Delta FOSS Kits and doing hands-on experiments.

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

This year our school is using a new Common Core aligned program in grade K-6, ReadyGEN (K-5) and CodeX (6th). Both ELA programs provide daily scaffold instruction to meet the needs of ELL students. Our bilingual and ELL classes are using daily translanguaging strategies to provide appropriate access points, so that students are making meaning of the content. These translanguaging strategies guide teachers in promoting the language development of the ELLs in their classes. Go Math is our core math program. The program enhances the learning of all of our students, especially the ELLs. The program is common core aligned and is designed to ensure that all students have deep conceptual knowledge of the math skills. The lessons build from the concrete to the abstract. Students learn many different strategies, using hands-on exploration, pictorial representation, and then step by step procedure. The students are challenged as they apply their math skills to real world word problems. Our ELL students benefit from

the differentiated instruction activities which support language. Math words are displayed with visuals. The pronunciation of the words and the use of graphic organizers help elicit meaning of the words for the students. Each class has the math words displayed so that the students have a frame of reference during math instruction that can be used to help explain their mathematical thinking to justify their answers. In addition, there are daily RTI strategies built into every lesson which rely on visual representation and the use of math manipulatives which aid in supporting students' success in math. Go Math provides many opportunities for the teacher to assess the students' level of understanding. At the beginning of each chapter there is a pre-diagnostic assessment which identifies the students who will need extra support in order to successfully master the skills of the chapter. After the guided practice of each lesson, there is a check point where teachers assess students to determine whether students will be able to work independently or in the guided math group (RTI). At the end of each lesson students must be able to answer the essential question of the lesson. During this time students engage in accountable talk. From this discussion the teacher determines whether or not the students understood the lesson of the day. In addition to daily assessments, students take chapter tests which assess mathematical content and practice. Teachers use data from these assessments to determine skill mastery, the need for whole class re-engagement or small targeted group instruction.

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

For the 2013-2014 school years our school has launched a school wide independent reading initiative. Independent reading will happen during extended day for 371/2 minutes from Monday-Thursday. Classroom teachers will work collaboratively with their assigned extended day teacher, both teachers will be conferring with readers to reinforce student's strength, to support reading growth, hold student accountable for previous learning, and deepening students' conversations about books in order to deepen their thinking.

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

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

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

In order to continue to meet the instructional expectations called for in the Common Core State Standards (CCSS) our title III monies for 2012-2014 will be used to implement a supplemental afterschool program to improve students' skills in reading, writing, and word study. Our goal is to provide support for our ELL students to achieve success in mastering the skills to pass the standardized test for their perspective grades. This will fuel a positive movement towards qualitative performance and hold ELLs to the same high standards and expectations as non-ELL students. Beginning in October and ending in May, about 100 students in bilingual education classes in grades 2 through 5 will participate in an after-school program that will run two days a week for a total of 120 hours. This program will be aligned to the CCSS and the New York State ESL Standards. The program will consist of an intensified reading and writing academy in which ten to twelve students per class will be able to better develop reading, writing, listening and speaking skills. Eight certified bilingual education teachers will be committed to demonstrate effective teaching strategies with an emphasis on fluency to help students who struggle in reading. Teachers will determine the amount of time devoted to fluency instruction depending on students' NYSESSLAT proficiency level, Fountas and Pinnell reading comprehension level, and the students' ability to identify words (high frequency and content). The program embeds the expectation that all children can learn as it will expose students to both their home (HL) and English language (EL) in order to increase and enhance their academic vocabulary skills as well as their oral, listening, reading, and writing skills in both languages. In addition, the students will also participate in a writing academy where students will continue to discover the structure and features good writers use when writing for specific purpose. An emphasis on the use of grammar will be a secondary goal. The academy will incorporate technology as an educational tool where groups of students will have scheduled times throughout the week to visit the technology lab. One technology teacher, in collaboration with each individual certified bilingual teacher in the program, will work with students to improve their reading and writing abilities. In the technology lab, students will use iStation and Ticke and MyON to Read-online reading programs that allows students to read text at their independent reading level and answer comprehension questions. Both these programs are available in English and in Spanish. The technology teacher and the classroom teacher support the students in mastering the various reading and writing tasks embedded in the programs. In addition, students also have the opportunity to visit the lab to work on their revision and editing skills before a piece of writing is published. One of the final projects of the program consists of each student publishing a final writing piece. During this time, each class uses the technology lab where the technology teacher and the classroom teacher work together with the students in small groups to help them publish their final writing piece.

Students will also visit our library to borrow books, do research and read independently or read with a partner on a regular basis. Finally, each teacher will complete an assessment on each student to determine their reading and writing growth and to assess the achievement of program related objectives. Our school collaborates with The Bronx Zoo, Lehman College Art program, The Beacon program (run by Mosholu Montefiore Community Center), Sports and Arts, Project Arts, The Guggenheim Museum, Botanical

Gardens, Audubon Society, Solar One, Christadora and the Folk Art Museum. These programs are available to all students, including our ELLs.

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

Each of our classes is equipped with a SMART Board. The SMART Board is an interactive, electronic whiteboard that enhances instruction and learning. The SMART Notebook software makes it possible for teachers to create content rich, dynamic lessons addressing specific student skills. These boards increase the interactive atmosphere in the classroom which in return increases the learning experience and student engagement. The teacher can project their notes and presentations on these boards and instead of becoming a one sided lecture, it becomes a two sided experience. Students can edit and make notes on the screen or answer questions directly on it. This allows the students to play a larger part in the discussion and become more intellectually engaged with the lesson. Teachers integrate various interactive websites into their lessons. In addition, each classroom is also equipped with an ELMO, groundbreaking document cameras and visual presenters benefit students, especially ELLs by enabling teachers to incorporate stimulating high resolution visuals into their lesson plans and delivery. With the ELMO teachers are able to improve interactions with their students, and allow students to gain knowledge through visual interests. Furthermore, our school has made available two computer labs, about four computers in each classroom, Ipad carts available to use for each grade on every floor, and two laptop carts. The use of technology is implemented into lessons to make learning interactive, meaningful, and authentic. Some of the websites that our ELLs use are: www.starfall.com, www.brainpop.com, www.4esl.org, www.nettrekker.com, www.mylibrarynyc.org in addition to other accessible sites. Each student is encouraged to use Ticket to Read. Ticket to Read is a web-based skill-builder that invites students to read hundreds of engaging and informative passages and become more fluent, learn more vocabulary words, and comprehend more about the world around them. Ticket to Read facilitates independent practice from school, home, or any computer that has an internet connection. The online program teaches and builds reading skills at the individual level with adaptive instruction in phonics, fluency, vocabulary, and comprehension. As they read, they earn tickets for hundreds of virtual prizes to decorate their personal clubhouses. Ticket to Read integrates web-based data management to track student progress. Teachers use this data to drive further instruction in guided reading groups. The myON reader is another web based reading program students use. The myON reader recommends content to readers at their interest and reading level. Students become immersed in reading titles targeted specifically for them. It provides reading supports such as audio, highlighting and dictionary. Teachers are able to develop personalized reading plans for students based on their reading level and provide access to reading supports if necessary. Students can monitor their progress through their growth chart as well as number of books read and time spent reading. It's truly a magical experience. Our school offers a program called Playaways- an MP3 player created to encourage independent reading. Students listen to an audio book focusing on the correct English pronunciation and intonation. The Playaways may be used in school or at home. Our Media Specialist/Librarian trains students how to use the Playaways and trains teachers to implement Playaways into their curriculum. All students have their own individual login and password for IXL. IXL is a web-based tool that allows students to practice grade level skills. As students master skills, they collect ribbons and medals that keep them motivated as they practice. IXL even features a themed game board for each grade so that students can win exciting prizes as they practice. IXL's reports are designed to give you the information you need to help your students reach their potential in math. With IXL you can identify a student's strengths and pinpoint trouble spots; view improvement over time; and measure progress based on length of practice time. You can even view the actual problems a student missed and the answers students chose for those problems.

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

In the Bilingual Education program, each classroom is enriched with bilingual libraries. Students are exposed to literature surrounding various cultures and traditions. Teachers use blue ink for all charts to differentiate the Spanish language. Teachers in TBE programs use the color blue (Spanish) to separate language use around the classroom. This separation of languages allow students to refer to the charts when working independently. The flow of the day or daily schedule clearly defines the subject, objective, and language of instruction. In the English as a Second Language program, students have access to bilingual glossaries and buddy systems. There are bilingual paraprofessionals available to support students in the classrooms. In addition both programs heavily rely on the use of Translanguaging strategies to make content comprehensible for ELL students.

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

All services and resources provided by our school correspond to ELLs' ages and grade levels. Our goal is to provide support for our ELLs to achieve success in mastering the necessary skills needed to meet the demands of the CCLS and work towards becoming college and career ready. This will fuel a positive movement towards qualitative performance and hold ELLs to the same high standards and expectations as all students.

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.

Before the beginning of the school year newly enrolled ELL students are invited with their families to attend a parent orientation during which they are informed about the variety of programs available for their children based on ELL eligibility. The Parents Association holds meetings on a monthly basis which these parents are welcomed to attend. Throughout the school year school tours are available upon request.

18. What language electives are offered to ELLs?

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

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)?

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

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.

1. Rigorous, research-based professional development is held for ELL educators and support staff, such as paraprofessionals, psychologists, and occupational/physical therapists to provide the best teaching possible for our ELLs. Our professional development focuses on how to implement strategies that promote a literate learning environment which respects individual diversities. Through assessment, observation, study groups and discussion with colleagues, we will continue to adjust curriculum instruction to meet the needs of our students. Staff development will continue to support ESL methodologies and strategies through technology in literacy development. All administrators will assist the staff with the implementation of common core learning standards effectively align the curriculum of grades K-6. Mrs. Garcia and Mrs. Calderon attends the ELL Compliance Conferences and various workshops provided by OELL and network 607. They turn key valuable information to assist in planning for our ELLs and provide classroom teachers with instructional support. The school schedules a common prep for teachers of ELLs and Bilingual teachers bi-weekly. During these meetings, teachers share best practices, plan collaboratively, look at student work, and are introduced to new strategies. Teachers are brought up to date about city and state mandates.

2. Teachers of ELLs will participate in a two-hour, five day seminar to become proficient in understanding, assessing, planning and implementing the necessary components of the reading and writing academy. They will read *Fluency Strategies & Assessment* by Jerry L. Johns and Roberta L. Berglund. The book will provide them with questions and answers about fluency, evidence based strategies, activities and resources. Bilingual teachers will use their findings to create lessons for use within our current literacy units during our extended day reading and writing academy. Teachers will also use sections of the book, *Teaching Reading and Writing in Spanish and English in Bilingual and Dual Language Classrooms*, by Y. Freeman and D. Freeman. This professional book provides teachers with research-based instructional advice for helping ELL students meet standards while giving innovative access to the same high-quality education as their English-speaking peers. In addition, teachers will revisit the components of the writing workshop model and use *Reading, Writing, and Learning in ESL* by Suzanne F. Peregoy to study and discuss the developmental phases in second language writing and develop lessons implementing strategies to assist writers of different levels. At the end of the program, teachers will come together to create a resource guide of lessons and work samples used throughout the program. They will share their knowledge at their grade meetings as the program ensues which will assist teachers who are new to the teaching of English Language Learners. In addition, ELL/bilingual teachers are given the opportunity to attend professional development offered by the office of Ell's at other locations to enhance their teaching practices and better support our ELLs. Teachers then turn-key the information at Ell meetings held at our school on a monthly basis to other colleagues. This information is shared through different activities such as jigsaw and powerpoint presentations.

3. Our school provides school staff the support needed to assist ELLs as they transition from elementary to middle school and high school. The school counselor, Ms. Coca, provides the 6th grade staff with workshops on the middle school enrollment process. This allows teachers to better communicate with the families of these students in helping make informed decisions about middle school options. We inform families about dates of middle school fairs and open houses. In addition, staff members collaborate and hold middle school process information workshop for families of students in the upper grades.

4. The school will continue to provide seven and a half hours of mandated Jose P training for all new teachers. Teachers will become familiar with the SIOP model, assisting them in planning effective ESL lessons incorporating the content areas. The bilingual/ELL coordinator Mrs. Renny Tranello, in collaboration with the ESL teachers, Mrs. Calderon and Mrs. Garcia, train teachers on the implementation of language development throughout content instruction. She models and assists teachers in planning lessons which allow content area materials to be taught in a meaningful manner holding high expectations for our ELL population.

Sign In Sheets, Agendas, Feedback Forms and Certificates of Completion copies are all kept in a file folder in her office 551. This ESL training includes reviewing current thinking about second language acquisition at the elementary level, student work is examined for evidence of language development analyzing math and ELA data of Ell's, and training in developing best practices for teachers of Ell's in general and special education classroom.

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?
 1. We believe in supporting our parents as partners in the educational program of their children. All school related information is available in the language spoken by the families in our school community. Assemblies, shows, math bingo night, and literacy night are held throughout the year for children and families. Each assembly and/or show is organized by the grade level supervisor and teachers. Parents are invited to monthly PA meetings to discuss how the school may further meet the needs of their children. Our parent coordinator, Alberto Velez, is actively involved in providing parents of ELLs with appropriate information and services. He helps ensure that parents of ELLs are contributing members of the education community. He helps parents access the ARIS Parent Link. This link provides parents with student information such as test scores, attendance, data, and contact information. Parents of ELLs are invited to participate in the development of the school's Comprehensive Education Plan. Student's progress is reported to parents on a regular basis and parents are invited to the school for various classroom activities. Parents are invited to attend various workshops held by administration on how to assist their child with the many programs available in our school, such as IXL, Destination Math, Destination Reading, Award Reading, and Ticket to Read, MyON, IStation, Mathletics, Discovery Education and Brainpop.
 2. Our school partners with many Community Based Organizations to provide workshops and services to ELL parents . Some partners include but are not limited to the Bronx Zoo, Lehman College Art program, The Beacon program (run by Mosholu Montefiore Community Center), Sports and Arts, Project Arts, The Guggenheim Museum, Botanical Gardens, Audubon Society, an Intergenerational program in collaboration with the Folk Art Museum.
 3. The needs of parents are evaluated by individual conversations between the teachers, administration and the parent coordinator. Questionnaires and surveys in the home language are distributed at Parent Association meetings, as well as sent home with students. Parents are invited to monthly PA meetings to share ideas and concerns they may have. The PA president then collaborates with the parent coordinator and administration to address the needs of the parents.
 4. Our school's activities address the needs of the parents based on the feedback offered through the PA meetings, surveys, questionnaires and conversations with school staff. P.S. 86 conducts an ESL/Civic class for parents in our community. The program will once again begin in the Fall and run through the end of May. Classes will be held in the evening, twice a week for three hours. Two weekly lesson plans will be prepared based on the ESL/Civics Curriculum. Pre and post writing samples will be collected on what they have learned. The Civic lessons will be based on the History of America in order to prepare them to take the Citizenship Exam. As part of the civic classes, the parents will participate in a field trip.

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:

Part VI: LAP Assurances

School Name: The Kingsbridge Heights School

School DBN: 10X086

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Fiona Tyson	Principal		11/13/13
Renny Tranello	Assistant Principal		11/13/13
Alberto Velez	Parent Coordinator		11/13/13
Cynthia Calderon Massiel Garcia	ESL Teacher		11/13/13
Narcissa Hernandez	Parent		11/13/13
Milagros Castro	Teacher/Subject Area		11/13/13
	Teacher/Subject Area		11/13/13
Matt Egan Tina Matlijoski	Coach		11/13/13
Rosanna Monaco Ursula Smalls	Coach		11/13/13
Gail McClean	Guidance Counselor		11/13/13
	Network Leader		11/13/13
	Other _____		11/13/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10X086 School Name: The Kingsbridge Heights School

Cluster: 1 Network: 607

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

Part A: Needs Assessment Findings

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

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

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

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

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

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

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

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

Languages	Total number of students that require translation services
Albanian	1
Arabic	10
Bengali	2
Fulani	1
French	1
Hindi	2
Mandarin	2
Nepali	2
Punjabi	1
Sonike	3
Twi	5
Vietnamese	8
Wolof	1

Part B: Strategies and Activities

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

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

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

Mrs. Cynthia Calderon and Mrs. Massiel Garcia, two certified ESL teachers who also speak Spanish, conduct an oral interview to the student and parent, as well as administer the Home Language Identification Survey to the parent. P.S. 86 has staff that provides translation services in the following languages: Spanish, Bengali, French , Italian , Mandarin, Chinese, Arabic, and Punjabi. Translation services will be requested for the following languages; Albanian, Arabic, Hindi, Fulani, Sonike, Twi, Vietnamese, and Wolof. In addition, the school will make use of the Translation and Interpretation Unit's free over the phone services, Telephone # 718-752-7373. Competent volunteers from the community assist the school with translation services, when they are available. Parents may rely on an adult or relative for language and translation services if they choose to do so. The parent's association also provides translation services when available. Oral translation services are provided before and after the regular school day. Paraprofessionals will receive per session pay to translate at evening parent-teacher

conferences. The bilingual parent coordinator, Alberto Velez is available during conferences to ensure all parents are receiving valuable academic information regarding their child in a language they understand.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

In fulfillment of Section VII P.S. 86 will determine at the time of student's enrollment the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the Department. The school maintains a current record of the primary language of each parent. Such information will be maintained in ATS and on the student emergency card. In accordance with the requirements under Chancellor's Regulation VII, each parent whose primary language is a language translated on the DOE website will be provided with a copy of the Bill of Parent's Rights and Responsibilities which includes their rights regarding translation and interpretation services. P S 86 plans to use translation funding with the D.O.E's approved vendor LIS, Telephone # 718-786-7890 and on the DOE website for the following languages: Albanian, Arabic, Hindi, Fulani, Sonike, Twi, Vietnamese and Wolof.

In addition, the school will make use of the Translation and Interpretation Unit's free over the phone services, Telephone # 718-752-7373. Competent volunteers from the community assist the school with translation services. At the primary entrance to our main building and mini school there are signs posted in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. Written and oral translation services are provided before and after the regular school day. Paraprofessionals will receive per session pay to translate at evening parent-teacher conferences. The bilingual parent coordinator, Alberto Velez is available during conferences to ensure all parents are receiving valuable academic information regarding their child in a language they understand.