

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

<b>DBN: (i.e. 01M001):</b>	<b>28Q086</b>
<b>School Name:</b>	<b>P.S. Q086</b>
<b>Principal:</b>	<b>KAREN ZUVIC</b>

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: P.S. 86Q School Number (DBN): 28Q086  
Grades Served: Pre-K - 5  
School Address: 87-41 Parsons Blvd., Jamaica NY 11432  
Phone Number: (718)291-6264 Fax: (718)297-0298  
School Contact Person: Debra Handler Email Address: DHandler@schools.nyc.gov  
Principal: Karen Zuvic  
Michael Terpstra  
UFT Chapter Leader: Debra Handler  
Parents' Association President: Karen Zuvic  
SLT Chairperson: \_\_\_\_\_  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): N/A  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 28 Superintendent: Mabel Muniz-Sarduy  
Superintendent's Office Address: 90-27 Sutphin Blvd., Jamaica, NY 11435  
Superintendent's Email Address: MSarduy@schools.nyc.gov  
Phone Number: (718) 557-2618 Fax: (718) 557-2623

**Borough Field Support Center (BFSC)**

BFSC: Queens Director: Marlene Wilks  
Director's Office Address: 82-01 Rockaway Blvd. Queens, NY 11416  
Director's Email Address: MWilks@schools.nyc.gov  
Phone Number: (718)281-3259 Fax: \_\_\_\_\_

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Karen Zivic	*Principal or Designee	
Michael Terpstra	*UFT Chapter Leader or Designee	
Tamara Ward	*PA/PTA President or Designated Co-President	
Miriam Archilla	DC 37 Representative (staff), if applicable	
Not elected as of yet	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Swarsatie Sawh	Member/ Parent	
Ana Hilarion	Member/ Parent	
Elizabeth Godinez	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Quazi Shahriar Matin	Member/ Parent	
Livia San Andreas	Member/ Teacher	
Teresa Jackson	Member/ Teacher	
	Member/	

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Public School 86Q is located in Jamaica, Queens. This Pre-Kindergarten through fifth grade school serves a population of approximately 950 students from culturally diverse backgrounds. The school is set in an active mix of a commercial and residential area.

Our schools mission is to provide a loving, caring and nurturing community where all staff members, parents and children work collaboratively to ensure and promote a positive and safe environment. Education, respect and responsibility flourish in our environment so that children can continue to strive towards excellence academically, socially and emotionally.

P.S. 86 allows for a variety of instructional practices which address the needs of each students' learning style. The school employs various learning programs to ensure that these goals and standards are met. We evaluate our successes by discussing and looking at what is effectively working and what is not through careful examination of our data. We review the data and use the prescribed interventions for each individual child's profile in order to increase student growth and promote our instructional focus for the school year. This work has provided us with a baseline to monitor student growth and development. A variety of school teams including Measures of Student Learning (MoSL), Inquiry, Behavior Intervention, Positive Behavioral Intervention Systems (PBIS), Academic Intervention Services (AIS), and Response to Intervention (RTI) have been created to support and improve overall student achievement and personal development.

The school's focus on fostering collaboration among staff members has served to facilitate common planning, inquiry work, and both vertical and horizontal articulation. Teacher Focus Groups utilize assessment results to drive best instructional practices including, but not limited to, scaffolded and open ended questions, a Universal Design for Learning, introduction and mastery of academic vocabulary, and flexible groupings based on instructional assessment and expectations. A vertical team participated in piloting Teacher Rounds this year focusing in on the area of writing across the curriculum. This practice served to yield a greater understanding of expectations across grade levels.

Teachers and the administration create an environment of respect and rapport at P.S. 86 through the ways that they interact with students and each other. We have created a collaborative school culture that extends beyond the walls of the school building into the community at large. We recognize the importance of including parents and community members in school activities in order to foster students' academic and social success. We have incorporated PBIS throughout the building. Safety, organization, achievement, and respect are of foremost importance and children "S.O.A.R" throughout the day.

## 28Q086 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	951	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		74.3%	% Attendance Rate	92.6%
% Free Lunch		64.9%	% Reduced Lunch	2.0%
% Limited English Proficient		33.5%	% Students with Disabilities	14.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		1.3%	% Black or African American	11.7%
% Hispanic or Latino		27.1%	% Asian or Native Hawaiian/Pacific Islander	55.6%
% White		4.0%	% Multi-Racial	0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		9.34	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	10.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	7.09
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		32.1%	Mathematics Performance at levels 3 & 4	49.5%
Science Performance at levels 3 & 4 (4th Grade)		85.0%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	YES
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	YES
White		N/A	Multi-Racial	YES
Students with Disabilities		N/A	Limited English Proficient	YES
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

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

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teachers of grades K-5 will implement targeted reading strategies resulting in 60% of students in Grades K-5 improving in reading comprehension and fluency as demonstrated by students moving up at least 2 Fountas & Pinnell (F&P) reading levels from the September 2015 Teacher’s College Reading and Writing Program (TCRWP) baseline.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
An ongoing analysis of data will take place through inquiry work during Professional Development time on Mondays (2:20-3:40) as well as Professional Work Time on Tuesdays (2:55-3:35)	Students	September 2015 – June 2016	Teachers Grade leaders
Students will be grouped according to their needs using the results of assessments	Students	September 2015 – June 2016	Teachers
TCRWP will be administered to all students in Grades K-5, three times per year	Students	September 2015 – June 2016	Teachers Grade leaders Administrators
Additional remediation will be provided for students during the school day and after school.	Students below grade level	September 2015, January 2016 and June 2016	Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Use Teacher's College Reading and Writing Program (TCRWP), Assessment Pro to ensure that students are utilizing appropriately leveled books for independent reading, Academic Intervention Services (AIS), will be provided to students as needed, after-school programs to address students' needs, grade team meeting time will be used to plan strategies to address student needs.											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, 60% of students will increase one F&P level in literacy.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

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

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 50% of all teachers will increase one or more levels in components 3B, 3C, and 3D in the Charlotte Danielson Framework.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b>	<b>Target Group(s) <i>Who will be targeted?</i></b>	<b>Timeline <i>What is the start and end date?</i></b>	<b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>			
Written feedback, pre/post observations	Teachers	September 2015 – June 2016	Principal, Assistant Principals
Inter-visitations to share best practices			

Professional Development in competencies 3B and 3C	Teachers	September 2015 – June 2016	Peer Collaborative Teachers, Assistant Principals Principal
Teacher rounds	Teachers	September 2015 – June 2016	Teachers, Peer Collaborative Teacher acting as facilitator
Students with disabilities will receive targeted instruction by a Special Education teacher based upon their needs.	Students with Disabilities	September 2015 – June 2016	Special Education teachers, Individual Education Plan (IEP) teacher, Special Education ..... (SETSS)provider
Teacher observations focusing on specific questioning techniques as outlined by Danielson 3B and formative assessment techniques in accordance with Danielson 3D.	Teachers	September 2015- June 2016	Principal, Assistant Principal

#### **Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Schedule adjustments to provide intervisitations, facilitator to lead teacher rounds, professional development during Monday and Tuesday afternoons.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

#### **Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, 25% of the teachers rated Developing will move up to Effective in components 3B,3C, and/or 3D of the Charlotte Danielson Framework.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on attendance data recorded during the school year, an average of 15% of the parent population attend school functions such as PTA meetings and parent workshops. The school provides monthly workshops and PTA meetings covering a multitude of relevant topics.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 10% increase in parent attendance at school functions as indicated by attendance records. Topics covered will include instructional workshops, family events and parent association meetings as is evidenced by attendance records.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Create a parent survey to gather information on the types of workshops parents would be interested in attending</p>	<p>Parents</p>	<p>September 2015 – June 2016</p>	<p>Parent Coordinator, Principal, Assistant Principal</p>

Teachers will use parent engagement time on Tuesday afternoons to provide workshops including but not exclusive to the CCLS, homework help, NYS assessments.	Parents	September 2015 – June 2016	Teachers
School activities including family events and workshops that address students needs including SWDs and ELLs.	Parents of SWDs and ELLs	September 2015 – June 2016	Teachers of SWDs and ELLs, guidance counselor, SETTS provider, Parent Coordinator, PTA
Regular communication with parents through school messenger	Parents	September 2015 – June 2016	Principal, Assistant Principals

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Tuesday afternoon engagement time, school messenger, parent coordinator, partnership with Queens Community House, PTA meetings, classroom celebrations.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
By February 2016 there will be a 5% increase in parent attendance at school functions.										
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Students who did not meet grade level state standards.	Academic Intervention Tier II providers (IEP teacher, ESL teachers, Lead Teachers, SETTS teachers) as well as Tier I providers (Classroom Teachers) utilizing small group instruction, guided reading, and test prep materials.	Small group and one-to-one. Additionally, RTI tiers and strategies are being utilized.	During the school day.
<b>Mathematics</b>	Students who did not meet grade level state standards.	Academic Intervention Tier II providers (IEP teacher, ESL teachers, Lead Teachers, SETTS teachers) as well as Tier I providers (classroom teachers) utilizing GoMath re-teach, math manipulatives and visuals in order to differentiate instruction.	Small group and one-to-one utilizing RTI tiers and strategies.	During the school day
<b>Science</b>	Students who did not pass unit exams and grade 4 students who did not meet grade level state standards.	Science teachers instruct utilizing a hands-on approach to instruction in order to foster exploration and collaboration for learning. Science concepts are extended to literacy,	Whole-small-whole group instruction, peer collaboration, teachers working with students to provide Tier II small group intervention to remediate and support student	During the school day

		writing and math instruction in the classrooms.	understanding of science concepts.	
<b>Social Studies</b>	Unit exams	Classroom teachers provide Tier II instructional support by incorporating small group work utilizing Houghton Mifflin Harcourt Social Studies materials. Social Studies is incorporated into the Literacy block in guided reading groups. Primary and secondary sources are used during literacy to support learning. Hands on project based learning opportunities are made available.	Whole-small-whole group instruction, peer collaboration, teachers working with students to provide Tier II small group intervention to remediate and support student understanding of social studies concepts.	During the school day
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher referral, anecdotal records	<p>Services are provided by the guidance counselor in the form of games, play therapy, puppets, role playing and counseling.</p> <p>At risk services are also provided by our school psychologist through counseling, play therapy, art therapy, and active listening sessions.</p> <p>Services are also provided by our social worker through one-to-one counseling.</p>	Small group, one-to-one, and individual sessions	During school days.

## Section 7: Title I Program Information

### Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### 2a. 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.
All staff members are highly qualified and are properly certified to teach in their respective positions. When recruiting teachers for positions we select candidates whose qualifications and certifications match our vacancies. If a current staff member wishes to change their position within the building we ensure that their certification matches the position into which they would like to change.

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Weekly common preparatory periods allow for professional development and an opportunity to share "best practices" as well as common planning. Professional Development is created based on the needs of the staff and aligns with the CCLS as well as the Danielson Framework.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. 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).
N/A

**Part 4: SWP Schools Only**

**4a. 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.).

Parents are invited to attend numerous workshops outlining the CCLS as well as guidelines for preparing their children for the more rigorous demands at the elementary school level. Both the Social Worker and Parent Coordinator work closely with our pre-K population to ensure that both the children and parents are well prepared for the transition to the elementary level. Our school clinic provides workshops on helath and wellness for the children and parents as well. The Assistant Principal provides parents with information on how to best get prepared for Kindergarten. The Pre-K social worker observes students and works with the teacher to determine the social and emotional needs of each child.

**4b. 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.

Teachers and administrators on the Measures of Student Learning (MOSL) team met to discuss the various options available for assessment needs. Decisions were made based on the needs of the students as well as the materials and resources available within the building. Teacher teams meet weekly to discuss ongoing assessment needs. Professional Development is provided to staff memebers in administering assessments.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	420,327.00	X	Section 5D, 5E
Title II, Part A	Federal	85,350.00	X	Section 4A
Title III, Part A	Federal	32,776.00	X	Section 5D
Title III, Immigrant	Federal	0		n/a

Tax Levy (FSF)	Local	4,824,058.00	X	Section 5D, 5E
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**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

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

**Important Note:** The following funds may not be consolidated:

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

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school’s policy.

Your school’s Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

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**Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S. Q086, 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 the school and the families. The 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 the school community. P.S. 86 will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;

- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in

the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;
- 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 (SPC) Template**

**[School name]**, 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 on assessments.

#### **I. School Responsibilities:**

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

- using academic learning time efficiently;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department 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.

**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: _	DBN: <u>28Q086</u>
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: <u>84</u>
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 type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>0</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: PS 86 will conduct an after school program for English Language Learners (ELLs) for Grades 2, 3, and 4. All mandated ENL students are taught by certified/licensed ENL teachers. The purpose of these classes is for the development of academic English for literacy/content area success according to the CCLS standards. The teachers focus on various content based areas helping the students build English vocabulary and strategies they need in order to succeed in school. The teachers are linking the common core standards to the ENL program by concentrating on academic vocabulary and also applying ENL strategies for special education students. Besides the NYSESLAT review, the students will be immersed in reading nonfiction using the National Geographic magazines and online educational websites that accompany the articles. The two teachers will be receiving assistance on improving their questioning techniques during PD. This will help the students with building the foundations for the listening, speaking, reading and writing connection through literature immersion.

The after school program is two days per week from 2:20 p.m. until 4:20 p.m. Wednesday and Thursdays. The program divides the students into three groups: emerging, transitional, and the expanding students. Teachers will support academic vocabulary instruction using the index card catalog they will create, work on writing skills, and on reading comprehension skills in the content areas. The teachers will divide the students according to level into small groups so leveled work can be implemented. Listening and speaking will be emphasized throughout the lessons as well as reading fiction for comprehension using the RAZ Kids online program.

## Part C: Professional Development

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

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

Begin description here: The senior ENL teacher will provide professional development days before the school day begins, 3-4 times throughout the year. They will also attend the city wide professional development days. Appropriate ENL strategies, vocabulary development, and scaffolding techniques will be reinforced in order to be implemented with their students. The co-teaching methodology of teaching is being reinforced throughout our school with inter-class intervisitations, cross-grades. Every teacher needs to know what is happening in other grades and classrooms, with a focus on ENL teaching and learning. We are supporting this work providing coverages and debriefing sessions to maximize our learning capacity. We practice 100% ENL push-in model for our students where the ENL teachers push-in for mandated services. The general education teachers are also provided with strategies for scaffolding various subject matter lessons for the English Language Learner. P.S. 86 has several classroom teachers who are also certified as ENL teachers. Teachers are using their PD time to align the curriculum and work together in order to plan and articulate for ELLs. The ENL teachers meet once a week with the general education teachers of the classes that they push into. During this time they discuss and plan for the strategies and lesson plans according to the theme

**Part C: Professional Development**

of the month, with vocabulary words and terminology, that will be taught during the upcoming week. Holistically throughout the day, whether before, during, and after school, methodologies are being discussed with the promise of improving teacher and student performance. The two ENL Title 3 after school teachers know the students very well, and are able to attend to their needs individually as necessary. Collaboration from the classroom teachers is encouraged and ongoing debriefings about their students' progress is ongoing with the ENL Title 3 teachers. Knowing the students and meeting their needs based on their assessments and performance levels, is paramount. The PD participants will be looking closely at the Danielson rubric, component 3b, Questioning and Discussion, to deepen student understanding, as well as 3C, Engaging students in learning, and 3D, Using assessment in instruction. ENL students will be able to formulate hypothesis, make connections, and practice their oral responses. Students' responses to questions are valued; our effective teachers are especially adept at responding to and building on student responses and making use of their ideas.

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-  
-  
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**Part D: Parental Engagement Activities**

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

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

Begin description here: \_\_\_\_\_ In order for the parents of ELL learners to become effective members of their new English speaking community, they must also learn to speak English. By having a basic understanding of English they will be able to better help their children assimilate into the English speaking culture. Traditionally, the parents and families of the P.S. 86 community have looked forward to our parent English classes, that are free to them. We envision continuing the classes this scholastic year using the Title III percentage of parent involvement. We will be hiring Ms. Kupferberg who is an ENL Teacher and the parents are already familiar and comfortable with her. Workbooks and pencils are provided for the parents, and a walking trip through the community culminates their lessons in the end. The teacher will be conducting her ENL parent classes 2 times a week, 2 hours each day; Tuesdays and Thursdays during the school day. The parents are very excited about our parent classes each year, it is wonderful that we are able to provide this opportunity for them!

**Part E: Budget**

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

Allocation Amount: \$32,777

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	<u>\$19,666.00</u>	<u>2 hrs./day x 2 tchrs. x 41 days</u> <u>x \$51.51 = \$8,447.64</u> <u>2 hrs/day x 1 supervisor x 41 days</u> <u>x 52.84 = \$4,333. 00</u> <u>Total Used: \$12,780.64</u>

**Part E: Budget**

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

Allocation Amount: \$32,777

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>(Balance of \$6,885.36 b/c cannot secure additional ELL teachers).</u>
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	<u>\$ 3,278.00</u>	<u>PD: 1 hr. x 3 days x 2 tchrs.</u> <u>12 hrs. x \$51.51 = \$618.00</u> <u>(Balance of \$2,660.00)</u>
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	<u>\$2,807.50</u>	<u>Workbooks: Getting Ready For the NYSESLAT and National Geographic/Young Explorer Magazine: \$2,495.70 + \$295.80 = \$2,791.50</u> <u>(Balance of \$16.00)</u>
Educational Software (Object Code 199)	<u>\$3, 747.50</u>	<u>RAZ Kids: Reading Program: Username and password for every child</u>
Travel	<u>N/A</u>	<u>_____</u>
Other	<u>Parent Involvement: \$3,278.00</u> <u>Ms. Kupferberg/ENL Tchr.</u> <u>N/A</u>	<u>52 hrs. x \$51.51 = \$2,678.00 +</u> <u>Supplies: \$600. 00 = \$3,278.00</u>
<b>TOTAL</b>	<b><u>\$32,777.00</u></b>	<b><u>\$23,216.00</u></b> <b><u>Total spent</u></b>

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>28</b>	Borough <b>Queens</b>	School Number <b>086</b>
School Name <b>PS 86Q.</b>		

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal <b>Karen Zuvic</b>	Assistant Principal <b>Emily Dalamakis</b>
Coach <b>Jill Brogan/Lead Teacher</b>	Coach <b>Nazreen Ghafoerkhan/Lead Teach</b>
ENL (English as a New Language)/Bilingual Teacher <b>Yvonne Jetter/ENL</b>	School Counselor <b>Barbara Korezekwinski</b>
Teacher/Subject Area <b>Lisa Keenan/ENL</b>	Parent <b>Tamara Ward</b>
Teacher/Subject Area <b>Ronni Mayo/ENL</b>	Parent Coordinator <b>Selphia Bennett</b>
Related-Service Provider <b>Ilyssa Rosenblum/Setss</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Mabel Sarduy</b>	Other (Name and Title) <b>/ENL</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>6</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>7</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>3</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>3</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>899</b>	Total number of ELLs	<b>320</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	320	<b>Newcomers</b> (ELLs receiving service 0-3 years)	306	<b>ELL Students with Disabilities</b>	67
<b>SIFE</b>	3	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	14	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>		0	0	0	0	0	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	306	3	60	14	0	7	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 3

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

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

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

	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP																			
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>																				

\* EP=English proficient student

**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	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>									

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
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### Freestanding English as a New 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	19	25	33	27	24	4	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	28	37	30	12	11	9	0	0	0	0	0	0	0	0
Urdu	3	7	4	1	2	0	0	0	0	0	0	0	0	0
Arabic	6	5	6	5	4	1	0	0	0	0	0	0	0	0
Haitian	0	0	0	1	1	0	0	0	0	0	0	0	0	0
French	0	1	1	1	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	2	0	1	1	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	1	2	3	2	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

#### OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	18	1	5	9	8	3	0	0	0	0	0	0	0	0
<b>Emerging</b> (Low Intermediate)	5	11	11	7	6	1	0	0	0	0	0	0	0	0
<b>Transitioning</b> (High Intermediate)	15	13	13	4	7	2	0	0	0	0	0	0	0	0
<b>Expanding</b> (Advanced)	18	46	42	24	19	2	0	0	0	0	0	0	0	0
<b>Commanding</b> (Proficient)	0	7	5	7	5	6	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	7	5	7	5	6	0	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	19	7	0	0	0
5	7	4	2	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	0	0	0	0	0	0	0	0	0
4	14	0	13	0	1	0	0	0	0
5	4	0	4	0	5	0	0	0	0
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	2	0	3	0	3	0	6	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0	0	0	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	0	0	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

**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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 Paste response to questions here: PS86 Q uses various tools to assess the early literacy skills of our ELLs According to MOSL assessment choices for this year, we have chosen to assess all students using Teachers College (TC) running records for the baseline. Teachers use this reliable reading assessment tool in order to critique students' reading progress and create intervention decisions based on the result. these results help teachers make informal decisions about each child's oral reading skills, analyze their comprehension of a text, and determine their appropriate reading levels. Also, reading behaviors are indicated throughout the assessment such as substitutions of a word in a text, omissions or insertions of a word. Teachers take note of mispronunciation of words, self-corrections, miscues which may include meaning, structure or visual errors. Ultimately, this assessment tool helps the teachers at P.S. 86 effectively place students in reading groups, and helps them to guide further literacy instruction as well as use the reading errors to adjust literacy instruction. Teachers continuously assess throughout the year, utilizing RAZ Kids and Pre/Post Reading and Writing Unit assessments . After the results of each assessment is retrieved, the ENL teachers use the instructional recommendations to make the effective adjustments to meet each students's learning needs and provide actionable and meaningful, responses regarding student achievement.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Paste response to question here: When looking at the data patterns across proficiency levels and grades on the LAB-R and the NYSESLAT, it was noticed that the areas of speaking and listening were significantly higher than the areas of reading and writing. This pattern of proficiency indicates that P.S. 86 needs to increase the focus on the reading and writing aspects of language acquisition. Our focus this year is the reading and writing connection coupled with vocabulary development. Whether during math, science or social studies and/or literacy block, all students will create vocabulary booklets and begin to use the words, definitions and multiple meanings in their writing activities. Teachers will group students according to their abilities in literacy in order to be able to focus on the academic needs of each individual child. Students will also be assessed on an ongoing basis both formally and informally to ensure that progress is being made. The pre/post assessment tests are fairly accurate indications of the skills that need to be remediated in order for ELLs to reach proficiency in the English Language Arts. Native Language is used to help children acquire the background knowledge that is necessary to comprehend the educational tasks that are required. We have noticed that students are

coming to this country less educated in their native language than they have in the past. This includes our Spanish, Arabic, Bengali, Urdu and Punjabi speaking students whose parents confirm our findings through interviews. The ramifications of having students with little to no education in their native language is that the ENL teachers are focusing more on basic literacy skills in our beginner classes in order to have them prepared to follow the grade's curriculum.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Paste response to question here: Upon reviewing the results from the AMAO, we have noticed that the majority of our ELLs have progressed to Advanced in the NYSESLAT test. Their proficiency has increased in all areas, but especially in the listening and speaking subtests. The data reveals that those students who did not meet their AMAO requirements seem to not reach the proficiency in the reading or writing subtests. Our findings have shown that the majority of these students have very limited or no decoding and comprehension skills in their Native language and English. Every effort is being made to provide support mechanisms through AIS, RTI and our ENL afterschool program which ran every Wednesday and Thursday from 2:20-4:20, from November til June. In the aforementioned programs, ENL teachers provided assistance through structured experiences, supplementary academic intervention, differentiating instruction, native language books and dictionaries to aid/support their native language development.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

Paste response to questions here: Through the years, school leadership and teachers use the results of the ELL periodic assessments and benchmarks to group students and make effective adjustments of these groups in order to effectively impact student outcomes, so that they will demonstrate increased mastery. The results provided a clear and accurate picture of the skills and abilities of the ELLs. The classroom, and ENL teachers used the data to group students and shape classroom instruction. All classrooms have native language books and dictionaries to support the native languages. Bilingual paraprofessionals are used to assist students in their native language and elicit background from the students in order to support their language acquisition. All teachers provide students with frequent opportunities to work together both in pairs and in small groups which promotes peer interaction and helps development of language and learning key concepts.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RTI Guide for Teachers of ELLs.](#)]

Paste response to question here: P.S. 86Q uses data from the NYSESLAT, ELA, Math, Science tests, Teachers College Reading Record, GoMath Assessments, ReadyGen assessments, RazKids as well as many teacher created assessments throughout the year. The data is used to regularly and frequently assess whether students are making adequate progress. The teacher also uses the data from these assessments to form groups based on the abilities of their students. Many teachers use these assessments to create rigorous goals for their students. Additional progress is monitored regularly to ensure that students are benefiting from the interventions and meeting the goals which teachers created for them. This enables the ENL teachers the opportunity to determine if the results are based on second language issues or if other interventions may be necessary. Ultimately, less ENL students will be referred to special education.

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

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

7. For dual language programs, answer the following:

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

Paste response to questions here:

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

Paste response to question here: P.S. 86Q ensures that all students are engaged in rigorous and coherent curricula in all subjects that are accessible to a variety of learners and are aligned to common core learning standards. The school employs various learning programs to ensure that these goals and standards are met. We evaluate our successes by discussing and looking at what works and what doesn't work using our data. Through our Monday afternoons, the ESL teachers and classroom teacher are mastering a collaboration of ideas, practices, and continuous discussion of how to achieve student growth. Our teachers meet once a week to

discuss the trends and noticings of student work. These discussions and analysis of students also occurs during the PPT meetings in order to address the needs of the ELLS and SWDs and provide RTI and AIS services which has decreased the number of referrals. The teachers make decisions on our next steps of instruction especially for our ELLs and SWD.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section.

Paste response to question here: During the entire intake process, bilingual translators are available to assist the parents. In order to accommodate parents and students with native language support during the intake process, all letters are translated in their native language. The parent video is available in Bengali, Haitian Creole, Spanish, Albanian, Arabic, Chinese, French, Korean, Polish, and Punjabi. We are fortunate to have 6 ENL teachers (Yvonne Jetter, Lisa Keenan, Ronni Mayo, Kendall Gill, Shahanaz Islam, Nicole Cotilletta). Yvonne Jetter assists with the Hispanic parents. All parents of new entrants to P.S. 86 are given registration materials including the Home Language Identification Survey in their native language. We have members of our staff who speak Spanish, Bengali, French, Haitian Creole and Greek who are able to assist parents. Initial screenings include oral interviews of both the incoming student and his or her parent(s) by a certified, Spanish bilingual teacher, a certified ENL teacher, or an assistant principal. All personnel who conduct interview and assist the parent with filling out the HLIS are trained by the ENL teachers. All HLIS other than English receive the NYSITELL. If a student has an IEP, the Language Proficiency Team reviews the evidence of the students' English Language development, and a recommendation is made to determine whether or not the student is required to take the NYSITELL. Upon the results of the NYSITELL, the ELL Identification Process continues. If it is determined by the Language Proficiency Team (LPT) that the student should not take the NYSITELL, the principal reviews the recommendation. Upon review, the principal then decides whether or not the student should take it. The final determination is then made by the superintendent. PS 86 follows this protocol whenever a determination is necessary for review. New students requiring the NYSITELL will be tested within the first ten days of registration. Our Pupil Accounting Secretary, Lakshmi Latchman, gives the incoming parents the HLIS form that is enclosed in the registration packets. One of our six ENL Teachers (Yvonne Jetter, Lisa Keenan, Ronni Mayo, Shahanaz Islam, Kendall Gill, and Nicole Cotilletta) reviews the HLIS form that the parents have completed to determine eligibility. If child is eligible, he/she will be tested using the NYSITELL by the ENL teachers (Yvonne Jetter, Lisa Keenan, Ronni Mayo, Kendall Gill, Nicole Cotilletta, Shahanaz Islam). When determined that a Spanish LAB needs to be administered, our ENL teachers who are fluent in Spanish, administer the assessment in Spanish to the children. Depending on the English Proficiency Level Entering, Emerging, Transitioning, Expanding, and Transitioning, In the Spring of each year all ELLs are administered the New York State English as a Second Language Achievement Test (NYSESLAT) to determine continued eligibility. Every effort is taken to ensure that the proper and necessary paperwork is distributed to the parents. First time entitlement letters are sent home. Once the results of the survey and program selection forms are tabulated, these letters are sent home via the children. Continued Entitlement letters are distributed to the students who are continuing ENL services. One copy of the Continued Entitlement letter is sent home to the parents, one copy is placed in the CUM folder, one copy for the main file, and one copy for the ENL teacher. Program Selection forms and survey are completed during the Parent Orientation. During the parent orientation, the ELL parents are informed of the 3 instructional models. They watch the Parent Orientation video which explains all 3 programs and is available in 13 languages. Copies of both documents are made, one copy is placed in the student's CUM folder, one in the ELL file, and the originals are given to the parents to take home. Parents are notified of the orientation process via telephone as well with logs generated of documenting parents that were reached, and those that do not attend the orientation. All ELL - related documents are kept in the student's cumulative folder. The Parent Survey Selection form is completed within 10 days of the student enrollment. Additionally, the ENL teachers maintain an ELL Folder of Critical Documents which is kept in a central location for ease of review. Critical ELL documents include, but are not limited to dated and signed copies of the Home Language Identification Survey, Parent Survey and Selection Form, Program Placement Letter, Entitlement letter, Continued Entitlement letter, Non entitlement letter, and Language Proficiency Team NYSITELL Determination Form. Continuous efforts are made by sending letters home and making phone calls which are logged and recorded. The parent orientation is organized by the ENL Teachers and assistant principal of ENL. Lisa Keenan, Yvonne Jetter, Shahanaz Islam, Ronni Mayo, Kendall Gill, and Nicole Cotilletta are the ENL Teachers responsible for inviting the parents and giving the presentation. Emily Dalamakis, the Assistant Principal, oversees the orientation and ensures that the ENL teachers have the parents understand all three program choices TBE, Dual, and Freestanding ENL before they leave our building. Parents are also informed of the process by which they can go on line to view the video at home or come in and use our parent computers in the parent room with our Parent Coordinator, Mrs. Bennett. A

translator can be requested to assist with communication and an ENL teacher avails herself if needed as well.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Paste response to question here: All students who have attended schools in the US for less than 12 months, and who upon initial enrollment are 2 years below grade level in literacy in their home language, and 2 or more years below grade level in math, (due to inconsistent or interrupted schooling prior to arrival in the US) will be screened for SIFE services. As SIFE students are identified ENL teachers determine the nature and extent of the students' prior knowledge and educational experiences through an oral interview of both the parent and student. In order to determine if a student is SIFE, the ENL teacher conducts an interview using the SIFE Oral Interview Questionnaire. For those potential SIFE students who have a home language of Arabic, Bengali, Chinese, Haitian-Creole, or Spanish, ENL teachers will administer the Literacy Evaluation for Newcomers SIFE (LENS). Using the information gathered from the questionnaire, the ENL teachers will determine if the student will be tested using the NYSITELL. After the SIFE status is determined, the ENL teacher adjusts interventions throughout the year to reflect the changing needs of the various students. A big focus is placed on literacy and numerical skills and new instruction is scaffolded as well. The ENL teachers use differentiated practices and instructional materials which are developmentally and age appropriate, linguistically enriching, and culturally and experientially relevant. Every effort is made to provide the SIFE students with a holistic, standards-based education that builds upon their experiential knowledge and consistently and sensitively promotes mastery of academic skills, print literacy, socio-emotional learning and cultural awareness. Also, the ENL students receive additional support from supplementary academic intervention programs such as AIS and RTI.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Paste response to question here: When students have an IEP and a home language other than English, the LPT reviews evidence of the students' English Language development. A recommendation is made whether or not the student should take or not take the NYSITELL. If the student takes the NYSITELL, the ELL Identification Process continues as with all students. If the LPT recommends the student not take the NYSITELL, the principal reviews and determines testing eligibility. If the principal determines the student not take the NYSITELL, then the decision is sent to the superintendent for review. The parent or guardian is notified within 3 days of the decision. The final decision is made by the superintendent. If the superintendent determines that the student requires the NYSITELL, the ELL Identification Process continues as with all students. However, if the superintendent determines that the student should not take the NYSITELL, the ELL Identification Process terminates.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Paste response to question here: Every effort is made to ensure that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and a score is determined. After a NYSITELL score is generated the ENL teachers at P.S. 86Q distribute/copy the entitlement and non-entitlement letters to the students. A copy of the letter is filed in the ENL classroom.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Paste response to question here: Within 5 school days of ELL determination, the parents of students who have ELL status will be informed of the results of the NYSITELL and ENL status using the NYCDOE standard parent notification letters (in the parents' preferred language).

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Paste response to question here: Once the Parents complete the Home Language Identification Survey and within five school days of ELL determination, the students who have ELL status will be informed of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language). The ENL teachers make the determination that the students must be given the NYSITELL. Also, those Spanish speaking students will be given the SPANISH LAB in order to determine Native Language Proficiency. The ENL teacher will contact the aforementioned school in order to obtain home language designation, NYSITELL and NYSESLAT results within two business days. The data and related documents will be placed in the student's cumulative folder and inputted into the designated ATS screens. If the data is not received within five school days of enrollment, the ELL Identification Process of a student who is new to NYS and NYC will be conducted. Those students coming from a NYS public school (outside of the NYCDOE) When the child's test falls below the cut score on the NYSITELL, they are placed in ENL as an Entering, Emerging, Transitioning, Expanding and Commanding student. The Entering students will receive 2 units of study per week (360 minutes) where 1 unit of study (180 minutes) is done using the Stand-alone ENL model and 1 unit of study (180 minutes) is done using the Integrated ENL model in ELA. The Emerging student will receive 2 units of study per week (360 minutes) where the ENL student receives .5 units of study in ENL (90 minutes) using the Stand-alone model and 1 unit of study in ENL/ELA using the Integrated ENL model. The Emerging student will also receive .5 units of study in either Stand-alone ENL or Integrated ENL/Content Area (90 minutes) which will be determined by needs of the ENL student and flexibility of scheduling. The Transitioning student will receive 1

unit of study per week (180 minutes) where the ENL student will receive .5 units of study in ENL/ELA (90 minutes). The Transitioning student will also receive .5 units of study will using either the Stand-alone ENL model or Integrated ENL/Content Area (90 minutes) model which will be determined by the needs of the ENL students and flexibility of scheduling. The Expanding student will receive 1 unit of study per week (180 minutes) where .5 units of study will be given in ENL/ELA will be given using the Integrated ENL model. The Expanding student will receive 1 unit of study per week (180 minutes) where the student receives 1 unit of study in ENL/ELA or other Content Area using the Integrated model. After the ELL identification process is completed and entitlement letter are distributed( to inform the parent of their child's score/level), copied and filed. Then the Parents are given an invitation to a Parent Orientation where they can view a video which is available in 13 languages and learn about all of the programs available to them. Attendance will be kept for this meeting, a list of staff members present at the orientation, and language used other than English will be recorded as well. During the orientation, the ENL teachers will provide information on the standards, curriculum, assessments, and school expectations for English Language Learners, as well as the program goals and requirements for English as a new language. The orientation will be in a language or mode of communication that the parents or guardian best understands. To ensure that parents understand the three program choices, every attempt is made to have a native speaker on hand to answer questions. After the viewing of the Parent Video in the parent's native language. If the parents speak a language for which no video exists and a translator cannot be provided, we utilize the phone translation service. Our goal is to complete the process when the family comes in to register. If this is not possible, we set up an appointment for the parent to return to the school to complete the process. If the parent misses an appointment to complete the program selection process, we follow-up with letters and phone calls to the home which are entered in a log and kept in a main file in the ESL room. Multiple orientation programs are offered. If by the end of the first semester there are still parents who have not attended the orientation, a second round of offerings will be available on or about February first. PS 86 offers a TBE program if 15 students or more in at least two continuous grades speaking the same language, for whom, the parents choose such a program. When and if this happens, we will reach out to parents who have previously chosen the program to inform them of its opening. After parents are informed of all three program models, the parents will receive a Parent Survey & Program Selection Form in their preferred language where they can indicate their program choice.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Paste response to question here: After the ELL identification process is completed and entitlement letter are distributed( to inform the parent of their child's score/level), copied and filed. Then the Parents are given an invitation to a Parent Orientation where they can view a video which is available in 13 languages and learn about all of the programs available to them. Attendance will be kept for this meeting, a list of staff members present at the orientation, and language used other than English will be recorded as well. During the orientation, the ENL teachers will provide information on the standards, curriculum, assessments, and school expectations for English Language Learners, as well as the program goals and requirements for English as a new language. The orientation will be in a language or mode of communication that the parents or guardian best understands. To ensure that parents understand the three program choices, every attempt is made to have a native speaker on hand to answer questions. After the viewing of the Parent Video in the parent's native language. If the parents speak a language for which no video exists and a translator cannot be provided, we utilize the phone translation service. Our goal is to complete the process when the family comes in to register. If this is not possible, we set up an appointment for the parent to return to the school to complete the process. If the parent misses an appointment to complete the program selection process, we follow-up with letters and phone calls to the home which are entered in a log and kept in a main file in the ESL room. Multiple orientation programs are offered. If by the end of the first semester there are still parents who have not attended the orientation, a second round of offerings will be available on or about February first. PS 86 offers a TBE program if 15 students or more in at least two continuous grades speaking the same language, for whom, the parents choose such a program. When and if this happens, we will reach out to parents who have previously chosen the program to inform them of its opening. After parents are informed of all three program models, the parents will receive a Parent Survey & Program Selection Form in their preferred language where they can indicate their program choice. If the parents do not complete and sign the form within 5 school calendar days, the student will be placed in a bilingual program and if none exist at our school, they will be put in ENL. Every effort is made to adhere to the parent's preference of placement and documentation will be maintained to record attempt made to do so.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
 

Paste response to question here: As soon as the children are identified through the Home Language Identification Survey letter as a candidate for the NYSITELL, the student is given the NYSITELL and a determination is made to see if they fall below the cut score. If a student falls below the cut score on the NYSITELL, paste response to question here: Once the Parents complete the Home Language Identification Survey and within five school days of ELL determination, the students who have ELL status will be informed of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language). The ENL teachers make the determination that the students must be given the NYSITELL. Also, those Spanish speaking students will be given the Spanish LAB in order to determine Native language proficiency. The ENL teacher will contact the aforementioned school in order to obtain home language designation, NYSITELL (or LAB-R) and NYSESLAT results within two business days. The data and related documents will be placed in the student's cumulative folder and inputted into the designated ATS screens. If the data is not received within five school days of enrollment, the ELL Identification Process of a student who is new to NYS and NYC will be conducted. Those

students coming from a NYS public school (outside of the NYCDOE) When the child's test falls below the cut score on the NYSITELL, they are placed in ENL as a Entering, Emerging, Transitioning, Expanding and Commanding student. The Entering students will receive 2 units of study per week (360 minutes) where 1 unit of study (180 minutes) is done using the Stand-alone ENL model and 1 unit of study (180 minutes) is done using the Integrated ENL model in ELA. The Emerging student will receive 2 units of study per week (360 minutes) where the ENL student receives .5 units of study in ENL (90 minutes) using the Stand-alone model and 1 unit of study in ENL/ELA using the Integrated ENL model. The EMERGING student will also receive .5 units of study in either Stand-alone ENL or Integrated ENL/Content Area (90 minutes) which will be determined by needs of the ENL student and flexibility of scheduling. The Transitioning student will receive 1 unit of study per week (180 minutes) where the ENL student will receive .5 units of study in ENL/ELA (90 minutes). The Transitioning student will also receive .5 units of study will using either the Stand-alone ENL model or Integrated ENL/Content Area (90 minutes) model which will be determined by the needs of the ENL students and flexibility of scheduling. The Expanding student will receive 1 unit of study per week (180 minutes) where .5 units of study will be given in ENL/ELA will be given using the Integrated ENL model. The Expanding student will receive 1 unit of study per week (180 minutes) where the student receives 1 unit of study in ENL/ELA or other Content Area using the Integrated model. The Commanding students will receive .5 units of study per week of Integrated ENL in ELA or Content Area, or other approved services. After the ELL identification process is completed and entitlement letter are distributed (to inform the parent of their child's score/level), copied and filed. Then the Parents are given an invitation to a Parent Orientation where they can view a video which is available in 13 languages and learn about all of the programs available to them. Attendance will be kept for this meeting, a list of staff members present at the orientation, and language used other than English will be recorded as well. During the orientation, the ENL teachers will provide information on the standards, curriculum, assessments, and school expectations for English Language Learners, as well as the program goals and requirements for English as a new language. The orientation will be in a language or mode of communication that the parents or guardian best understands. To ensure that parents understand the three program choices, every attempt is made to have a native speaker on hand to answer questions. After the viewing of the Parent Video in the parent's native language. If the parents speak a language for which no video exists and a translator cannot be provided, we utilize the phone translation service. Our goal is to complete the process when the family comes in to register. If this is not possible, we set up an appointment for the parent to return to the school to complete the process. If the parent misses an appointment to complete the program selection process, we follow-up with letters and phone calls to the home which are entered in a log and kept in a main file in the ESL room. Multiple orientation programs are offered. If by the end of the first semester there are still parents who have not attended the orientation, a second round of offerings will be available on or about February first. PS 86 offers a TBE program if 15 students or more in at least two continuous grades speaking the same language, for whom, the parents choose such a program. When and if this happens, we will reach out to parents who have previously chosen the program to inform them of its opening. After parents are informed of all three program models, the parents will receive a PARENT Survey & Program Selection Form in their preferred language where they can indicate their program choice. They are placed as Beginner, Intermediate or an Advanced student and receive ESL services. If they are Entering or Emerging, they receive 360 minutes per week of ENL services. While the Transitioning and Expanding students, receive 180 minutes of ENL services. At this time, ESL teachers distribute Entitlement letters to the students who take it home to their parents. The parents are invited to a Parent Orientation within 20 days of their enrollment. Copies are filed in their cum and in a central location in the ENL teacher's classroom. At the Parent Orientation, the parents view the Parent Video and all programs available are discussed using translators in the parents Native Language. Parents are invited on separate days and times in order to group them according to their Native Language which allows them to have a greater understanding of the programs available to them. Numerous attempts are made for those parents who do not attend the first orientation meeting through follow up phone calls and/or another invitation to meet with the ESL teachers at a time convenient for each particular parent as well as in alignment with one of the six ENL teacher's schedule. During the parent orientation, each parent chooses the program which they feel is best for their child and complete the Parent Survey and Program Selection Form. The six ENL teachers Lisa Keenan, Yvonne Jetter, Ronni Mayo, Shahana Islam, Nicole Cotilletta, Kendall Gill, collect and store all Parent Survey and Program Selection Forms in the students' cum and a central location in the ENL Department. If the Parent Survey and Program Selection Forms are not returned within five school calendar days, the students will be placed in a bilingual program and if none exist at our school, they will be placed in ENL. If a parent's program choice is not currently available at our school, we inform the parents that the selection is not available and provide with the option to keep the child at our school and place him/her in the ENL program or transfer the student to a different school where the parent's selection is currently available. The Department of English Language Learners and Student Support will be contacted to coordinate the transfer with the Office of Student Enrollment. While awaiting the transfer, the student will be temporarily placed in an ENL program at our school until the transfer is complete. Every effort will be made to ensure that the parents complete the Parent Survey & Selection Form, and outreach attempts will be tracked and maintained in a file within the ENL classroom.

9. Describe how your school ensures that placement parent notification letters are distributed.

IPaste response to question here: Once the student's program has been determined using the guidelines mentioned above, the ENL teacher send parents a placement letter (in the parents' preferred language) indicating the program in which their child has been placed. A copy will be filed in the student's cumulative record and filed in the ENL teacher's office.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Paste response to question here: All ELL documentation (i.e., HLIS, non entitlement, and entitlement letters, placement letter) are placed in the student's cumulative file and a copy of it will also be filed in the ENL office.

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

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

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- Paste response to question here: Continued Entitlement Letters are distributed to the parents of students who continue to be entitled to ENL services (based on the NYSESLAT). Letters will be sent before the beginning of the school year or by September 15<sup>th</sup>. The ENL teachers make sure that all letters are given in the preferred language of the parent. Transitional support parent notification letters will also be distributed to the parents of Proficient students to inform them of the .5 units of study per week of Integrated ENL in ELA or Content Area, or other approved services that their children will be receiving.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

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

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).

- a. Freestanding ENL program.

When the child's test falls below the cut score on the NYSITELL, they are placed in ENL as a Entering, Emerging, Transitioning, Expanding and Commanding student. The Entering students will receive 2 units of study per week (360 minutes) where 1 unit of study (180 minutes) is done using the Stand-alone ENL model and 1 unit of study (180 minutes) is done using the Integrated ENL model in ELA. The Emerging student will receive 2 units of study per week (360 minutes) where the ENL student receives .5 units of study in ENL (90 minutes) using the Stand-alone model and 1 unit of study in ENL/ELA using the Integrated ENL model. The Emerging student will also receive .5 units of study in either Stand-alone ENL or Integrated ENL/Content Area (90 minutes) which will be determined by needs of the ENL student and flexibility of scheduling. The Transitioning student will receive 1 unit of study per week (180 minutes) where the ENL student will receive .5 units of study in ENL/ELA (90 minutes). The Transitioning student will also receive .5 units of study will using either the Stand-alone ENL model or Integrated ENL/Content Area (90 minutes) model which will be determined by the needs of the ENL students and flexibility of scheduling. The Expanding student will receive 1 unit of study per week (180 minutes) where .5 units of study will be given in ENL/ELA will be given using the Integrated ENL model. The Expanding student will receive 1 unit of study per week (180 minutes) where the student receives 1 unit of study in ENL/ELA or other Content Area using the Integrated model.

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Paste response to questions here: When the child's test falls below the cut score on the NYSITELL, they are placed in ENL as a Entering, Emerging, Transitioning, Expanding and Commanding student. The Entering students will receive 2 units of study per week (360 minutes) where 1 unit of study(180 minutes) is done using the Stand-alone ENL model and 1 unit of study(180 minutes) is done using the Integrated ENL model in ELA. The Emerging student will receive 2 units of study per week (360 minutes) where the ENL student receives .5 units of study in ENL (90 minutes) using the Stand-alone model and 1 unit of study in ENL/ELA using the Integrated ENL model. The Emerging student will also receive .5 units of study in either Stand-alone ENL or Integrated ENL/Content Area (90 minutes) which will be determined by needs of the ENL student and flexibility of scheduling. The Transitioning student will receive 1 unit of study per week (180 minutes) where the ENL student will receive .5 units of study in ENL/ELA (90 minutes). The Transitioning student will also receive .5 units of study will using either the Stand-alone ENL model or Integrated ENL/Content Area (90 minutes) model which will be determined by the needs of the ENL students and flexibility of scheduling. The Expanding student will receive 1 unit of study per week (180 minutes) where .5 units of study will be given in ENL/ELA will be given using the Integrated ENL model. The Expanding student will receive 1 unit of study per week (180 minutes) where the student receives 1 unit of study in ENL/ELA or other Content Area using the Integrated model.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

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

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

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Paste response to questions here: Paste response to questions here: Instruction is differentiated for ELLs depending on the status of where they fall within certain subgroups. For children who fall under the SIFE heading, summer programs are offered depending on funding and availability. For students who are in a US school for less than 3 years, we have devoted our extended day instruction to these children. AIS services are offered for these children as well for one forty-five minute period one to three days per week in both MATH and ELA. Also, an AIS program was offered to students for two hours and two times a week. Students who participate in these programs are provided with test readiness strategies. Item analysis of students testing data has been reviewed and is used to drive and differentiate instruction. For students who have receiving services for

four to six years, benchmark assessments in both Math and ELA are used to assess levels of students. Programs including Raz-kids and V-Math live are used to track student progress as well as periodic assessment results. A Content Academic Vocabulary System (CAVS) is used to instruct children in science and math while emphasizing the content level vocabulary. Students also work independently with the Leap Track program from leap Frog for two thirty-minute periods per week. Children also work in pairs and small groups to practice interactive reading by question and answer. Parents are encouraged to take their children to the library and read with them on a regular basis in English and in their native language. Children who have not met the performance standard in writing are given an extra 30 minutes twice a week to work with the teacher in content area and fictional writing activities. Writing rubrics are created by the teacher and the students for each assignment in order to promote accountability and ownership for the writing piece.

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

ENL students of varying proficiencies were offered an ENL afterschool program which was conducted twice a week for two hours.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Paste response to questions here: In order to ensure that all ELL or non-ELLs' academic progress will not be adversely affected by the re-identification process, PS 86 will follow ELL Policy and Guidelines. The school adheres to written protocol received from the students' parent/guardian or students/teacher. The re-identification process will be completed within 10 school calendar days of written notice. Upon receipt of the written request, a review of all documents related to the initial or re-entry identification process will be reviewed. Next, student work will be reviewed, and NYSITELL will be administered, if necessary. The school will consult with the parent or guardian. Teresa Jackson, one of our Language Proficiency Team Leaders, will consult with the committee on special education (CSE), if the student is a student with a disability or suspected of having a disability that may impact the ability to speak, read, write, or listen in English. Based on the recommendation of the Language Proficiency Team, the school principal determines whether to change the ELL status of a student. This will all be done in a timely fashion. After the parent/guardian has been notified, the relevant documents and recommendations are sent to the superintendent for review and final decision. All notifications and relevant documents will be kept in the students' cumulative folder. If it has been determined that the re-identification process has adversely affected the student(s), additional academic support services will be provided.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

Chart

### Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

Chart

### CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

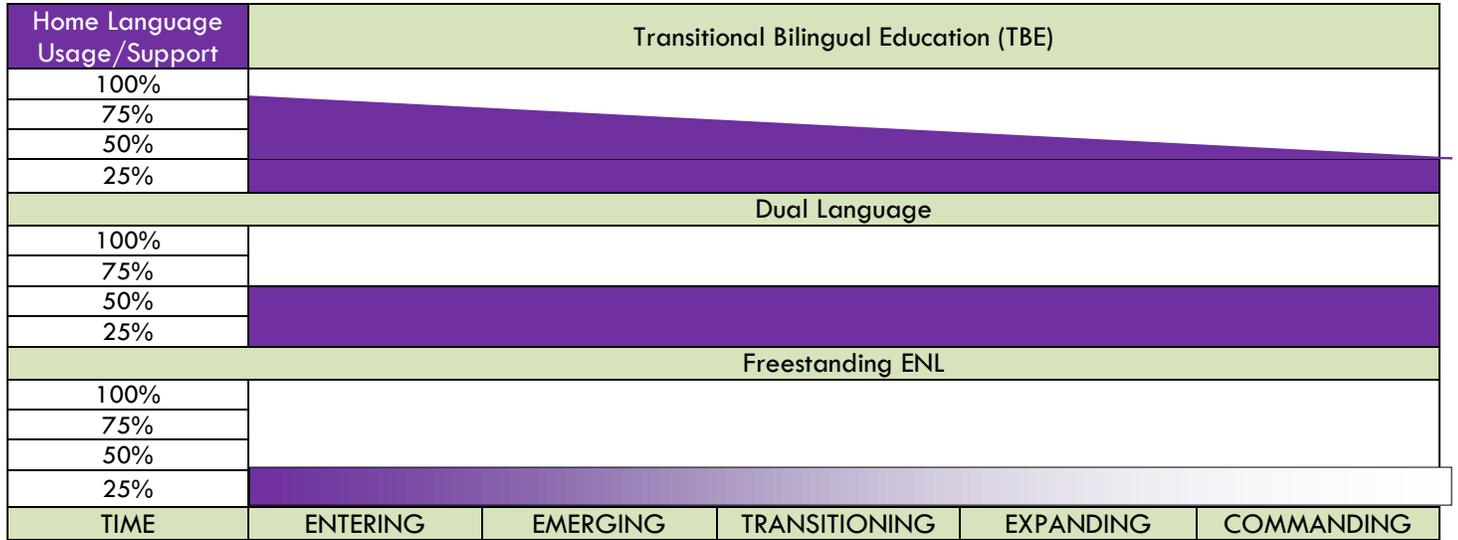


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Paste response to question here: We attempt to offer a variety of intervention programs for our ENLs in ELA, math and all other content areas. Intervention is given through the differentiation of instruction during the specific subject area classes throughout the day. Teachers group children according to a specific need for targeted small group instruction in Math, Literacy, Social Studies, and Science as well as providing writing partners. Services offered include extended day instruction, Academic Intervention Services given by reading teachers and testing coordinator are offered within the parameters of the school day, at risk pull-out services as needed by IEP teacher and Title III funding to support before and after school programs. The school also offers the services of Counseling, Speech, Occupational Therapy, Physical Therapy and Adaptive Physical Education.. All ELLs in grades 3-5 are afforded the opportunity to participate in an ENL Afterschool program where they receive extra help in literacy and math. The students are grouped according to proficiency level including a beginner's group. The five ENL teachers deliver intensive explicit instruction in reading, writing, listening and speaking. This intervention will help them to develop English language proficiency.
- Instructional materials used to support ELLs include Raz-kids, Leap Frog, curriculum focused manipulatives, a Science Lab, a Computer Lab, Smart Board accessibility, curriculum centers and task grouping. The classroom teacher as well as support staff on a daily basis provide language support for ENL students. In the explicit ESL programs, the CCSS and accompanying Performance Indicators provide the framework for instruction. A workshop model of balanced literacy is being implemented with relevant scaffolding strategies in both reading and writing. The advanced level ELL students receive one unit of ENL and also receive one unit of ELA instruction which is provided in the general classroom. ESL teachers collaboratively plan with the classroom teachers for alignment of instruction. In accordance with the new CCSS, students are supported in instruction through the design of questions aligned with Charlotte Danielson's questioning techniques that are age appropriate and demonstrate rigor.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. Paste response to question here: Our current ENL program is effectively meeting the needs of our ELLs in both content and language development. In order to effectively meet the needs of all our ELLs, the ENL teachers use many different strategies to promote teaching and learning. ENL teachers create and post language objectives for all of their lessons. The teachers' language objectives support the linguistic development of their students by exposing them to lessons aligned with the core curriculum. The objectives also follows the classroom teachers' thematic units of study. Quality language objectives that teachers create, aligned with content language and skills, addresses the language of academic progress. Along with vocabulary development that supports both content and language development, the students receive a holistic, and well-rounded approach to learning.
12. What new programs or improvements will be considered for the upcoming school year? Paste response to question here: This scholastic year, we have been fortunate to hire a Bengali speaking ENL teacher to assist our tremendous Bengali population. This has afforded us to assist the Bengali community more efficiently with translations, orientations, and to better understand their cultural needs. Continuing with the Tuesday, parental involvement extra time, the ENL teachers can be more involved with meeting the needs of our students. This year, the monthly newsletters sent home inform parents of upcoming events and celebrations in our school community. Due to the Translations and Interpretations Division, we are able to have closer communication with our parents in their native languages.
13. What programs/services for ELLs will be discontinued and why? Paste response to question here: We are fortunate to be able to continue all our previous ENL programs. We have improved upon them through the teaching and learning of content and language acquisition.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. Paste response to question here: Every opportunity is given to provide equal access for all ELL students. Through interdisciplinary created lessons and programs, such as music and theatre arts, ELL students actively participate in after school and supplemental services. For example, the ELLs are instructed using musical instruments such as the guitar, violins, and violas. Throughout the day, the ELLs are immersed in oral and language development through Readers' Theatre as well. The after school ENL Title 3 Program which operates on Wednesdays and Thursdays, gives the ELLs more academic and language support.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary. Paste response to question here: Entering, Emerging, and Transitional students receive phonemic support thru the Wilson Foundations Program. The ENL teachers are all trained and use the foundations program to better assist students with phonemic awareness. Students also develop their fluency, vocabulary, and their writing skills. In order to meet the differentiated needs of the Expanding and Commanding students, the ENL teachers encourage more discussion and oral presentations through the use of content knowledge and language skills. The ENL teachers use video to frontload concepts and stimulate thinking/connections to prior knowledge. Personal experiences are shared to create a picture of concepts and ideas within the lesson in order to better bridge student understanding. Using the push-in model, the ENL teachers follow the Common Core Curriculum using READYGEN and

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

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Paste response to question here: There are many ways that the ENL teachers deliver home language support to ELLs within the classroom. A print-rich environment which includes access to books and reference materials, labels, posters, and student work displayed on bulletin boards. Word walls are also used as a great support for ELLs. They are organized around a number of concepts, including the alphabet and phonetic sounds, new vocabulary words, sight words, grammar rules, conversational phrases, and writing structures. For Native language support, science and social studies native language thematic book baskets are being utilized in the classrooms. In the explicit ENL programs, the CCSS and accompanying Performance Indicators provide the framework for instruction. Also, the teachers at P.S. 86 assign language buddies within their classrooms who help the student stay on task and give them a sense of security especially since that child usually speaks the same language. Bilingual dictionaries are also used to assist with word to word translations. These are numerous ways the ENL teachers support language acquisition for the ELLs and in the process, get them on the road to academic success.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Paste response to question here: At this time, P.S. 86 does not offer any activities prior to the beginning of the school year. However, once the student is enrolled or those newly enrolled ELLs who register throughout the school year are invited to participate in many programs. P.S. 86Q offers a host of activities and programs to its ELL population throughout the year. These include an ENL Afterschool Program two times a week for four hours. Queens Community House, a community school-based organization, also helps many of our ELLs with their homework, and offers academic and social programming during vacations throughout the scholastic year.

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

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

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
Paste response to question here: Our ENL teachers will attend professional development throughout the year as the opportunity arises and is provided, in/out of school. The school will conduct a survey of staff to determine who is in need of 7.5 hours of ENL training as per Jose P. ENL teachers will participate in intervisitations of two 45 minute class sessions to view a co-teaching lesson as part of the 7.5 hours of ELL training required. Additional ways to achieve the 7.5 hours will include UFT training sessions, on-line course work, and meetings with an ELL consultant. The calendar dates for the professional development of all teachers of ELLs, are as follows: October 30, 2015, Promethean training. November 2, 2015, Strategies for peer editing and learning to use a rubric as a teaching tool. December 8, 2015, How to use diagnostic tools and formative assessment practices to measure ELLs content knowledge. January, 12, 2016, Building a common language and understanding of the ENL Service models (Stand-alone ENL and Integrated ENL). February 9, 2016, The benefits of Collaboration and Co-teaching. March 8, 2016, Instructional moves to support ELLs. April 12, 2016, Sharing best practices in the ENL classroom.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
Paste response to question here: The two lead teachers at P.S. 86Q offer various professional development to the entire staff as well as the ENL teachers to support the ELLs as they engage in Common Core Learning Standards. Co-teaching classroom teachers with ENL teachers, will be intervisiting other co-teaching /ENL classrooms for best practices. We will begin these intervisitations November 2015. Because of these intervisitations, classroom teachers will be able to see first hand, how the co-teaching model and ENL strategies are implemented to almost perfection while using the common core curriculum through the Common Core.org curriculum, ReadyGen and GoMath. The aforementioned professional development sessions are all inclusive and will support all teachers in delivering common core-aligned instruction. The professional development sessions will afford all teachers of ELLs the opportunity to build upon prior knowledge, scaffold and improve upon established schemata.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Paste response to question here: In order to assist ELLs as they transition from elementary to middle school, and provide the staff with the necessary tools to support these students, the teachers do the following: teach organizational skills such as labeling materials, planning their time appropriately to independently pace themselves, and become aware of time management. Also, the students learn to submit work on time, and the responsibility that goes along with due dates of projects and papers. The guidance counselor at PS 86Q, Barbara Korzekwinski, assists the ELLs as they transition from elementary to middle school. She holds parent meetings in November to review the directory of middle schools in our area as well as the specialized schools. The meetings are conducted in many languages, with translators to meet the needs of all of our parents. Another meeting in November is conducted to review the application process, along with the translators. She holds individual and group meetings as necessary to accommodate the language and scheduling of the parents. Ms. Korzekwinski attends all the middle school fairs along with our students and their parents. She collects flyers from all the middle schools and then distributes them to the interested parents of ELLs and explains the process. These opportunities afford the ELLs an easier transition from elementary to middle school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
Paste response to question here: This scholastic year, our professional development requirements of 15% of total hours for all teachers, will be fulfilled through ongoing ENL PD, and intervisitations by grade. Additionally, in order to meet the 50% of total hours for ENL teachers, we will utilize out Title 3 PD funding to focus on best practices for co-teaching and integrating content and language instruction for English Language Learners. Records of all professional development activities are maintained by agendas and attendance. Also, the ENL teachers turnkey vital information to the classroom teachers to further assist with ENL language acquisition. The professional development monthly sessions will encompass all areas of needs specified by the teachers of ELLs. October 30, 2015, Promethean training. November 2, 2015, Strategies for peer editing and learning to use a rubric as a teaching tool. December 8, 2015, How to use diagnostic tools and formative assessment practices to measure ELLs content knowledge. January, 12, 2016, Building a common language and understanding of the ENL Service models (Stand-alone ENL and Integrated ENL). February 9, 2016, The benefits of Collaboration and Co-teaching. March 8, 2016, Instructional moves to support ELLs. April 12, 2016, Sharing best practices in the ENL classroom. As a result of the yearly professional development sessions, all teacher of ELLs will be well-informed, better prepared, and collectively elevate the instruction and academic achievement of ELLs.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Paste response to question here: Annual individual meetings with the parents of ELLs are provided to discuss goals of the ENL program, language development progress, language proficiency assessment results, and language needs in all content areas. During the Tuesday parental involvement extra time, ENL teachers along with the classroom teachers, communicate with parents regarding academic performance, behavior, attendance, and suggestions of moving student to the next level. We are fortunate to have many staff members that can translate in Bengali, Spanish, and Arabic during these meetings. Parents are also afforded the opportunity to participate in weekly parent workshops with our parent coordinator, Mrs. Bennett. These workshops harness and help create the social, emotional development for the parents of ELLs and create a connection between home and school.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Paste response here: Annual individual meetings with ELL parents are recorded and filed. Data is stored and maintained in files with the classroom and ENL teachers. The six ENL teachers, Yvonne Jetter, Ronni Mayo, Lisa Keenan, Nicole Cotilletta, Kendall Gill, and Shahana Islam, provide outreach to parents through phone calls and letters home (translated), are documented, and kept in a central location within the ENL office.

One of the things that we are most proud of that fosters parental involvement for parents of ELLs at P.S. 86 is that we provide an English tutorial class. This affords our non-English speaking parents the opportunity to be in a class setting with an ENL teacher, Ms. Kupferberg, learning English as a second language. We provide them with notebooks, texts, pencils, and the ENL teacher. The attendance is consistently good, and they are active learners. The parent coordinator offers many classes for the ENL parents such as parenting skills, sewing, crafts, and crocheting. The parent coordinator along with the PTA conducts a yearly talent/fashion show which highlights the various cultures of our ENL school community. The parent room is set up with many computers that are purposely arranged and exclusively used by the ENL parents. Instruction on the use of the computers and how to navigate the Department of Education website, as well as word processing, letter writing, and internet usage, is offered to ENL parents in the school. Monthly workshops are offered by the math coach and ENL teachers in how ENL parents can best help their child in areas as homework, math, literacy, and test taking skills. The PTA invites the ENL parents to regular scheduled meetings. All parents are provided with the calendar of the month with all the dates and events happening in our school at the beginning of the year and each month thereafter. P.S. 86 has a school based clinic with a nurse practitioner who speaks Spanish, French, and Haitian Creole. The nurse practitioner holds meetings with ENL parents concerning the health and nutritional needs of their children. All families are invited and encouraged to sign their children up with the clinic. Also, when funds are available, we organize and send parents on trips such as to The Metropolitan Museum of Art, paying for transportation, museum tour, and lunch. In order to accommodate a vast population of ENL parents, during all of the aforementioned activities, translation services are made available through parent to parent translation, ENL teachers readily available to assist with translations, and other staff members such as administrators, nurse practitioner, safety agent, and anyone else who speaks the language needed.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Paste response to question here: The Queens Community House is a school based community organization that has set-up their program for our students. Queens Community runs an afterschool program for approximately 120 students at P.S. 86Q. Their program includes snack, homework help, and a series of lessons based on our curriculum. The director of Queens Community House works closely with one of our 5th grade teacher, Mr. Roesemann who guides them through our curriculum and provides lessons in specific areas of need during the afterschool program. Queens Community House offers many workshops and services for our parents. Their main site provides parents with financial services, Zumba classes and senior citizen classes as well. Onsite at P.S. 86Q, the Queens Community House offers a parent/student activities throughout the year. The parents are invited to work with their children in the classroom on various hands-on activities.

5. How do you evaluate the needs of the parents?

Paste response to question here: In the beginning of the year, the parent coordinator distributes a welcome packet to all parents. Included in the packet are surveys to determine their talents, skills, requests and interests. Parent surveys are also given out periodically to assess their needs and interests as the year progresses. The parents are asked what programs they would like to have implemented within the school, and if they are able to assist with translations as needed. We evaluate the needs of our ELL parents by interviewing them in order to find out more about their native country and language, their culture, and level of education. Based on their responses, we immediately provide them with services and help to assist them in any way we

can. Parental needs and concerns are discussed throughout the entire school year. The School Leadership Team also meets weekly to discuss the needs and concerns of our ENL school community and provides feedback to the administrators who disseminate the information to all staff.

6. How do your parental involvement activities address the needs of the parents?

Paste response to question here: The parental involvement activities assist the parents in their daily lives. The aforementioned activities encourage and instill self-esteem, self-improvement and curtails the language barrier between the home and school community. This in turn will create parents as partners in their child's education and effectively involve them in the community. The parent coordinator meets every need that arises within the school community. Mrs. Bennett, our Parent Coordinator, shows the parents how to write an absent letter for their child, how to communicate with teachers regarding their child's education, and sewing/crafting lessons. Also, many celebrations throughout the year are organized with the assistance of our many devoted and talented parents. Involving the parents in their child's school community helps to better develop and bridges the gap between parents, students, and the school. This establishes an effective partnership between home and school.

#### **D. Additional Information**

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

Paste response here: Due to the final restructuring of our grades, this scholastic year at PS 86Q, we have our kindergarten for the fourth year in a row, first grade for the third year, and second grade for the second time. We are finally a Pre-K-5 school.

It has been a long and arduous task of restructuring our grades and classes to better serve all the students in our school. We are finally responsible holistically of how our students are assessed and what our students learn, today, and going forward for the preparation of college and career readiness...

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

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Karen Zuvic	Principal		10/23/15
Emily Dalamakis	Assistant Principal		10/23/15
Selphia Bennett	Parent Coordinator		10/23/15
Yvonne Jetter	ENL/Bilingual Teacher		10/23/15
Tamara Ward	Parent		10/23/15
Ronni Mayo	Teacher/Subject Area		10/23/15
Lisa Keenan	Teacher/Subject Area		10/23/15
Jill Brogan	Coach		10/23/15
	Coach		10/23/15
	School Counselor		
Mabel Sarduy	Superintendent		
	Borough Field Support Center Staff Member _____		
Nazreen Ghafoerkhan	Other <u>Lead Teacher</u>		10/23/15
Jill Brogan	Other <u>Lead Teacher</u>		10/23/15
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **28Q086** School Name: **PS 86**  
Superintendent: **Mabel Sarduy**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnedoe.org/tiu/lac](http://www.learnedoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

With a lot of current as well as a large influx of incoming Bengali students, we noticed the need to communicate effectively with the parents/guardians especially when enrolling their children for the first

time in a NYC public school. The ENL Benagli teacher assists the parent coordinator with written translation and oral interpretation needs in order to help and reach out to Bengali speaking parents. The parent volunteers and Bengali speaking paraprofessionals assist with these school needs. We have had parents translate our letters and notices in the Bengali language, with the assistance of our Bengali paras. Our findings were reported to the school community by the parent coordinator, as well as school administration during monthly Parent Teacher meetings.

## **Part B: Creating a Communications Calendar**

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Every letter that goes out to our parents is translated in Spanish and Bengali. The language translation stamp is also placed on every letter that goes home to the parents and guardians. Examples of letters are: monthly newsletters, announcements for upcoming celebrations, assemblies, and events, invitations to events, before/after school ENL programs being offered, NYS testing dates, trip slips and permission slips, and reminder letters of important dates.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

P.S. 86Q has many opportunities throughout the year for the parents to interact with the staff members, face-to face individually and holistically. In September, we have 'Meet the Teacher Night' where the teachers including all ENL and clusters, review curriculum and expectations for their children. In November, March and in May, we have our parent teacher conferences where over 90% of our parents attend. On Tuesday afternoons, we have 40 minutes extra time for parent engagement where the classroom teachers prepare parent development such as lessons for the parents. For example, "How to help your child at home with homework", "Phonemic/phonological awareness for their children" and "Successful strategies for NYS testing", to name a few. Also, Classroom celebrations, assemblies, science fair, book fair, and field day events are a way to involve our parents with their childrens' education. The guidance counselor and assistant principals have ongoing meetings with parents on a weekly basis to address concerns and to create plans for particular students, as needed. The attendance officer is always referenced and makes those house calls to students with excessive lateness/absences.

## **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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

## **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

All our staff members will receive training on how to use the translation services and over the phone language interpretation service. We will ensure that assistance will be given to our staff members during the Monday PD allotted time. Copies of the T&I Brochure, Language ID Guide, and Language Palm Card will be distributed to all staff members at PS 86Q.

## **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

#### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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

#### **Part F: Monitoring and Quality Control**

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

When parents and guardians come and ask us for assistance, we immediately explain (with translation) what our services and programs are and how their children can benefit from them. We personally speak with the parents, inviting them in via parent workshops with the parent coordinator, during registration, and with the ENL teachers during parent ENL orientation sessions. When on-going feedback is given by the parents to the classroom teachers when a particular need arises, we immediately address the concerns and invite the parents in to explain the procedures and programs.