

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

10X086

School Name:

P.S. 086 KINGSBRIDGE HEIGHTS

Principal:

FIONA TYSON

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: The Kingsbridge Heights School School Number (DBN): 10X086
Grades Served: Pre-K - 6
School Address: 2756 Reservoir Avenue Bronx, New York 10468
Phone Number: 718-584-5585 Fax: 718-584-7027
School Contact Person: Robert Hajek Email Address: rhajek@schools.nyc.gov
Principal: Fiona Tyson
UFT Chapter Leader: Ray Mena
Parents' Association President: Ray Wilson
SLT Chairperson: Robert Hajek
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Ray Mena
Student Representative(s):

District Information

District: 10 Superintendent: Melodie Mashel
1 Fordham Plaza, Room 836
Superintendent's Office Address: Bronx, New York 10458
Superintendent's Email Address: MMashel@schools.nyc.gov
Phone Number: 718-541-5852 Fax:

Borough Field Support Center (BFSC)

Bronx (Districts 7, 8, 9,
BFSC: 10, 11, 12) Director:
1 Fordham Plaza
Director's Office Address: Bronx, NY 10458
Director's Email Address: JRuiz2@schools.nyc.gov
Phone Number: 718-828-7776 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)
Fiona Tyson	*Principal or Designee	
Ray Mena	*UFT Chapter Leader or Designee	
Ray Wilson	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	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	
Robert Hajek	Member/Principal Designee	
Michelle Kirschenbaum	Member/Principal Designee	
Sara Francis	Member/Teacher	
Megan Kaye	Member/Teacher	
Veronica Sutton	Member/Paraprofessional	
Jenny Pacheco	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Alicia Martinez	Member/Parent	
Paulina DeLeon	Member/Parent	
Maricia Dorsett	Member/Parent	
Sharon Stevenson Biagas	Member/Parent	
Christy Torres	Member/Parent	
	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.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: 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.

P.S. 86, the Kingsbridge Heights School, is located in the north central Bronx and is comprised of more than 1,700 students in grades Pre-K through six. As one of the largest elementary schools in the United States, P.S. 86 serves a primarily Hispanic community (85%), including more than 500 English Language Learners (31%) and a special education population of about 255 students (15%).

Our mission statement was created with our school's population in mind and was devised to meet the needs of all of our students. It states,

Our mission is to promote a literate environment that supports our cultural diversity. As a community of lifelong learners, the school will focus on meeting the teaching and learning standards by offering educators the training and resources they require and providing students with an integrated curriculum that allows them to succeed and perform to the best of their ability. Through regular communication, we will create an active and positive partnership among the staff, the parents and the community.

The Framework for Great Schools element Collaborative Teachers is the area where we have made the most progress over the past year. Built on the basis of Trust and with the support of Effective School Leadership, we have spent a significant amount of time integrating the concept of Collaborative Teachers into the P.S. 86 community. A key component has been to put our teachers on the cutting edge of curriculum innovation and the art and science of teaching. Some examples of how our teachers have spent their year working collaboratively are:

- The majority of teachers are engaged in inquiry-based professional collaborations to develop and implement practices shared within a grade or a discipline embedding Common Core Learning Standards and the instructional shifts. Teams are structured into professional learning communities (PLCs), professional learning teams (PLTs), and "branch-offs" where teachers come together as a subset of a larger team to engage in a cycle of inquiry. All collaborations are guided by the use of protocols such as the Critical Friends protocol in order to analyze student work and strengthen teacher capacity.
- By choosing to focus on our bilingual and ELL program in particular, we spent the past several years establishing an ongoing partnership with the team from CUNY-NYSIEB (New York State Initiative on Emergent Bilinguals). Many of our ELL and bilingual teachers attended CUNY-NYSIEB seminars to enhance their understanding of best practices that support bilingual instruction and the implications of the CCLS for emergent bilingual students. They then came back to their classrooms, armed with "translanguaging" strategies and were able to use bilingualism as a resource in order to make content comprehensible for emergent bilingual students. These teachers ultimately created the Emergent Bilingual Team, sharing best practices and examining student work on a monthly basis.

Combining the elements of Rigorous Instruction, Collaborative Teachers and Strong Family-Community Ties, is the wealth of school-wide collaborations that have been established and integrated into the P.S. 86 community. The following examples are evidence of teachers having the opportunity to work closely with their colleagues and community organizations to provide their students with access to challenging and exciting curricular materials.

- We have had a long-standing relationship with Teach For America and for eight years hosted their Summer Institute, a summer school program for students in grades Pre-K through six. Although New York City will no longer be a Summer Institute site for Teach For America, we have initiated a collaboration with the New York City Teaching Fellows. In Summer 2015, we will host their summer school program for P.S. 86 students in grades Pre-K through 6.

- Junior Achievement has collaborated with P.S. 86 for more than ten years, working with students in grades K-6. As part of this program, students engage in a day's worth of financial literacy activities.

- We have well established relationships with several art residency programs throughout New York City. Those we worked with during the 2014-2015 school year include:

- Guggenheim's "Learning Through Art"

- Lehman College

- The Rubin Museum of Art

- MoMA

- The New York City Children's Theater

- The Metropolitan Museum of Art

- Music Wizards (Recorder instrument residency)

- Community Works, Inc. (Music residency)

As we look ahead, our key area of focus for the 2015-2016 school year will be Rigorous Instruction, primarily in the form of using formative assessment to provide actionable feedback to students.

10X086 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06	Total Enrollment	1704	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	10	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	9	# Music	N/A	# Drama
# Foreign Language	2	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	82.4%	% Attendance Rate		92.6%
% Free Lunch	80.1%	% Reduced Lunch		0.5%
% Limited English Proficient	29.5%	% Students with Disabilities		18.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.1%	% Black or African American		9.2%
% Hispanic or Latino	85.1%	% Asian or Native Hawaiian/Pacific Islander		4.2%
% White	1.2%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.86	# of Assistant Principals (2014-15)		4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		6
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		1.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		10.06
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	22.3%	Mathematics Performance at levels 3 & 4		40.1%
Science Performance at levels 3 & 4 (4th Grade)	84.0%	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		N/A
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	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
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	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	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.

School Quality Review feedback

- School Quality Reviewers noted that in many cases teachers were not consistent in articulating next steps to students for guidance or extending their thinking as they solved math tasks.

School Data Review

- New York State Common Core Math Assessment Data for the 2013-2014 school year demonstrates that an average of less than 50% of our students in grades 3-6 correctly answer multi-step word problems. Additionally, when comparing our NYS test data to the overall city performance, we are consistently outperformed when solving multi-step and/or real word word problems.
- Go Math Chapter Test data from 2014-2015 mirrors the data trends noted above, with students’ scores averaging at about 48%.

School Needs Assessment (June 2015)

As part of our School Needs Assessment conducted in June 2015, teachers articulated a need to spend increased instructional time to build problem solving skills as they reviewed current data trends across classrooms, grade levels, and whole school. Additionally, as teachers reflected on our School Quality Review feedback they determined the need for professional development on teaching problem solving using specific strategies.

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.

90% of students solving multi-step word problems in grades 2-6 scoring at a level 1 or 2 on the September Problem Solving Baseline Assessment (PSBA) will demonstrate an increase of at least 1 level as measured by our problem solving rubric by June 2016. In kindergarten and first grade, 90% of students scoring a level 0 or 1 on the September PSBA will increase their score by 2 levels as measured by our problem solving rubric by June 2016.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Problem Solving Strategies will be introduced and practiced weekly</p> <ul style="list-style-type: none"> • Pacing calendars will reflect strategies to be introduced • Teachers will receive professional development to develop teaching problem solving through strategies <p>A Problem Solving Rubric will be created in each K-6 classroom using established grade-level anchor samples.</p> <ul style="list-style-type: none"> • Self-evaluation and Peer evaluation will utilize these rubrics • Problem Solving Strategies will be introduced and practiced weekly <p>Problem of the Day (POD) will be aligned to scheduled problem solving strategy from September through October.</p> <p>Beginning in November 2015, all PODs will become non-routine where students can apply a variety of strategies taught to solve.</p>	<p>All Students</p>	<p>September 2015-June 2016;daily</p>	<p>Instructional Coaches and Classroom Teachers</p>
<p>Students will engage in Cooperative Problem Solving twice a month from October 2015 to June 2016</p> <ul style="list-style-type: none"> • Tasks will be multi-step, multi-skill/concept <p>-Will allow for multiple entry points to solve, allowing success for all students</p> <p>-Will require students to apply various skill and concepts in non-routine ways of thinking</p>	<p>All students</p>	<p>October 2015-June 2016; twice monthly</p>	<p>Instructional Coaches and Classroom Teachers</p>

<ul style="list-style-type: none"> • Students will develop the 8 Standards for Mathematical Practice • Teachers will focus on preparing actionable next steps to groups of students via questioning and scaffolding meeting the needs of all learners, including SWDs and ELLs • Teachers challenge students to extend their knowledge 			
2 Non-Routine Word Problems will be assessed with each Go Math Chapter Test	All students	Sept. 2015- June 2016; ongoing	Instructional Coaches and Classroom Teachers
<p>Progress Reports for Parents will be distributed three times a year (November, March, and June) and will include data on individual student scores from administered Problem Solving Assessments that are aligned to the types of tasks students solve during Cooperative Problem Solving and PODs.</p> <p>Math Coaches will host a Parents as Partners in Problem Solving Saturday Workshop for parents and their children during Winter 2016.</p> <p>Math Coaches will provide information sessions about Problem of the Day (POD) and Cooperative Problem Solving initiatives for members of the School Leadership Team and the Parents' Association.</p>	All parents	November 2015, March 2016, & June 2016 Winter 2016	Instructional Coaches

Part 4 – Budget and Resource Alignment

<p>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.</p> <p>Human Resources:</p> <ul style="list-style-type: none"> • Administration, Grade Leaders, Coaches, and Teachers <p>Instructional Resources:</p> <ul style="list-style-type: none"> • Problem of the Day (POD) Packets/Notebooks • “What’s Your Math Problem!?!” by Linda Gojak • Thinking Through the Task Templates <p>Schedule Adjustments:</p> <ul style="list-style-type: none"> • PD Sessions ○ Learning and Applying Problem Solving Strategies ○ Using Rubrics to set Expectations for Problem Solving
--

o Meaningful Feedback in the Mathematics Classroom

- Grade level meetings to track and analyze problem solving data
- Vertical and horizontal teacher teams conducting “learning walks” targeting meaningful feedback during Cooperative Problem Solving

Scheduling for evening Parent Meetings

Part 4b. 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	X	Title III, Part A		Title III, Immigrant
	C4E		21 st 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.

40% of students solving multi-step word problems in grades 2-6 scoring at a level 1 or 2 on the September PSBA will demonstrate an increase of at least 1 level as measured by our problem solving rubric by January 2016. In kindergarten and first grade, 50% of students scoring a level 0 or 1 on the September PSBA will increase their score by 1 level as measured by our problem solving rubric by January 2016.

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.

SQR specific feedback

Indicator 2.2 - “Impact: Although the school uses common assessments include checks for understanding in lessons, and provide actionable feedback that result in teachers determining student progress towards goals and adjusting instruction, meaningful feedback is inconsistently used to promote greater student initiative to progress towards the next level.”

Schoolwide Needs Assessment 2015 feedback

Teachers expressed need to:

- create a safe environment for students to self assess using checklists, rubrics, and goal setting as a way to track progress towards goals.
- share best practices in guided reading and phonics instruction.
- norm F&P assessment to develop a common set of assessment practices.

F&P Data for 2014-2015

Our current MOY school wide growth rate shows a decline from .47 year’s growth in 2013-2014 to .45 year’s growth which indicates our EOY growth rate will likely be below our school-wide goal of one year’s growth.

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.

By June 2016 all students including ELLs and SWDs will have used a Personal Reading Goals Tracking System (PRGTS) that tracks at least two specific strategies they have used in pursuit of their reading goals as measured by the Student Goal Progress Sheet.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>All staff members will participate in F&P Assessment Norming PD aimed at developing a common set of assessment practices designed to norm assessment results across all grades. In addition, teachers will be trained in using a Student Goal Progress Sheet to help students set and monitor specific and attainable reading goals.</p> <p>Teachers will make use of explicit F&P guided reading strategies that provide specific feedback to students as a way to help them utilize these strategies that support their progress towards their reading goals.</p> <ul style="list-style-type: none"> • A daily block of 30-50 minutes will be scheduled at each grade level for guided and independent reading as a grade level reading challenge. • Conferring around specific reading strategies at each level-providing specific, actionable feedback through a combination of written and verbal forms designed to build understanding of reading development. • Leveled bookmarks listing leveled strategies will be distributed to each student to help them use these strategies while they track their F&P reading goal. <p>Using myON online reading system to establish and track lexile levels for all students in grades 1-6.</p> <ul style="list-style-type: none"> • 20 teachers will participate in a 80 minute virtual session with the myON team. This session will provide an overview of myON 3.0, explaining the new features that include updated lexile tracking for students. These teachers will facilitate grade level implementation of myON 3.0. 	<p>All staff members</p>	<p>Sept 2015- June 2016</p>	<p>Coaches and Teacher Team leaders</p>

<ul style="list-style-type: none"> ● PD aimed at deepening their understanding of lexile levels and how they correlate to F&P reading levels. ● Teachers will guide student understanding of lexile levels through modeling and conversations around factors that determine and affect lexile level progress. 			
PRGTS is designed to support ELLs and SWDs by developing a better understanding of how to reach personal reading goals in a safe, supportive classroom where students and teachers work together	All students	Sept 2015- June 2016	Coaches, Teacher Team leaders and classroom teachers
<ul style="list-style-type: none"> ● Teachers will share F&P reading goals with parents via the Parent Progress Report ● Student Goal Progress Sheets will be shared with families at parent conferences ● Teachers will share myON results of teacher reports, including lexile progress or declining lexile reports with families ● Progress towards goals will be shared with parents and other members of the school community directly following the MOY F&P assessment 	All parents	November, March, June	Coaches and teachers

Part 4 – Budget and Resource Alignment

<p>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.</p> <p>Human Resources: Administration, Grade Leaders, Coaches, and Teachers</p> <p>Instructional Resources:</p> <ul style="list-style-type: none"> ● F&P Benchmark Assessment System ● Personal Reading Goals Tracking System (Student Goal Progress Sheets, explicit leveled reading strategies, leveled bookmarks, etc) ● Systems to support the implementation of myON 3.0 including <ul style="list-style-type: none"> ○ laptops and tablets (used in classrooms across the school in grades 1-6) ○ teacher access to myON reporting system that track key areas of student reading <p>Schedule Adjustments:</p> <ul style="list-style-type: none"> ● PD Sessions ○ myON 3.0 implementation
--

- F&P norming
- Personal Reading Goals Tracking System
- 30-50 minute guided reading block scheduled for every grade level
- Grade level meetings to progress monitor student growth by examining components of the Personal Reading Goals Tracking System.

Part 4b. 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	X	Title III, Part A	X	Title III, Immigrant
X	C4E		21 st 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.

September 2015 to January 2016 - Students will establish a personal reading goal (PRG) in September, and by January 90% of students will have identified and used at least one specific reading strategy to help them reach their personal reading goal (PRG) as evidenced in their PRGTS.

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.

School Quality Review feedback

Indicator 2.2 (Assessment): “Although the school uses common assessments including checks for understanding in lessons, and provides actionable feedback that result in teachers determining student progress towards goals and adjusting instruction, *meaningful feedback is inconsistently used to promote greater student initiative to progress towards the next level.*” School Quality reviewers also noted that “in many cases students received a circled rubric” on work products with no comments or actionable feedback students could use to advance to the next level.

School Data Review

Advance data, classroom observations and written feedback to students points to a need to raise the quality of feedback students are given in writing to include clear, rigorous and actionable next steps that are rubric based and content focused.

School Needs Assessment (June 2015)

As part of our School Needs Assessment conducted in June 2015, teachers articulated a need for Professional Learning Teams (PLTs) to focus on “making concise teaching decisions based on inquiry.” In addition, teachers identified a need to increase their knowledge and role in the use of rubrics to impact student achievement and gauge student achievement. Since a major component of Danielson 3d includes feedback given to students, linking our PLTs focus with best practices for utilizing rubrics and providing quality actionable feedback to increase student achievement in writing is a logical next step.

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.

By June 2016, 100% of written feedback posted on student work products displayed on hallway bulletin boards will follow the Glow/Grow/Go feedback protocol.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Professional Development on the key components of Danielson 3d with a focus on improving the quality of feedback to students as a means to engage in formative assessment for all teacher including ELL teachers and teachers of SWDs.</p>	<p>All teachers K-6</p>	<p>5 week sessions (on-going across the school year)</p>	<p>Assistant principals, grade leaders, coaches, teachers.</p>
<p>Continued implementation/refinement of the Glow/Grow/Go feedback protocol with an emphasis on the “Go” component (providing actionable next steps) to impact student achievement.</p>	<p>All teachers K-6</p>	<p>On-going across the school year</p>	<p>Assistant principals, grade leaders, coaches, teachers.</p>
<p>Vertical and horizontal learning walks to identify best practices for using rubrics and the Glow/Grow/Go feedback. Learning walks can include visits to classrooms and/or a study of written feedback on student work products posted in and outside classrooms.</p>	<p>All teachers K-6</p>	<p>On-going across the school year</p>	<p>Assistant principals, grade leaders, coaches, teachers.</p>
<p>Teacher teams will focus on the elements of quality feedback as it relates to impacting student achievement and best practices for engaging students in articulating next steps for learning. Teams will utilize professional literature (for example, “Five Key Strategies for Effective Formative Assessment” by Dylan William) to create a rubric or criteria chart that teachers can use to measure the quality of feedback they provide. Teams will generate lists of grade-level appropriate “stems” to be used to generate high-quality feedback.</p>	<p>All teachers K-6</p>	<p>On-going across the school year</p>	<p>Assistant principals, grade leaders, coaches, teachers.</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>
<p>Human Resources</p> <p>Professional development and learning walks will be facilitated by coaches, assistant principals and grade leaders. PLTs and mini-portfolio creation will be facilitated by classroom teachers. Observations debrief sessions will be conducted by administration.</p> <p>Instructional Resources</p>

Our core programs for ELA and Math (ReadyGen/Codex and Go Math!) contain rubrics which we will continue to refine to be more student friendly and useful for students to identify next steps for learning. Professional learning resources include “Five Key Strategies for Effective Formative Assessment” by Dylan William and “The Bridge Between Today’s Lesson and Tomorrow’s” by Carol Ann Tomlinson.

Scheduling

The Monday Professional Learning time will be utilized for any activities devoted to increasing teacher knowledge and skill in using rubrics and providing quality feedback. Learning Walks and classroom visits will be scheduled during common preps.

Part 4b. 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	X	Title III, Part A		Title III, Immigrant
	C4E		21 st 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.

September 2015 to January 2016 - 75% of teachers will become proficient at providing high-quality feedback on student writing that is specific and focused on improvement via the Glow/Grow/Go labeling system as measured by the Teacher Team created rubric for “Providing Quality Feedback” and feedback posted on bulletin boards. Students will engage in activities that gives them opportunities to articulate rubric/criteria chart referenced goals and next steps for achieving those goals.

January 2016 - June 2016 - 100% of teachers will be proficient at providing high-quality feedback that is specific and focused on improvement via the Glow/Grow/Go labeling system and as measured by feedback posted on outside bulletin boards. Students will engage in activities that give them opportunities to provide and receive valuable timely feedback with Glow/Grow/Go (next steps) feedback to self and peers and will be able articulate Math/ELA goals and next steps for achieving those goals.

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

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <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 st 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 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

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <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 st 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 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	AIS providers in grades K – 3 work with small groups of students who score below grade level benchmarks on Fountas & Pinnell. AIS providers, in grades 4 – 6 work with small groups of students who scored level 1 or 2 on the NYS ELA exam for 2015.	AIS instructors in Kindergarten and Grade 1 and 2 utilize the Foundations Literacy Program. AIS providers, grades 3-6, use Soar to Success, a reading intervention program. . Both programs are scientifically based reading research programs.	AIS providers in grades K – 6 with small groups of students.	All AIS services, grades K – 6, are provided during the school day.
Mathematics	AIS providers work in small groups targeting areas of need as determined by the classroom teacher and Progress in Mathematics Benchmark and Chapter Assessments administered throughout the school year for grades 2 and 3. AIS providers, in grades 4 – 6 work with small groups of students who scored level 1 or 2 on the NYS Math exam for 2015	AIS math providers, in grades 2–6, use the Go Math Response to Intervention Tiers 2/3 of Go Math!; Progress in Mathematics intervention and Go Math! Grab and Go centers.	AIS providers in grades 2 – 6 with small groups of students.	AIS math services are provided during the school day as a push-in program.
Science	AIS math services are provided during the school day as a push-in program.	SETSS, AIS and classroom teachers provide small group instruction to support at risk students' needs through differentiated	AIS providers work in small groups .	This service is provided during the school day.

		instruction to support students to meet grade specific performance indicator goals in Science.		
Social Studies	Need for AIS for science is determined by unit tests, chapter tests and teacher recommendation.	SETSS, AIS and classroom teachers provide small group instruction to support at risk students' needs identified by Instructional Support Team, AIS Team and classroom teacher through differentiated strategies to support students to meet grade specific performance indicator goals in Social Studies.	AIS providers work in small groups.	This service is provided during the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Students are referred for services by parents, the classroom teacher, the Response To Intervention, or other school staff members who believe the student's ability to meet his/her academic goals is at risk.</p> <p>The School Psychologist intervenes with students on an individual basis who are identified by the Response To Intervention and/or AIS team as not meeting academic grade standards due to emotional, behavioral and/or emotional concerns.</p>	<p>Counselors meet with students in small groups and individually to address social skills, character development, conflict resolution, study skills, bereavement and self-awareness. Students are referred for services by parents, the classroom teacher, the Response To Intervention, or other school staff members who believe the student's ability to meet his/her academic goals is at risk.</p> <p>The school Psychologist intervenes with students on an individual basis who</p>	<p>Counselors meet with students in small groups.</p> <p>The School Psychologist works with students on an individual basis.</p>	This service is provided during the school day

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

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.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

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

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).
<ul style="list-style-type: none"> • Administrative staff including the Principal and Assistant Principals attend District and BSFC meetings and Professional Development sessions

- Teachers and paraprofessionals attend Professional Development sessions throughout the year focused on curriculum development and alignment to the Common Core Learning Standards. Professional development is provided by administration and coaches.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

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.).

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

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.

- In compliance with the implementation of the new teacher evaluation (Advance), P.S. 86 formed a Measure of Student Learning Committee in June 2015. This team met to determine which assessments would be used for the 40% portion of each teacher’s evaluation score. The committee presented their plan to the staff at a staff meeting in October 2015.
- A team was formed during the 2013-2014 school consisting of Teachers from K-6 and Administrators who created a system of assessments and an assessment calendar which is currently being implemented across the school. Each year Coaches, Teachers and Administrators evaluate and adjust our plan according to the school’s needs. Teachers have played a key role in the creation of Common Core aligned Performance Based Assessments for both ELA and Math in all grades (K-6) which are currently being integrated into our calendar.

4c. “Conceptual” Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	1,310,692.00	x	5, 6
Title II, Part A	Federal	264,858.00	x	5, 6
Title III, Part A	Federal	62,240.00	x	5, 6
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	8,646,680.00	x	5, 6

¹Explanation/Background:

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

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

conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 86, The Kingsbridge Heights School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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, The Kingsbridge Heights School** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology including the use of MyOn, Imagine Learning and Think Central
- 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 which includes "Back to School Nights" and workshops offered by the school's Parent Coordinator
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress by providing time for parents to meet with teachers and communicating student progress in written form through student data sheets distributed with report cards
- providing assistance to parents in understanding City, State and Federal standards and assessments which includes workshops on curriculum and testing strategies
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand including frequent communication backpacked home to students in both English and Spanish and use of School Messenger to call parents to relay important school-related information
- 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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 such as Math Bingo Nights and Literacy Nights
- 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)

P.S. 86, The Kingsbridge Heights School , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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: <u>The Kingsbridge Heights School</u>	DBN: <u>10X086</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>100</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 checked="" type="checkbox"/> 5 <input checked="" 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>8</u>
of certified ESL/Bilingual teachers: <u>7</u>
of content area teachers: <u>1</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: _

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

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

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

Part C: Professional Development

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

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

Begin description here: _

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

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

Part D: Parental Engagement Activities

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

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

Begin description here: _

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

The goal of this program is to help those individuals who are interested in becoming American citizens pass the New York State Citizenship exam. In addition, we hope to help newcomers understand United States laws. Our ESL component will consist of a pre and post writing sample with an emphasis on oral

Part D: Parental Engagement Activities

language development, phonics, basic vocabulary and rules of grammar needed to communicate daily life situations (informal and formal letter writing).

Part E: Budget

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

Allocation Amount: \$ _____

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

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

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 Fiona Tyson	Assistant Principal Renny Tranello
Coach Matt Egan	Coach Rosanna Monaco
ENL (English as a New Language)/Bilingual Teacher Milagros Castro	School Counselor G. Mclean, E. Coca
Teacher/Subject Area Daelloy Jimenez	Parent Ligia Moscoso
Teacher/Subject Area type here	Parent Coordinator Alberto Velez
Related-Service Provider Damaris Mendez-Ortega	Borough Field Support Center Staff Member type here
Superintendent Melodie Mashel	Other (Name and Title) Massiel Garcia/Cynthia Caldero

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	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	4	Number of teachers who hold both content area/common branch and TESOL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	9	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	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]	1	Number of special education teachers with bilingual extensions	3

D. Student Demographics

Total number of students in school (excluding pre-K)	1691	Total number of ELLs	509	ELLs as share of total student population (%)	0.00%
--	-------------	----------------------	------------	---	--------------

Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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 #
Transitional Bilingual Education	24	29	29	22	35	30	33							0
Dual Language	0	0	0	0	0	0	0							0
Total	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					
All ELLs	509	Newcomers (ELLs receiving service 0-3 years)	459	ELL Students with Disabilities	116
SIFE	10	Developing ELLs (ELLs receiving service 4-6 years)	50	Long-Term (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	
TBE	191	8	26	11	0	9	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	268	2	59	39	0	22	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE SP	24	29	29	22	35	30	33							0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____

Number of students who speak three or more languages: _____

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	51	60	50	23	38	23	21	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	1	0	1	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	1	0	0	0	0	1	0	0	0	0	0	0	0
Arabic	2	3	1	3	4	1	4	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	1	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	0	1	0	0	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	1	2	0	0	0	0	0	0	0	0	0	0	0
Other	2	3	4	1	4	2	0	0	0	0	0	0	0	0
TOTAL	0													

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
Entering (Beginning)	33	9	9	5	24	16	16							0
Emerging (Low Intermediate)	16	14	27	7	7	8	5							0
Transitioning (High Intermediate)	13	16	21	10	25	6	5							0
Expanding (Advanced)	17	56	30	27	29	25	30							0
Commanding (Proficient)	37	12	5	7	8	18	10							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

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	12	9	15	13	25	23							0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	50	17	0	0	0
5	31	6	0	0	0
6	38	7	0	0	0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4	21	22	13	10	10	1	1		0
5	14	14	7	9	3	2	0		0
6	14	22	9	3	2	1	0		0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0	2	6	8	14	11	4	4	0
8									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				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

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				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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)	16	26	32	29				
Chinese Reading Test	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.
 Our school assesses the early literacy skills of our ELLs using Estrellita, Fountas and Pinnell English and Spanish, EDL and Dibels. Each assessment tool provides teachers a baseline to drive instruction. The data collected from the assessments is used to plan lessons and units that meet the needs of the ELLs. Coaches and teachers work collaboratively to establish reasonable goals and expectations for our school's instructional plan at each grade level. The F&P and Spanish DRA assessments are administered to students by classroom teachers three times over the course of the year (September, January, and May). These assessments help us determine our students' independent and instructional reading levels. Teachers use this information to select books for whole-group and small-group (guided reading, literature circles) instruction, as well as to assist students in selecting texts for independent reading. The data generated from the assessments (an F&P or DRA level for each child at the school) is then compiled into a whole-school snapshot of our students' reading abilities in comparison to grade-level benchmarks. This allows us to prioritize students, classrooms, and grades that require professional development, resources, or additional personnel to assist in meeting the needs of the students. In addition, the data allows the school to reflect on current and past practices and tailor the instructional plan to maximize student learning and reading growth.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 In the year 2015, 116 students were administered the NYSITELL. Of those 116 students 32% tested out, 28% scored at the entering level, 14% scored at the emerging level, 11% at the transitioning level, and 15% at the expanding level. Out of 466 NYSESLAT test takers 12.88% of students attained proficiency. Most of the 3rd -6th grade students scored at the Expanding level. Our ELLs tend to perform better in the listening and speaking modalities of the NYSESLAT, however they struggle most in the reading and writing modalities. We have made instructional shifts based on this data analysis. Our ESL push-in and pull-out teachers will focus mostly in those areas to expose, encourage and challenge our ELLs to read and write based on text and picture analysis.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Newcomers are our beginning English language learners. Lessons for beginner and intermediate ELLs will focus on language acquisition. Teachers will use a multi-sensory approach to promote a richer vocabulary. Jazz chants, literature, poetry, music, role-

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

4. For each program, answer the following:

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

The results can be deceptive when examining the impact of taking examinations in the native language. As English language and math proficiency improve, students take the exams in English and are meeting or exceeding standards. The positive effects of teaching content area in the native language is clearly evident when examining the results of the science examination. Ninety percent of fourth graders taking the Science test in Spanish met or exceeded the standards. These results demonstrate the positive effect of rigorous content area instruction in the native language and accessing students in that language.

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.](#)]

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

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

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

7. For dual language programs, answer the following:

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

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

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

P.S. 86 evaluates the success of our programs for ELLs in our ESL and Bilingual programs by analyzing the scores of the NYSESLAT and monitoring the improvement made by our students on school and state examinations. Our school assesses the early literacy skills of our ELLs using Estrellita, Fountas and Pinnell (English and Spanish), Spanish DRA-EDL and Dibels. Each assessment tool provides teachers a baseline to drive instruction. The data collected from the assessments is used to plan lessons and units that meet the needs of our ELLs. Coaches and teachers work collaboratively to establish reasonable goals and expectations for our school's instructional plan at each grade level. The F&P and Spanish DRA assessments are administered to students by classroom teachers three times over the course of the year (September, January, and May). These assessments help us determine our students' independent and instructional reading levels. Teachers use this information to select books for whole-group and small-group (guided reading,

literature circles) instruction, as well as to assist students in selecting texts for independent reading. The data generated from the assessments allows us to prioritize students, classrooms, and grades that require professional development, resources, or additional personnel to assist in meeting the needs of the students. In addition, the data allows the school to reflect on current and past practices and tailor the instructional plan to maximize student learning and reading growth. Teachers keep a folder for each child's ESL work material. Also, teachers of ELLs administer the ELL Periodic Assessment two times per year (Fall and Spring). This assessment measures student knowledge of ESL common core standards that will be assessed on the NYSESLAT in the spring. The results provide teachers a baseline and midline score to plan instructional future activities and lessons to meet the needs of their students.

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.

When newcomers are initially admitted to the New York City public school system, Mrs. Cynthia Calderon and Mrs. Massiel Garcia, two certified ENL teachers, administer the Home Language Identification Survey to the parent and conduct an oral interview with the student. Home language surveys are available in fourteen languages other than English. P.S. 86 has staff that provides translation services in the following languages: Spanish, Bengali, French, Italian, Mandarin, Chinese, Arabic and Punjabi. If the child's home language is determined to be a language other than English, the NYSITELL is administered within 10 days of enrollment by an ESL certified teacher. An ATS report, RLER provides a list of students eligible to receive the NYSITELL. To verify all students are entered into the computer correctly Grisel Santiago (School Enrollment Secretary), along with the assistance of Mrs. Cynthia Calderon and Massiel Garcia review the Home Language Surveys to ensure every student with a language other than English is tested. The NYSITELL is used to determine eligibility for Bilingual or English as a Second Language Program. Children who score at or below proficiency on the NYSITELL become eligible for ESL services. Students who speak Spanish at home and score below proficiency on the NYSITELL are administered a Spanish LAB to determine language dominance. The NYSITELL is hand scored after administration to expedite appropriate program placement and proficiency level. Notifications are sent to parents of ELL's after the identification process. Languages spoken by pedagogues are: Spanish, Bengali, French, Italian, Chinese, Arabic, and Punjabi.

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).

During the registration process, each new admitting parent is interviewed by a certified ESL teacher. Upon completing the HLS, parents are asked whether or not the child has attended a NYC public school, last grade completed, last school attended, and how long the child attended the last school. Based on the responses, then the SIFE Oral Interview Questionnaire is administered by the same ESL certified teacher, followed by the Multilingual Literacy Diagnostic (MLD) for SIFEs to ascertain the student's home language literacy level. In addition, we review work completed in the classroom along with other assessments administered by the classroom teacher during the student's initial 30 days of enrollment.

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).

During the registration process, parents of newly enrolled students inform the registration team (Grisel Santiago (School Secretary), Mrs. Calderon (ENL teacher), Mrs. Garcia (ENL teacher), Ms. Coco (Special Education Supervisor), if their child has an IEP. If a student has an IEP and a home language other than English, the Language Proficiency Team (Mrs. Calderon, Mrs. Garcia, and Mrs. Tranello) reviews evidence of the student's English language development. The LPT then determines whether or not the student is recommended to take the NYSITELL. Students take the NYSITELL to determine ELL status. The ELL identification procedure continues as with all students.

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.

Within 5 school days of ELL determination, the ENL teachers inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language). The original copy of the entitlement/non-entitlement letters are sent home with the student, while duplicates are secured in folders filed by grade level in the ENL office, room 460. During the parent orientation, parents complete the Parent Survey and Program Selection Form after viewing the Orientation Video. These forms are then submitted and filed. If parents do not attend the Orientation session, the Parent Survey and Program Selection forms are sent home with the student to be completed and returned as soon as possible. If a form is not returned, the ENL teachers call the students' home to ensure parents understand the forms they are completing. If assistance for completing the forms is

needed, the parents are asked to come in for a meeting. During that meeting, the aforementioned forms are explained to the parents. Parents are then encouraged to fill these out before the meeting concludes. For families that do not return or attend the meeting, the default program for their child is Transitional Bilingual Education as per CR Part 154. The original copy of the Parent Survey and Program Selection Forms are kept in the students' CUM folder and copies are secured in grade level binders in alphabetical order and kept in the ENL office, Room 460.

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).

As soon as results of the NYSESLAT are available, parents are notified via the Continued Entitlement letter of their child's proficiency level and continued program placement. Letters are sent home with students. Copies of the letters are made and kept in the ENL office on file. If a parent wants their child moved from the existing program to another (for example from a Transitional Bilingual Program to a Free Standing ENL Program or vice versa) parents write a letter requesting the change. This letter is then filed with the student's ELL documentation. In addition, parents will receive information of how to appeal their child's ELL status if they don't agree with the identification process. Parents will be informed they have 45 days to appeal the identification process, a list of steps to follow will be provided to inform parents.

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.

Parents and guardians of newly enrolled ELLs are encouraged to participate in Newcomer Orientations held about once a month based on enrollment. These orientation sessions are conducted by the ENL certified teachers (Mrs. Calderon and Mrs. Garcia) supported by the Bilingual Coordinator (Renny Tranello, Assistant Principal), and the Parent Coordinator (Alberto Velez) describing bilingual and ENL programs within 10 days of admission. During this orientation, parents are given the ELL Parent Brochure in their home language, which provides information on ELL identification and eligibility, the three types of ELL programs, and ways parents can participate in their child's education. Parents watch an orientation video in their home language describing program models that are available in NYC public schools. If a version of the video in the language needed is unavailable, parents may view the English video with an interpreter provided by the school. Based on this information, parents and guardians may select an available bilingual or ENL model that will help students succeed. A Parent Selection Form translated in their home language is completed after the orientation. Parents are asked to rank choices of programs based on preference (Transitional Bilingual Education, Dual Language and Freestanding English as a Second Language). Programs offered at P.S. 86 are aligned to parental requests. The parent selection process has resulted in parents making a more informed choice. Parents of newly enrolled English Language Learners can select an available transitional bilingual or ESL program that will help meet students' linguistic and academic needs. When parents choose a program model not currently available in our school, we keep those requests in a folder in Room 460. We continue to monitor the amount of parents requesting a Dual Language program. If we have 15 requests on two consecutive grades for a Dual Language program, we will prepare to make that program model available. The ELL Parent Choice Screen (ELPC) is completed on ATS within 20 days of admission.

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.

When a student scores below proficiency on the NYSITELL, the ENL teachers send home the original copy of the letter with the student, while duplicates are secured in folders filed by grade level in the ENL office, room 460. During the parent orientation, parents complete the Parent Survey and Program Selection Form after viewing the Orientation Video. These forms are then submitted and filed then. If parents do not attend the Orientation session, the Parent Survey and Program Selection forms are sent home with the student to be completed and returned as soon as possible. If a form is not returned, the ESL teachers call the students' home to ensure parents understands the forms they are completing. If assistance for completing the forms is needed, the parents are asked to come in for a meeting. During that meeting, the aforementioned forms are explained to the parents. Parents are then encouraged to fill these out before the meeting concludes. For families that do not return or attend the meeting, the default program for their child is Transitional Bilingual Education as per CR Part 154. The original copy of the Parent Survey and Program Selection Forms are kept in the students' CUM folder and copies are secured in grade level binders in alphabetical order and kept in the ENL office, Room 460.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Every effort is made to ensure that parents complete the Parent Survey & Program Selection Form. Forms are continuously sent home until parents return them and having completely filled out the necessary information to determine program placement as per parent choice. Mrs. Calderon and Mrs. Garcia keep a of list of students who do not have a Parent Survey and Program Selection Form on file. Forms are sent up to 3 times. While waiting for a parent to complete the form, students are placed in a bilingual program if available, or at a minimum, provided mandated ENL services based on the student's proficiency level. We wait until the 18th school calendar day after initial enrollment before selecting the "Parent did not return the survey" option if needed.

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

As soon as results of the NYSITELL are available, parents are notified via the entitlement letter of their child's proficiency level and program placement. Letters are sent home with students. Letters are available in parents preferred language. Copies of the letters are made and kept in the ENL office on file.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Mrs. Calderon and Mrs. Garcia have set up binders by grade. These binders contain all ELL documentation for every ELL student in alphabetical order. Every student has their own plastic sleeve where Home Language Surveys, Program Selection Forms, Letters of Non-Entitlement, Entitlement and Continued Entitlement are contained.
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.
In the Spring, the RLER report on ATS is printed to determine which students are eligible for the NYSESLAT. Every ELL is administered the NYSESLAT to determine English proficiency. The Speaking subtest is individually administered by a team of teachers who are trained on how to administer the test. Anchor and sample questions provided by Metritest are reviewed to ensure fair and proper scoring. Three additional dates are arranged for the Reading, Listening and Writing subtests. Each teacher administering the exams keeps track of any absentee. We hold makeups for any student who missed any part of the examination. Reminders about the NYSESLAT and the importance of taking each part of the examination is sent home prior to the testing dates.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
As soon as results of the NYSESLAT are available, parents are notified via the Continued Entitlement letter of their child's proficiency level and continued program placement. Letters are sent home with students. Letters are available to parents in their preferred language. Copies of the letters are made and kept in the ENL office on file. If a parent wants their child moved from the existing program to another (for example from a Transitional Bilingual Program to a Free Standing ENL Program or vice versa) parents write a letter requesting the change. This letter is then filed with the student's ELL documentation.
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).
Parent choices are reviewed on an individual basis to ensure that students will be placed in a program that will result in academic success. Based on the strong emphasis on academics, more parents place limited English proficient students who speak mainly Spanish, in the bilingual program. Parents want their child to become comfortable in a new school, class, and many times, a new country. For these reasons many newly arrived students, choose a bilingual program for their child. During the oral interview with the parents and child, students who do not know any English enter a Bilingual class to learn in their native language and begin learning a new language, English. Parents who choose the ENL program generally have children who speak both English and another language. Many of our parents are second language learners themselves and found learning a second language at a later age difficult. These parents choose an English as a New Language Program so their child learns English in elementary school. There are always a few parents whose children speak very little English and choose a monolingual class because they feel their children will be successful with that placement. Out of 126 eligible new admits in the 2014-2015 school year, 58 families chose the Free Standing English as a New Language Program, 64 families chose Transitional Bilingual program, and only 3 chose the Dual Language Program. When parents choose a program model not currently available in our school, we keep those requests in a folder in Room 460. We continue to monitor the amount of parents requesting a Dual Language program. If we have 15 requests on two consecutive grades for a Dual Language program, we will prepare to make that program model available. The ELL Parent Choice Screen (ELPC) is completed on ATS within 20 days of admission.

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.

To meet the needs of our English Language Learners, Public School 86 offers a self contained push-in ENL program available in every grade from K-6. The model consists of heterogeneous grouping where students of mixed proficiency levels are placed together in their corresponding grade level classes. English as a New Language (ENL) is a major component of the ENL program (Push-in , Pull-out ENL). Instruction is strategically designed to develop skills in listening, speaking, reading, and writing. Students in the self contained push-in ENL program, receive Integrated ENL instruction in the content area by a certified ENL teacher in collaboration with the classroom teacher (content area teacher). Students are grouped according to their proficiency levels and are provided with the appropriate number of minutes of intergrated ENL (with native language support as needed) as per CR Part 154. The Freestanding ENL program also provides students with a specified amount of Standalone ESL. This instruction is provided the certified ESL teacher using both the push-in and/or pull-out model. The goal of this model is to develop students' English language s kills in all the modalities to help them succeed in all core content classes.
 - b. TBE program. *If applicable.*

To meet the needs of our English Language Learners, Public School 86 offers a self contained spanish transitional bilingual program, in every grade from K-6, including Special Education in grades 4 and 6. The model consists of heterogeneous grouping where students of mixed proficiency levels are placed together in their corresponding grade level classes. English as a New Language is a major component of the Transitional Bilingual program. Instruction is strategically designed to develop skills in listening, speaking, reading, and writing. Students in the Transitional Bilingual program including SWD's receive instruction from New York State Certified Bilingual Education Teachers in both the native and target language. The goal of the bilingual program is to gradually transition students into English-only instruction. The primary language (Spanish) is used to support the transition. In the bilingual program, students are taught at least two content area subjects in their native language at beginning levels along with both integrated and standalone ESL instruction provided by the certified bilingual teachers. Content area (Math, Science and Social Studies) instruction is predominantly in the native language (Spanish), however they also receive integrated ESL through the same content areas. The TBE program also provides students with a specified amount of Standalone ESL instruction. This instruction is provided by the certified bilingual teacher in the classroom. Support in the native language is provided based on students' English proficiency level. Students receive grade level appropriate work which helps them meet New York State Common Core Standards. This helps them make academic progress in the content areas while they develop English proficiency.
 - c. DL program. *If applicable.*

N/A
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)?

To ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model, PS 86 has a push-in/pull-out ENL program and a TBE program for grades Kindergarten to Sixth. ENL students are placed in the same class on each grade level and ENL services are provided by a certified ENL teacher who pushes in or pulls out

depending on the needs of the student. In the 3rd, 4th, and 6th grade, there are ENL certified teachers who have a self-contained ENL class. In compliance with CR part 154 regulation and alignment with new Bilingual Progression levels, students at the entering level will receive a total of 360 minutes of ENL instruction (180 minutes of standalone ENL and 180 minutes of integrated ENL). Students at the emerging level will receive a total of 360 minutes of ENL instruction (90 minutes of standalone ENL and 180 minutes of integrated ENL with a flexible 90 minutes provided either standalone or integrated). Students at the Transitioning level will receive a total 180 minutes of ENL instruction (90 minutes of integrated and 90 minutes of ENL/ELA instruction). Students at the expanding level will receive a total of 180 minutes of only integrated ENL/ELA instruction. Students at the commanding level will receive 90 minutes of just standalone ENL with ELA or any other content area. explicit ESL weekly.

The breakdown of the time allotment for instruction in the TBE program is slightly different for students due to the native language arts component. In order for students in the TBE program to access the new Common Core aligned ELA curriculum, which is not available in their native language, we have adapted the 50-50 model of instruction in literacy. Within this model, students receive literacy instruction in both English and Spanish on an alternating basis (1 week in English, 1 week in Spanish). Text is made accessible and comprehensible to students by means of translation of text and the use of Translanguaging strategies. Translanguaging strategies are used as a scaffold to help TBE students acquire the English language. These strategies are also used as a way to cultivate students' bilingualism using all of their languages as a resource for learning (reading, writing, listening and speaking) in the literacy classroom. With the use of both languages students take notes about their reading in both languages and discuss what they are learning in both languages. The use of the languages by both students and teachers varies depending on the students' English proficiency level. For example, a beginner or intermediate student will rely more on his home language during the English week when using all four language modalities while the teacher strategically threads ESL strategies to meet more than the mandated 360 minutes a week of instruction. In addition, the teacher will make language modifications to her instruction to help meet individual students' language needs both in ESL and NLA. In a bilingual classroom, mini lesson's alternate between English and Spanish. Key vocabulary and syntax is developed in both languages side by side. With independent reading, there's a combination of both English and Spanish. Under this 50-50 model of instruction, teachers strategically embed language modifications into their instruction. TBE students not only meet the mandated time allocation for ESL, NLA and ELA instruction, they surpass it due to the week by week alternation of languages. All instruction in this program (TBE) is delivered by certified bilingual classroom teachers.

3. Describe how 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.

Delivery of content area instruction varies slightly in each program model. In the TBE program, the goal is to help students to meet content area (math, science and social studies) language standards by means of the knowledge transfer approach. In this approach, students receive content area instruction mostly in the native language so that they can transfer the knowledge acquired as their English proficiency increases. The dominant language is used 60-80 percent of the time in the early stages of English proficiency. For example, a student at the beginning level will receive math, science and social studies instruction in the home language with some instructional time via integrated ESL in such subjects to help build English language skills through the content area.

To teach math we use the common core aligned Go Math program offered in the home language. Go Math is K-8 program offers an engaging and interactive approach to covering the new state standards, its seamless digital path and write-in Student Edition ensure that students can access content at appropriate levels of depth and rigor in their home language. However, as the student progresses to the transitioning and expanding English proficiency levels, content area instruction in science and social studies gradually shifts to English. At these levels, students receive 90-180 minutes of integrated ENL instruction via the content areas. At each stage content is made more comprehensible by means of a variety of resources used both in the students native language-when in the beginning stages of English language development-and in the second language-when in the later stages of English language development.

Harcourt science and social studies programs are available to all students both in English and Spanish, if in TBE program and in English only if in the FreeStanding ESL program. Harcourt Social Studies is a comprehensive curriculum solution designed to engage and motivate every student. Through stories of the intriguing people, exciting places, and fascinating events that make social studies relevant to their lives, students gain a global perspective. Harcourt Science education programs encourage students to explore the world around them. All content area instruction delivered via Integrated ENL is supported with ESL methods and strategies. Students are provided with dictionaries and glossaries and a sleud of online resources including Brain Pop, Discovery Science, Imagine Learning, and MyOn.

Simillary, the goal of the Freestanding ESL program is to help ELLs meet the expetations of common core content area and language demands by means of (math, science and social studies) and language standards by means of the SIOP model. The SIOP model is a research-based and validated model of shelter instruction. Through this model, classroom teachers-with the help

and support of the ESL teachers plan and deliver lessons that allow ELLs to acquire academic knowledge as they develop English language proficiency using the Integrated ENL model. ELLs in the Freestanding classes also have access to Go Math, Hartcourt Science and Social Studies, Ready Gen and CodeX, dictionaries and glossaries, online resources and technology. Each classroom is equipped with a smartboard and the necessary software for teachers to make content lessons more interactive and engaging for students.

In both programs the use of Translanguaging strategies plays an important role in providing ELLs multiple entry points to the curriculum and programs. Translanguaging provides a way of ensuring that Emergen Bilingual(EB) students receive the rigorous education that will allow them to meet Common Core Learning Standards, even when their English language is not fully developed. In fact, the theory of Translanguaging fits well with the theory of language as action that is contained in the Common Core Learning Standards. This strategy offers EB students the possiblity of being able to gather, comprehend, evaluate, synthesize and report on information and ideas using text based evidence; engage with complex text, not only literary but informational; and write to persuade, explain and convey real or imaginary experience even as their English is developing.

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

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

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

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

6. How do you differentiate instruction for 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

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

a. Students with interrupted formal education (SIFE) are provided services based on their individual needs. Academic intervention services are provided using Voyager Passport (Grades K-2) and Soar to Success (grades 3-6). Voyager is a comprehensive reading intervention program that meets the needs of all struggling readers. Through explicit introduction of priority skills, struggling readers access increasingly complex text. Soar to Success is a research based reading intervention program designed for students in grades 3-8 who are reading significantly below grade level. It is a small group model that uses motivating literature, recipocral teaching, and graphic organizers and fast paced lessons to help these students accelarate their reading growth. Small group instruction was also provided by ENL teachers to improve their listening, speaking, reading and writing skills to become English proficient using programs such as, Moving Into English, Avenues, and English at Your Command. These programs offer research-based and standards based instruction in English and language arts. These programs were designed for English learners and struggling readers in Grades K-6 to accelerate growth in

language, literacy, and content. Using carefully chosen literature selections in both fiction and nonfiction, instruction proceeds from building vocabulary and language to understanding the fundamentals of reading (phonemic awareness, phonics and decoding), development of comprehension skills, writing, and application in content area studies. Students are given the opportunity to attend an after school program and/or Saturday Academy. The program supports an intensive reading and writing instruction academy in which ten to twelve students per class develop reading and writing skills through an interrupted quality of time. The program is designed to increase students' English vocabulary and English skills; oral, listening, reading, and writing. Our school is also using MyON, a complete literacy program that reinvents student reading. This program offers students access to thousands of award winning digital books, recommends content to readers at their interest and at their reading level. It also offers features such as, spoken word audio to model fluency, sentence highlighting, and an embedded dictionary. Teachers are able to track how much time each child spends reading, the number of books read, their reading growth, and much more. Teachers of ELLs also use a program known as Imagine Learning which is a technology program. It is an award-winning language and literacy software program that features interactive activities, videos, and games. It's research-based, instructionally differentiated, and incredibly fun to use. It has been an amazing tool for our newcomers especially.

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

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

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

e. Former ELLs continue to receive Academic Intervention Services (AIS) until adequate progress is made (determined by classroom teacher and/or standardized exam scores.) In addition, these students are offered after school programs, and Saturday Academy to support them in reading and math. They receive extended test accommodations for two additional years after achieving proficiency on the NYSESLAT. This provides former ELLs an opportunity to demonstrate their content knowledge while they continue to develop their linguistic and academic skills. Former ELLs continue to receive at least one half of one unit of study of English as a new language (90 minutes per week) by a certified ENL teacher.

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.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal reviews the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal, Mrs. Tyson, will consult with a qualified staff member in the school, the parent/guardian, and the student. If Mrs. Tyson, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, she will provide additional support services to the student as defined in CR Part 154-2.3 and may reverse the determination within this same 6-to-12 month period. If Mrs. Tyson's decision is to reverse the ELL status, she will consult with the superintendent or her designee. Final decision notification will be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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?

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

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?

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

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	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

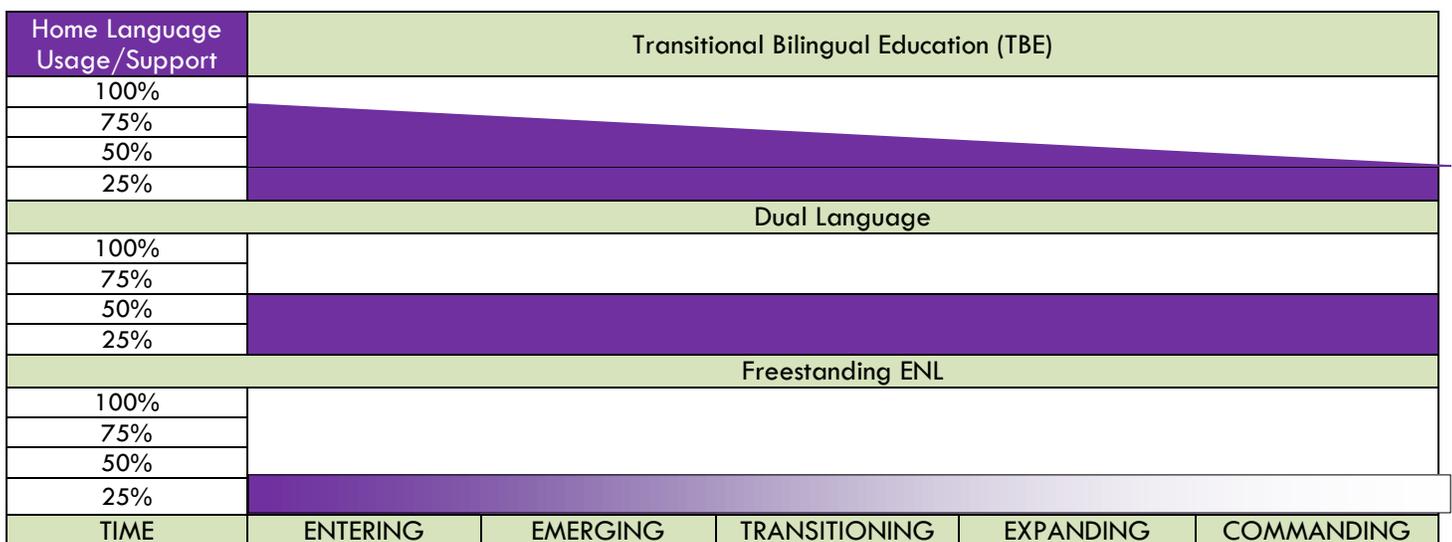


*Note: “other approved services” does not apply to New York City at this time.

CI Chart

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.

Small group instruction is provided by certified ENL teachers, Mrs. Calderon and Mrs. Garcia who work to improve students' listening, speaking, reading and writing skills. Students will increase English proficient using various programs with specific groups. Moving into English is a flexible, easy-to-use program that provides teachers with language-rich resources to help in the enhancement of Entering students' language acquisition. Each lesson is divided into three simple steps: Talk About it, Read About it, and Write About it. This adaptable program focuses on Phonemic Awareness, Phonics, Language Exploration, Comprehension, and Fluency. The Hampton-Brown Avenues Series is a standards-based reading and language arts program, designed to promote success in language, literacy and content with Transitioning and Expanding ELLs. Hampton-Brown's Avenues Series involves a variety of language arts lesson plans for grades K-6, including writing, vocabulary building and comprehension. English at Your Command provides comprehensive writing and grammar support for a range of writing forms for students at all levels of proficiency.

Transitioning, Expanding and Commanding ELLs receive ELA Academic Intervention Services, AIS, in small groups to specifically enhance listening, reading, speaking and writing skills via the content areas. Guided reading specialists and resource room teacher's focus on basic grade level skills of Transitioning, Expanding and Commanding students, using Soar to Success, which is a research-based, intervention model. Soar to Success contains instruction in four of the critical components of reading: phonics, fluency, vocabulary, and comprehension. Comprehension instruction however, is the primary thrust of Soar to Success and it is designed to develop in students an awareness of where and when to apply specific strategies to independently unlock the meaning of the texts and books they read. AIS is also provided through Voyager Passport. Voyager Passport incorporates a multi-tiered approach to address academic difficulties for all students, reducing referrals to special education. Daily lessons provide explicit instruction: the teacher models the skill, and monitors group and individual practice with corrective feedback. Research unequivocally recommends this instructional model for at-risk students. This program has two components. Word Work provides grade-appropriate instruction in phonemic awareness, letter-sound recognition, word reading, and sight words. Each skill is taught explicitly, deliberately, and with a purpose in mind. Read to Understand gives struggling readers daily opportunities to apply newly learned skills with accessible and engaging text. Vocabulary instruction is focused upon while comprehension instruction helps students read more strategically.

AIS is provided for math intervention using a program Mathletics. Mathletics is used for ELLs at all proficiency levels. The AIS provider matches the program level with the student's proficiency. Grades K-6, uses "Go Math", a program which provides new teacher approach allowing teachers to address the rigors' of new standards and assessments aligned with common core. These new materials are helping students achieve fluency, speed, and confidence with grade-level concepts. All grades are using a social studies program developed by Houghton Mifflin Harcourt. This program motivates students in grades K-6 to become active and informed citizens while covering state standards and maximizing teaching time. There is powerful reading and vocabulary instruction which helps teach content area reading. There are easy to use multiple resources to help meet the needs of all learners in every classroom, including ELLs performing at Entering, Emerging, Transitioning, Expanding, and Commanding levels. This program does have an Access for English Learners component.

Ms. Sanchez (AIS grade 2), Mrs. Stratigakis (AIS Teacher for Grades 3-5 Bilingual), Ms. Castillo (SETSS provider), Ms. Castro (Bilingual Guided Reading) and Mrs. Hechevarria (Guided Reading Teacher for Grade 6, including Bilingual students) provide teachers in their given grades with additional support in the content area. These teachers provide help to children at the beginner and intermediate levels through use of graphic organizers, labeled photos to support vocabulary being taught in the content area, as well as guided reading of the text to support concepts being taught by the classroom teacher. Mrs. Rampersaud (Prep Teacher for all grades) focuses on the teaching of Science throughout the grades. She supplements the programs used within the classroom with materials of her own. She does many hands-on activities and projects with the students and covers the grade appropriate concepts students need to learn. She also has a Saturday, After School Program, where she works with students preparing for the NYS Science test using the Delta FOSS Kits and doing hands-on experiments.

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

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

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

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

For the years 2015-2016 teachers of ELLs will have to display and discuss with students language objectives for each math lesson. Teachers of transitional bilingual students will have math vocabulary cards in English and Spanish. Finally, at the end of each Go Math lesson ELL strategies and ELL support will be available for struggling students.

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

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

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

In order to continue to meet the instructional expectations called for in the Common Core State Standards (CCSS) our title III monies for 2015-2017 will be used to implement a supplemental afterschool program to improve students' skills in reading, writing, and word study. Our goal is to provide support for our ELL students to achieve success in mastering the skills to pass the standardized tests for their perspective grades. This will fuel a positive movement towards qualitative performance and hold ELLs to the same high standards and expectations as non-ELL students. Beginning in October and ending in May, ELL students are invited to attend an after-school program that will run two days a week for a total of 120 hours. This program will be aligned to the CCSS and the New York State ESL Standards. The program will consist of an intensified reading and writing academy in which ten to twelve students per class will be able to better develop reading, writing, listening and speaking skills. Teachers will be committed to demonstrate effective teaching strategies with an emphasis on fluency to help students who struggle in reading. Teachers will determine the amount of time devoted to fluency instruction depending on students' NYSESSLAT proficiency level, Fountas and Pinnell reading comprehension level, and the students' ability to identify words (high frequency and content). The program embeds the expectation that all children can learn as it will expose students to both their home (HL) and English language (EL) in order to increase and enhance their academic vocabulary skills as well as their oral, listening, reading, and writing skills in both languages. In the technology lab, students will use iStation and MyON to Read-online reading programs that allows students to read text at their independent reading level and answer comprehension questions. Students will also visit our library to borrow books, do research and read independently or read with a partner on a regular basis.

Finally, each teacher will complete an assessment on each student to determine their reading and writing growth and to assess the achievement of program related objectives. Our school collaborates with The Bronx Zoo, Lehman College Art program, The Beacon program (run by Mosholu Montefiore Community Center), Sports and Arts, Project Arts, The Guggenheim Museum, Botanical Gardens, Audubon Society, Solar One, Christadora and the Folk Art Museum. These programs are available to all students, including our ELLs.

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.

Each of our classes is equipped with a SMART Board. The SMART Board is an interactive, electronic whiteboard that enhances instruction and learning. The SMART Notebook software makes it possible for teachers to create content rich, dynamic lessons addressing specific student skills. These boards increase the interactive atmosphere in the classroom which in return increases the learning experience and student engagement. The teacher can project their notes and presentations on these boards and instead of becoming a one sided lecture, it becomes a two sided experience. Students can edit and make notes on the screen or answer questions directly on it. This allows the students to play a larger part in the discussion and become more intellectually engaged with the lesson. Teachers integrate various interactive websites into their lessons. In addition, each classroom is also equipped with an ELMO, groundbreaking document cameras and visual presenters benefit students, especially ELLs by enabling teachers to incorporate stimulating high resolution visuals into their lesson plans and delivery. With the ELMO teachers are able to improve interactions with their students, and allow students to gain knowledge through visual interests. Furthermore, our school has made available two computer labs, about four computers in each classroom, iPad carts available to use for each grade on every floor, and two laptop carts. The use of technology is implemented into lessons to make learning interactive, meaningful, and

authentic. Some of the websites that our ELLs use are: www.starfall.com, www.brainpop.com, www.4esl.org, www.nettrekker.com, www.mylibrarynyc.org in addition to other accessible sites. The myON reader is another web based reading program student's use. The myON reader recommends content to readers at their interest and reading level. Students become immersed in reading titles targeted specifically for them. It provides reading supports such as audio, highlighting and dictionary. Teachers are able to develop personalized reading plans for students based on their reading level and provide access to reading supports if necessary. Students can monitor their progress through their growth chart as well as number of books read and time spent reading. It's truly a magical experience. Our school offers a program called Playaways- an MP3 player created to encourage independent reading. Students listen to an audio book focusing on the correct English pronunciation and intonation. The Playaways may be used in school or at home. Our Media Specialist/Librarian trains students how to use the Playaways and trains teachers to implement Playaways into their curriculum.

Imagine Learning is a technology program also used by our ELL students. It is an award-winning language and literacy software program that features interactive activities, videos, and games. It's research-based, instructionally differentiated, and incredibly fun to use. It has been an amazing tool for our newcomers especially.

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

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

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

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

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).

Before the beginning of the school year newly enrolled ELL students are invited with their families to attend a parent orientation during which they are informed about the variety of programs available for their children based on ELL eligibility. Various staff members present and offer valuable information to new families, including Mrs. Fitzpatrick (Assistant Principal and Supervisor for Grades K and 2), Kindergarten teachers, Alberto Velez (Parent Coordinator), Ray Wilson (PTA President), Mrs. Monaco (Math Coach), and Mr. Egan (Reading Coach). In addition, the Parents Association holds meetings on a monthly basis which these parents are welcomed to attend. A calendar is distributed at the beginning of the school year with tentative dates throughout the year. School tours are available upon request.

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- 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.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

P.S. 86 currently does not have a Dual Language Program. We periodically review Parent Survey and Program Selection Forms. We file all of these forms in the ESL office, room 460. If we collect more than 15 forms on two consecutive grades, requesting Dual Language, we will then prepare to provide this program model.

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

Professional Development Plan for ELL personnel is held on Professional Learning Mondays for 75 minutes.

Cycle 1 (Sept. 21, 28, 2015): Implementation of the New CR Part 154: All teachers of ELLs learn about the changes made to the regulations and policy that govern education to ELLs and its implications in programming and the classroom.

Cycle 2 (Oct. 5, 19, 26, 2015): Understanding and Implementing the New Bilingual Common Core Progressions: EB teachers use the new Progressions to design and align Instruction.

Cycle 3 (Nov. 2, 9, 16, 23, 30, Dec. 7) Engaging in Collaborative Inquiry: Teachers of ELLs study the theories of engaging in inquiry and put it into practice using ELL relevant data, identify a common problem, creating a plan of action, implementing strategies to help resolve the problem, and assess student performance at the end of the cycle.

Cycle 4 (Dec. 14, 21, Jan. 4, 11) Strategies for Academic Language Development: Teachers will explore and implement a variety of strategies to improve students' academic language development.

Cycle 5 (Jan. 25, Feb. 1, 8, 22, 29, April 4) Using Questioning and Discussion Techniques in the ESL/bilingual Classroom: Teachers of ELLs explore strategies to pose higher order thinking questions and discussion techniques to deepen student understanding. Teachers will explore the difference between divergent and convergent questions and will implement a variety of strategies to help ELLs formulate hypotheses, make connections.

Cycle 6(April 11, 18, May 2, 9, 16, 23) The SIOP Model: Using instructional strategies connected to the components to the SIOP model, teachers of ELLs will be able to design and deliver lessons that address the academic and linguistic need of ELLs.

Cycle 7 (June 6, 13, 20) Reflecting on Practice and Looking ahead to the next school year

In addition professional development will be offered for teachers in science and social studies. Teachers will collaborate in grade level teams to navigate and implement the NYCDOE's Enhanced Science and Social Studies Scope and Sequence. In teams, teachers will determine the important content that students will learn and be clear about the big picture and key concepts. They will explore and deepen their understandings of the Enhanced Science Scope & Sequence and connections between the NYS Science Standards and CCLS connections relative to the units of study.

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?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our school provides school staff the support needed to assist ELLs as they transition from elementary to middle school and high school. The school counselor, Ms. Coca, provides the 6th grade staff with workshops on the middle school enrollment process. This allows teachers to better communicate with the families of these students in helping make informed decisions about middle school options. We inform families about dates of middle school fairs and open houses. In addition, staff members collaborate and hold middle school process information workshop for families of students in the upper grades.
4. 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.

Moving forward, to meet the requirements as per CR Part 154 the school has developed a plan to meet the mandate. As part of our professional development hours, our school has established a goal for each Monday. The school currently has 7 cycles of professional learning teams. Of those 7 cycles, bilingual teachers will spend 4 cycles on bilingual specific professional development. These teams will be teacher led as well as coach led. Teachers will look at data, student work, and share best practices to meet the needs of ELL students. Teachers of self-contained ELL students will participate in 2 cycles of ELL specific professional development. In addition to professional learning teams, bilingual teachers meet monthly for planning time. During these meetings teachers plan units of studies and develop scaffold and additional support for those students in need. Finally, teachers of ELLs (bilingual and self-contained ENL classes) have a weekly meeting where lab sites, inter-visitations, and curriculum planning meetings takes place.

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?

In order to comply with the new mandates of CR part 154, PS 86 will hold an annual meeting for parents of ELLs. This meeting will take place on a Tuesday afternoon after school. Letters will be sent home to inform parents of date and time. We will use the same provisions for interpretations as we do during General PTC conferences-we use our own staff to translate for our Spanish speaking parents and use the translation phone service provided by the office of translations for parents who speak a language other than Spanish, as needed (these parents are seen by appointment to ensure that an interpreter speaking their language is available). Sign in sheets and agendas will be kept on file in alphabetical order.

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. We believe in supporting our parents as partners in the educational program of their children. All school related information is available in the language spoken by the families in our school community. Assemblies, shows, math bingo night, and literacy night are held throughout the year for children and families. Each assembly and/or show is organized by the grade level supervisor and teachers. Parents are invited to monthly PA meetings to discuss how the school may further meet the needs of their children. Our parent coordinator, Alberto Velez, is actively involved in providing parents of ELLs with appropriate information and services. He helps ensure that parents of ELLs are contributing members of the education community. Parents of ELLs are invited to participate in the development of the school's Comprehensive Education Plan. Student's progress is reported to parents on a regular basis and parents are invited to the school for various classroom activities. Parents are invited to attend various workshops held by administration on how to assist their child with the many programs available in our school.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school partners with many Community Based Organizations to provide workshops and services to ELL parents. Some partners include but are not limited to the Bronx Zoo, Lehman College Art program, The Beacon program (run by Mosholu Montefiore Community Center), Sports and Arts, Project Arts, The Guggenheim Museum, Botanical Gardens, Audubon Society, an Intergenerational program in collaboration with the Folk Art Museum. CookShop, the core nutrition education program of the Food Bank For New York City, gives low-income children, adults and teens the knowledge and tools to adopt and enjoy a healthy diet and active lifestyle on a limited budget. With hands-on workshops, CookShop teaches nutrition and physical activity information, as well as cooking skills, fostering enthusiasm for fresh, affordable fruits, vegetables and other whole foods to our 1st grade students. Alberto Velez (Parent Coordinator) hosts Cookshop workshops for parents and guardians of students participating in CookShop Classroom. Through simple, healthy recipes using fresh, affordable ingredients, the workshops offer the skills and knowledge needed to make CookShop part of their families' daily lives.

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

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

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:

School Name: _		School DBN: _	
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)
Fiona Tyson	Principal		10/20/15
Renny Tranello	Assistant Principal		10/20/15
Alberto Velez	Parent Coordinator		10/20/15
Milagros Castro	ENL/Bilingual Teacher		10/20/15
Ligia Moscoso	Parent		10/20/15
Daelloy Jimenez	Teacher/Subject Area		10/20/15
	Teacher/Subject Area		1/1/01
Rosanna Monaco	Coach		10/20/15
Matt Egan	Coach		10/20/15
Gail McLean	School Counselor		10/20/15
Melody Mashel	Superintendent		10/20/15
	Borough Field Support Center Staff Member _____		1/1/01
Massiel Garcia	Other <u>ESL Teacher</u>		10/20/15
Cynthia Calderon	Other <u>ESL Teacher</u>		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **10X086** School Name: **Kingsbride Heights School**
Superintendent: **Melodie Mashel**

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.learnndoe.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

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.

For all new NYS admits, as well as those who have not been in a NYS public school for 2 or more years, Mrs. Cynthia Calderon and Mrs. Massiel Garcia, two certified ENL teachers, conduct an oral interview of both the student and parent, in the language of preference and administer the Home Language Identification Survey to the parent. Home language Surveys are available in fourteen languages other than English. P.S. 86 has staff that provides translation services in the following languages: Spanish, Bengali, French, Italian, Chinese, Arabic and Punjabi. If the child's home language is other than English, the NYSITELL is administered within 10 days of enrollment by an ENL certified teacher. The NYSITELL is used to determine eligibility for Bilingual or English as a New Language Program. Children who score at or below proficiency on the NYSITELL become eligible for state-mandated services for ELLs. Students who speak Spanish at home and score below proficiency on the NYSITELL are administered a Spanish LAB to determine language dominance. Parents are informed in their language of preference their child's Lab-R score through an entitlement letter which explains the instructional programs available.

Parents and guardians of newly enrolled ELLs are encouraged to participate in a Newcomer Orientation conducted by the ENL certified teachers supported by the ELL Coordinator, and the Parent Coordinator. This orientation describes bilingual and ENL programs and is offered to the parents within 10 days of admission. During this orientation, parents receive a Parent Guide in their home language, research regarding the education of English Language Learners and watch a video that describes program models that are available. If there is not a version of the video in the language of preference, parents are given the option to view the English video with an interpreter at another time. Based on this information, parents and guardians may select an available bilingual or ENL model program that will help students succeed academically. A Parent Selection Form translated in their language of preference is to be completed by the parents after the orientation. Parents are asked to rank program options based on preference (Transitional Bilingual Education, Dual Language and Freestanding English as a New Language). Programs offered at P.S. 86 are aligned to parental requests. The parent selection process

has resulted in parents making a more informed program choice.

In addition to using the HLIS to assess language preference of our parent community, we use the RNMR, RLER and RAPL reports from ATS.

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.

The following are our parents' preferred languages for both written and oral communication: Albanian, Arabic, Fulani, Spanish, Urdu, Vietnamese, Bengali, Punjabi, Italian, Twi, Wolof, Hindi, French, Gujarti, and Mandink.

Part B: Creating a Communications Calendar

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.)

The following is a list of documents, that require translation, our school typically disseminates every year: Welcome back letter, School year calendar, Parent handbook, School Safety letter (beginning of the school year and any time there is a new admit) Parent Engagement notices, flyers, announcements, Math-Parent Connect (ongoing); Parent-Teacher Conferences (Sept., Nov., Mar., and May); NYS testing dates (Mar), Afterschool and Saturday Academy Program Permission slips (Oct); School Closure dates (ongoing); Bingo and Literacy Night invitations (Spring); Extra curricular activities information/permission slips; Parent Association notices (ongoing)

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.

The following is a list of formal face-to-face meetings our school typically has with parents throughout the school year: Back to school night (Sept.); Parent Engagement Tuesdays (ongoing); Parent-teacher conferences (Nov. and Mar.) End-of-Year school night (May); Conflict resolution meetings (ongoing); IEP meetings (ongoing); Attendance related matter (ongoing); Middle school application process (Oct.-June); Guidance outreach (ongoing)

Part C: Providing Language Assistance Services

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 procedure our school uses to ensure that the parents' translation needs are met appropriately involves using in-house school staff translating and interpreting. P.S. 86 has staff that provides translation and interpretation services in the following languages: Spanish, Bengali, French, Italian, Chinese, Arabic, and Punjabi. To meet the translation needs of parents whose language of preference is not available at the school level, we reach out to the Translation and Interpretation Unit and outside vendors as necessary.

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.

To meet the interpretation needs of our parent community, P.S. 86 staff provides translation services in the languages available. When a staff cannot provide translation in a specific language, we make arrangements by scheduling over-the phone interpreters via the Translation and Interpretation Unit or solicit the services from outside vendors for both oral and face-to-face meetings.

Part D: Training Staff on Policies and Procedures

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.)

The Language Access Coordinator will train all staff members on how to use the translation services and the over-the-phone interpretation service available after attending an in-person training provided by the Language and Interpretation Unit. Resources gathered at the training, will be reproduced and distributed to participants at the school-level training sessions.

Part E: Providing Notice of Language Assistance Services

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

Welcome Poster is posted in the main lobby of the school and in the main office in locations easily visible to visiting parents.

Parents' Bill of Rights are made available to parents in a specific section of the school's main lobby. In addition, copies of the bill are made in the families' preferred language, as available, and offered to parents during the Fall and Spring Parent-teacher conferences. Announcements are made throughout the duration of conferences, informing parents of the availability of this resource in their language

Parents' Guide to Language are made available to parents in a specific location in the school's main lobby. Additional copies are sent home with students, and made available in the main office as well as during parent engagement activities.

Language ID Guide is posted on the security desk in the main lobby and main office. Both security and office personnel use these guides to identify the language of preference of parents who speak languages other than English or Spanish in order meet their needs.

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)

During the May Parent-Teacher Engagement night, parents will be asked to participate in a survey providing their responses to questions targeting the quality and availability of the translation and interpretation services they received throughout the year. The same survey will be sent home to those parents that do not attend the End-of-Year Open night activity. Responses collected will be studied closely and finding will be used to make adjustments and refine our protocols so that we can better meet the language service needs of our parent community.