2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 10X086
School Name: P.S. 086 KINGSBRIDGE HEIGHTS
Principal: FIONA TYSON
Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>The Kingsbridge Heights School</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>10X086</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>321000010086</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>Pre-K - 6</td>
</tr>
<tr>
<td>School Address:</td>
<td>2756 Reservoir Avenue Bronx, New York 10468</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-584-5585</td>
</tr>
<tr>
<td>Fax:</td>
<td>718-584-7027</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Robert Hajek</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:rhajek@schools.nyc.gov">rhajek@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Fiona Tyson</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Ray Mena</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Erika Gonzalez</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Robert Hajek</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Esther Mariona</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>N.A.</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>Tabitha Gadsden</td>
</tr>
</tbody>
</table>

### District Information

| Geographical District: | 10 |
| Superintendent: | Maribel Torres-Hulla |
| Superintendent’s Office Address: | 1 Fordham Plaza, Room 836 |
| Bronx, New York 10458 |
| Superintendent’s Email Address: | MHulla@schools.nyc.gov |
| Phone Number: | 718-741-5852 |
| Fax: | 718-741-7098 |

### Field Support Center (FSC)

2018-19 CEP
FSC: Bronx (Districts 7, 8, 9, 10, 11, 12)  
Executive Director: Jose Ruiz

Executive Director’s Office Address: 1 Fordham Plaza  
Bronx, NY 10458

Executive Director’s Email Address: JRuiz2@schools.nyc.gov

Phone Number: 718-828-7776  
Fax: 718-741-8895
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiona Tyson</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Ray Mena</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Erika Gonzalez</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
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<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Tabitha Gadsden</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Robert Hajek</td>
<td>Member/Principal Designee</td>
<td></td>
</tr>
<tr>
<td>Natalie Salgado</td>
<td>Members/Teachers</td>
<td></td>
</tr>
<tr>
<td>Larisa Basili</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
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<td>--------------------------------------------</td>
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</tr>
<tr>
<td>Zoey Kritikos</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Sharon Biagas</td>
<td>Member/Paraprofessional</td>
<td></td>
</tr>
<tr>
<td>Paulina Deleon</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Bernice Forrester</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Yokasta Nova Silverio</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Jeanette Torres</td>
<td>Member/Parent</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
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</table>

### 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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

#### School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

### Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.S. 86 Vision</td>
</tr>
</tbody>
</table>

Inspiring Minds
Fostering Social-Emotional Intelligence

Empowering Achievement

Growing Collaborative Culture

P.S. 86 Mission Statement

We **dare** to inspire our students to develop the skills to become independent thinkers and creative problem solvers.

We **care** to foster the social, emotional and intellectual growth of our school community.

We **prepare** and empower our students to become responsible 21st century citizens in a diverse global society.

We **share** collective responsibility in growing an atmosphere of cooperation with respect for individual differences and community values.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

Some examples of how our teachers have spent their year working collaboratively are:

- All of our teachers continue to engage 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. Several teachers designed their own PLT groups and developed the topics with their colleagues, bringing professional learning to a whole new level.

- By choosing to continue 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.

**During the 2016-2017 school-year we expanded the ELL work by way of the Advanced Literacies Institute- an initiative from the Chancellor’s Office, that included superintendents, principals, and other key stakeholders. As part of this work we created the P.S.86 Advanced Literacies Team (ALT)**

- Key players from the EBT and ENL team
• This new group of teachers, coaches, and administrators will be key for putting into practice the work from the institute.

• Reflecting on our core
  o To begin to strengthen our core, the ALT had to reflect and assess it using the institute’s 5 Hallmarks of instruction.
  o We used these Hallmarks to reflect on our curriculum and instructional practices. We closely looked at how our curriculum and instruction matched up to each Hallmark and to what extend.

• Institute’s Main Takeaway
  o Strengthening the Instructional Core—day-to-day particulars of instruction
  o Our Instructional Core: Ready Gen, Focused Leveled Reading, Wilson-Fundations
  o By attacking improving literacy rates through strengthening the core we can make the most impact because students spend up to 20 hours per week engaged in the core. (Lesaux, 2016). It just makes sense to attack it from there!

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. In Summer 2015, we initiated a collaboration with the New York City Teaching Fellows and will continue this partnership in 2018-2019, again hosting 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 2017-2018 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)

3. Describe any special student populations and what their specific needs are.
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 336 Students with Disabilities (20%).

4. Identify 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.

The Framework for Great Schools element Collaborative Teachers is the area where we have made the most progress over the several years. 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.

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. As we look ahead, our key area of focus for the 2018-2019 school year will continue to be Rigorous Instruction, primarily in the use of formative assessment to provide actionable feedback to students.
### School Demographics and Accountability Snapshot for 10X086

#### School Configuration (2018-19)
- **Grade Configuration:** PK,OK,01,02,03,04, 05,06
- **Total Enrollment (2017-18):** 1669
- **SIG Recipient (Y/N):** No

#### English Language Learner Programs (2018-19)
- **Transitional Bilingual:** YES
- **Dual Language:** N/A
- **Self-Contained English as a Second Language:** N/A

#### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA):** 150
- **# SETSS (ELA):** 129
- **# Integrated Collaborative Teaching (ELA):** 93
- **# Special Classes (Math):** 148
- **# Integrated Collaborative Teaching (Math):** 94

#### # Visual Arts, # Music, # Drama, # Dance, # Integrated Collaborative Teaching, # SETSS, # CTE (2018-19)
- **# Visual Arts:** 61
- **# Music:** N/A
- **# Drama:** N/A
- **# Dance:** N/A
- **# Integrated Collaborative Teaching:** N/A
- **# SETSS:** N/A
- **# CTE:** N/A

#### School Performance (2017-18)
- **% Title I Population:** 87.0%
- **% Attendance Rate:** 92.9%
- **% Free Lunch:** 86.1%
- **% Reduced Lunch:** 0.5%
- **% Limited English Proficient:** 33.0%
- **% Students with Disabilities:** 18.8%

#### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native:** 0.4%
- **% Black or African American:** 6.5%
- **% Hispanic or Latino:** 87.4%
- **% Asian or Native Hawaiian/Pacific Islander:** 3.8%
- **% White:** 1.7%
- **% Multi-Racial:** 0.7%

#### Years Principal Assigned to School (2018-19)
- **8 Years Principal Assigned to School:** 6,78

#### % of Teachers with No Valid Teaching Certificate (2014-15)
- **4%:** % Teaching Out of Certification

#### Student Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4:** 39.7%
- **Science Performance at levels 3 & 4:** 42.6%
- **ELA Performance at levels 3 & 4 (4th Grade):** 89%
- **Science Performance at levels 3 & 4 (8th Grade):** N/A

#### Student Performance for High Schools (2017-18)
- **ELA Performance at levels 3 & 4:** N/A
- **Mathematics Performance at levels 3 & 4:** N/A
- **Global History Performance at levels 3 & 4:** N/A
- **US History Performance at Levels 3 & 4:** N/A
- **4 Year Graduation Rate:** N/A
- **6 Year Graduation Rate (2011 Cohort):** N/A
- **% ELA/Math Aspirational Performance Measures (2015-16):** N/A

#### Overall NYSED Accountability Status (2018-19)
- **Reward:** No Recognition
- **In Good Standing:** Yes
- **Focus District:** Yes
- **Priority School:** No
- **Focus Subgroups:** N/A

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School

<table>
<thead>
<tr>
<th>Category</th>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>Hispanic or Latino</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
<th>White</th>
<th>Multi-Racial</th>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
<th>Economically Disadvantaged</th>
<th>ALL STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met AYP in ELA (2016-17)</td>
<td>N/A</td>
<td>YES</td>
<td>YES</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>YES</td>
<td>N/A</td>
<td>YES</td>
</tr>
<tr>
<td>Met AYP in Mathematics (2016-17)</td>
<td>N/A</td>
<td>YES</td>
<td>YES</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>YES</td>
<td>N/A</td>
<td>YES</td>
</tr>
<tr>
<td>Met AYP in Science (2016-17)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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</tbody>
</table>

#### High School

<table>
<thead>
<tr>
<th>Category</th>
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<tr>
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<td>YES</td>
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<tr>
<td>Met AYP in Mathematics (2016-17)</td>
<td>N/A</td>
<td>YES</td>
<td>YES</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>YES</td>
<td>N/A</td>
<td>YES</td>
</tr>
<tr>
<td>Met AYP in Graduation (2016-17)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>YES</td>
<td>N/A</td>
<td>YES</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

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.”

Based on the Schoolwide Needs Assessment Survey 2017 feedback, and teacher feedback from June 2018:

Last year our staff identified the gap in students' use of grade appropriate academic vocabulary both in speaking and writing as a barrier to success. This was based on teacher observation of students' oral use of vocabulary in classroom conversations, as well as students' use of grade level academic vocabulary in student writing samples. As a result for the 2017-2018 school year all K-6 classes began a systematic routine of grade level academic vocabulary word study and daily practice to address this need. Our staff adopted a words-of-the-week approach to teaching and modeling these academic vocabulary words by way of explicit instruction, systematic practice, and review and deep processing. Based on teacher survey feedback of student use of academic vocabulary words, significant increases in vocabulary use were reported in classrooms across all grades. Teachers shared best practices and student success in adopting and using this new grade level academic vocabulary in conversation (grades K-6). Furthermore, teachers in grades 2-6 reviewed student writing samples- constructed response writing as well as midline and endline writing samples- to identify student use of academic vocabulary use on writing. Teachers across all grades reported a significant increase in the written use of these words.

Based on the nature of the academic vocabulary initiative that was implemented during the 2017-2018, we strongly believe this initiative must be continued each year so that students can gain exposure and practice to new academic vocabulary words at their grade level to support their growth in content area knowledge. This year, 2018-2019 we plan to continue supporting this in some of the following ways:

- Continue to share best practices in teaching and **promoting student use of general academic vocabulary in discussions**
- continue using our predetermined **lists of grade level academic vocabulary words to support academic discussion**
- Embed talk and discussion opportunities across content areas, and regularly reflect on student use of academic vocabulary in conversation (in school and at home) and in writing.
- Continue to assess students' ongoing use of academic vocabulary in classroom conversations
• Continue to assess students’ use of academic vocabulary in written form through analysis of student constructed responses and midline and endline writing tasks

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 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.

*All teachers will continue to use daily talk and discussion routines to support students in acquiring and using a predetermined set of grade level general academic vocabulary words that will be displayed and referenced in every classroom. At each grade level, students will engage in daily oral and written practice with their grade level vocabulary words. All classes at each grade level will have used at least 90% of these words in conversation and/or writing by June 2019 as measured by their classroom “word of the week” word tracking system, which includes a weekly word reflection display.*
## Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td>All Students</td>
<td>September 2018-June 2019; daily</td>
<td>Instructional Coaches and Classroom Teachers</td>
</tr>
<tr>
<td>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).</td>
<td>All Teachers</td>
<td>September 2018-June 2019; daily</td>
<td>Instructional Coaches and Classroom Teachers</td>
</tr>
</tbody>
</table>

| All Teachers will continue to: | | | |
| --- | --- | --- | |
| Use a words of the week approach to teach and emphasize the use of grade level academic vocabulary words | | | |
| Introduce and model using general academic vocabulary during the launching reading and writing units | | | |
| Use a predetermined list of grade level academic vocabulary words for discussion | | | |
| Build a classroom words of the week chart by adding and displaying the new words throughout the year | | | |
| Use instructional resources and routines that support academic vocabulary instruction and acquisition | | | |
| Provide students with talk and discussion routines | | | |
| Support students in using daily talk and discussion routines | | | |
| Support connections between the general academic vocabulary words and content words within lessons | | | |
| Weekly Word Reflection Display (displayed alongside the word list in each classroom): | | | |
| o Track class usage of words weekly using a system of word use in conversation (in class, outside of class) | | | |
| o Track class usage of words weekly by using a system of word use in writing *Other writing tracking includes baseline, midline, endline writing assessment; writing to sources; writing process & PBA writing | | | |
| Use daily “checks for understanding” to assess student’s use of academic vocabulary | | | |
| Support students in using peer assessment to track academic vocabulary use, and in providing peer feedback | | | |
- Incorporate peer revision and editing into the writing process to engage students in pinpointing academic vocabulary in writing
- Support staff such as OTPs, AIS, SETTS, and other service providers will purposefully engage students in using these words
- Grade level teams will meet throughout the year to discuss:
  - Classroom structures that effectively support using academic vocabulary
  - Student progress in daily use of their academic vocabulary goals
  - Share best practices around vocabulary instruction that engages student’s in the task
  - Examine the impact of using academic vocabulary on classroom conversation and student writing

<table>
<thead>
<tr>
<th>Researched based instructional programs PD, systems and structures put in place for 2017-18 which will continue through 2018-2019 to impact change:</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students October 2018-June 2019; weekly Classroom Teachers Instructional Coaches</td>
</tr>
</tbody>
</table>

This initiative will use research, best practices and word lists complied by:

- the Berkeley Unified School District, Professional development Office
- along with instructional support material from A Practice Guide for Vocabulary Instruction in K-12 Classrooms, published by the NYCDOE Office of Curriculum, Instruction & Professional Learning.

<table>
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<tr>
<th>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)</th>
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</thead>
<tbody>
<tr>
<td>all students October 2018-June 2019; weekly Classroom Teachers Instructional Coaches</td>
</tr>
</tbody>
</table>

- Daily talk and discussion opportunities to build academic vocabulary is designed to support English as a New Language (ENLs) and SWDs by providing students with authentic opportunities to engage in language acquisition and practice.
- Bilingual and ENL teacher teams will meet throughout the year to examine student progress in using academic vocabulary in conversation and writing.
- Teachers of ENLs will:
  - Share, model, and reflect on most effective strategies and instructional techniques in working with ENLs
Plan daily language objectives to support content objectives aimed at building language as well as content knowledge.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

- Share academic vocabulary lists with all families
- Support parents in infusing academic discourse at home (both in conversation and in writing)
- Share ongoing progress with using academic vocabulary with parents and other school community stakeholders
- Family Literacy Night will focus in part on supporting the use of academic vocabulary in home discussions, while reading, and in writing

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.

Human Resources: Administration, Grade Leaders, Coaches, and Teachers

Instructional Resources:

- Teachers will continue to use a system for introducing and tracking use of academic vocabulary
- Weekly Word Reflection Displays will support weekly tracking of word usage (orally- in school and at home, and in writing)

Schedule Adjustments:

PD Sessions:

- Systems and routines to support student engagement in daily vocabulary
- Instruction focused on vocabulary immersion
- Talk and discussion opportunities to promote authentic discourse among students
- best practices that support effective vocabulary instruction for new teachers

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

<table>
<thead>
<tr>
<th></th>
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<th>Title I TA</th>
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<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
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<th>Title III, Immigrant</th>
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<tr>
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<td>SIG</td>
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<td></td>
<td>In Kind</td>
<td></td>
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</tbody>
</table>

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 2018 to January 2019

Teachers will continue to use an established classroom tracking system designed to track academic vocabulary words. By January, all classes will have introduced at least 40% of their grade level academic vocabulary words. Teachers will create a classroom Word of the Week chart or poster that will be updated weekly to include new academic vocabulary words. In addition, all classes will maintain a Weekly Word Reflection Display to support weekly tracking of word usage (orally- in school and at home, and in writing)

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

- **Track class usage of word use in conversation** - classroom tracking system to tally use of academic vocabulary words in conversation
- **Track class usage** of words in writing by using a Weekly Word Reflection Display to assess weekly use of each academic vocabulary word (orally- in school and at home, and in writing); along with baseline, midline, endline writing assessment; writing to sources; writing process & PBA writing

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

1. According to the SY 17-18 PPO feedback from Superintendent Torres-Hull, P.S. 86 has established a trustworthy and positive school community that supports the academic and personal growth of students. She indicated that the collaboration of staff, families and students and our participation in the RULER training was evident through our school goals and vision.

2. A school wide needs assessment survey was administered to teachers in June 2018. The results of the survey showed that teachers indicated a need a school wide program that would address the social emotional well-being of students and teach conflict resolution and self regulation strategies. P.S. 86 has chosen to adopt the RULER approach which is born out of Yale’s Center for Emotional Intelligence. RULER is an evidence-based approach for integrating social and emotional learning into schools. RULER teaches the skills of emotional intelligence (recognizing, understanding, labeling, expressing and regulating emotions) through the use of four anchor tools, the Charter, Mood Meter, Meta-moment, and Blueprint.

3. Our school currently supports children through our Be Kind Pledge, Service in Schools Committee, Respect for All, conflict resolution with guidance counselors and administration and most recently the implementation of the RULER approach, the social emotional learning program.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, 100% of classroom teachers will implement the four anchor tools (Charter, Mood Meter, Meta-Moment, and Blueprint) of the RULER approach to support student’s social emotional well being and ability to recognize, understand, label, express and regulate their emotions as measured by a pre and post survey.
### Part 3a – Action Plan

#### 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:

- Evidence-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).

#### Target Group(s)
Who will be targeted?

<table>
<thead>
<tr>
<th>Key Personnel</th>
<th>Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>J. Walsh, RULER Implementation Team, Administration</td>
<td>J. Walsh, RULER Implementation Team, Administration</td>
</tr>
</tbody>
</table>

#### Timeline
What is the start and end date?

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation Team</td>
<td>January 2018-June 2019</td>
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</table>

#### Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?

<table>
<thead>
<tr>
<th>J. Walsh, Administration</th>
</tr>
</thead>
</table>

**Creation of RULER Implementation Team** - a team of carefully selected teachers (one per grade who already shows a commitment to their student’s social emotional intelligence) will serve as implementation team and pilot the SEL program in their classrooms in Spring 2018. The grade level representatives have met every Monday during the Professional Learning time to:

- Review the RULER skills from the Foundations of Emotional Intelligence course
- Investigate why emotions matter?
- Learn about and practice using the following RULER Anchor tools:
  - The Emotional Intelligence Charter
  - The Mood Meter
  - The Meta-Moment
  - Blueprint
- Roll-out of RULER Anchor tools in their classrooms
- Create a bank of lessons to share with whole school to help in the implementation process
- Plan and Facilitate the school wide implementation of RULER
- Serve as models and mentors to our colleagues in applying the principles of RULER in our school.

**Whole School Roll-Out:**

**Enrollment in online course**
As one of the first steps in the staff's RULER training, all teachers will be enrolled in the Foundations of Emotional Intelligence online course from the Yale Center for Emotional Intelligence.

This course offers opportunities to learn the skills of emotional intelligence, assess your emotional intelligence skills, and reflect on the role they play in our school through the lens of emotional intelligence. The course also provides teachers with videos and other resources to download that they can seamlessly integrate into their own classrooms.

**Monday Professional Learning Time** will be utilized to learn and practice the anchor tools and then implement the lessons into their classrooms according to the following schedule:

**Why Emotions Matter? & Intro to Anchor tool #1 - Class Charter** (May 2018-September 2018)

- Choose five words on how you want to feel in your classroom
- Explain the actions needed to feel these words
- Create a symbol to emulate your charter
- Plan for charter check-ins periodically in the school year

**Intro to Anchor tool #2 - Mood Meter** (September 2018-October 2018)

*Mood Meter Lesson 1 - Explaining the Mood Meter*

- Where do you live on the Mood Meter? Activity

*Mood Meter Lesson 2 - Labeling Emotions*

- Partner activity to describe the different facial expressions, vocal tones, physiology, and body language of the quadrants
- Labeling activity - Generate as many words for each quadrant and plot them.

*Mood Meter Lesson 3 - Regulating Emotions*

- Unhelpful vs. Helpful strategies
- Quadrant Vignettes on how to move around the mood meter
- Create quadrant vignettes for students
- Mood Meter Key Points
- Creative Mood Meter samples

**Intro to Anchor tool #3 - Meta-Moment** (December 2018-January 2019)

- Review the 6 steps
- Go in depth explaining the 6 steps
- Best Self activity
- Review unhelpful and helpful strategies
- Read Aloud Big Bear Hug

**Intro to Anchor tool #4 - Blueprint** (April 2019-June 2019)

- Students are taught how to Blueprint questions situations in history, literature, and the news.
- Use to analyze conflict
- Use the Blueprint to analyze conflicts in the classroom.
- Use the Blueprint for past, present, and future interpersonal conflicts.
- Learn how to use active listening skills.
- Use the Blueprint to manage conflicts and align it with the values cited in the class Charter.

**RULER Team Weekly Meetings:**

- Review the materials for the Monday's professional learning time
- Debrief about progress made in PLTs
- Identify areas of need and generate ideas on how to support teachers in the roll out
- Analyze pre, mid and post surveys for data trends, growth and areas of need
- Continue to create lessons for teachers to implement in support of the RULER lessons in the manual.

**RULER Learning Walks and Inter-visitations**

Team will facilitate learning walks and inter-visitations where teachers are highlighted who created a inviting and successful RULER environment.
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).

- All RULER materials, resources and the implementation lessons are available in both English and Spanish to support our bilingual and ENL classes.

- Special education teachers were included on the implementation team to act as a mentor to special education teachers and assist in modifying the content and material to fit the individual needs of our students.

- The Anchors of Emotional Intelligence teacher manual includes three differentiated lessons for each anchor tool based on academic level. Teachers are encouraged to choose the one that best fits their student population.

<table>
<thead>
<tr>
<th></th>
<th>SWD, ENL and Bilingual Teachers</th>
<th>September 2018-June 2019</th>
<th>J. Walsh, RULER Implementation Team, Administration</th>
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<tr>
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3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

We will communicate with families by sending letters home throughout the school year about RULER and the Anchor Tools. This will help build a shared language about emotions between school and home.

At Back to School Night in September 2018, parents will be introduced to the RULER approach by the classroom teachers. A comprehensive view of the program and it's importance and impact it can have on the social emotional well being of children will be reviewed.

September 2018 through May 2019, parents will have the opportunity to attend various workshops during the Tuesday parent engagement, facilitated by the implementation team on the four anchor tools of RULER and how to support their child's social emotional well-being/intelligence at home. Topics of the workshops will include: Learning to Reframe Instead of Blame, Listening to Understand, If You Can Name It, You Can Tame It! and more. Parents will have the opportunity to practice the RULER skills and learn how to apply them into their home and parenting.

P.S. 86 will host a RULER family night in May 2019, where families will engage in activities around four RULER anchor tools such as creating a family Charter together, learn how to label emotions with the feelings words game, and learning parenting cues.

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.
Human Resources:

- RULER Implementation Team
- RULER Coach
- Administration and Grade Leaders
- Coaches
- Counselors

Instructional Resources:

- The Anchors of Emotional Intelligence teaching manual
- Anchor tools posters
- Foundations of Emotional Intelligence online course from the Yale Center for Emotional Intelligence
- RULER online community - http://rulercommunity.yale.edu
- Lessons created by the P.S. 86 RULER implementation team

Schedule Adjustments:

PD sessions will take place on Monday afternoons where teachers will practice using the four RULER anchor tools, receive training on how to successfully implement them into their classrooms and have an opportunity to collaborate and plan lessons with colleagues.

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

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</table>

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 2018 through December 2018, teachers will implement the first two RULER anchor tools, class Charter and Mood Meter. By January 2019, 100% of teachers will have implemented these two tools into their classrooms. January 2019 through June 2019, teachers will implement the final two RULER anchor tools, the Meta-Moment and Blueprint. By June 2019, 100% of teachers will have implemented the final two RULER anchor tools into their classrooms.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

RULER learning walks will be conducted by the RULER implementation team. The team will utilize a checklist specifying the components of the anchor tools and the RULER program that need to be evident in each classroom.

During teacher observations, administration will identify the anchor tools that are being used to support creating an environment of respect and rapport.

Additionally, a pre-program survey was administered asking teachers to detail their student’s behaviors, actions and reactions involving emotions and conflict resolution. A mid and end of year survey will be administered to teachers to track growth and identify trends.

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

2017-18 School Quality Guide–Data

Rigorous Instruction–Priority Needs

- 69% of students say that teachers ask difficult questions in class.
- 66% of students say that they work in small groups.
- 89% of teachers say that students have to work hard to do well.
- 77% of teachers say that students respond to challenging test questions.
- 75% of teachers say that students respond to challenging questions in class.

Our 2017-18 School Quality Guide tells the story of teachers noticing that a large population of our students are consistently unresponsive to challenging content and questioning. Additionally, our students do not feel that teachers plan for opportunities for small group work. Based on a 2018 PS 86 teacher survey, 78% of our students continue to struggle with specific behaviors, i.e., persistence, communication among peers, and engagement across all subject areas.

This priority needs that will be addressed are student persistence, student-to-student communication/discussion, and the social-emotional context for developing this skills in all academic areas. This priority will be addressed by educating our teachers in collaborative horizontal and vertical teams on how the Growth Mindset impacts student success in these areas. This goal looks to help both teachers and students understand that they both have the ability to learn, and that intelligence itself can increase with the application of effort and effective strategies, as demonstrated by neuroscience and cognitive research. Working in teacher teams, our teachers will learn the theory behind how growth mindsets can improve persistence in the face of rigorous challenges and the development of other academic and personal behaviors (i.e., working together) that lead to an array of positive outcomes for students. Our teachers will understand how classroom environment and teacher practices influence the development and expression of positive mindsets, habits, and skills in school, and have the opportunity to test out effective classroom and school-level strategies that nurture growth mindsets. Together they will focus on how to teach students about growth mindset, how to use growth-oriented language to frame feedback and instruction, and how to embed structures in classrooms that support positive mindsets.

This goal relies heavily on whole-school understanding, learning, and implementation. This is a collaborative effort, where teachers must work together to shift our school culture.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

100% of all teachers will collaborate in teacher teams to learn about Growth Mindset, foster their own Growth Mindset, and develop school-wide Growth Mindset teaching expectations and pedagogy for all classrooms by June 2019.
<table>
<thead>
<tr>
<th>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:</th>
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| - Evidence-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). |

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</thead>
</table>
| Growth Mindset Teacher Lead Team Creation-Select teacher representatives in all grades to support grade level and school level; includes special population teacher leads in Special Education and ENL. All teacher leads will:  
* Participate in *The Growth Mindset Coach* Book Study  
* Create Growth Mindset Lessons for September Launch  
* Lead Growth Mindset Introduction grade level meetings in June 2018 and September 2018 |
| May 2018-August 2018 |

Professional Learning Teams and Professional Development on Growth Mindset for all teachers and administrators. These will be ongoing, regularly planned sessions. Led by Growth Mindset Teacher Leads.

| 2 Tier Roll Out-  
* Tier 1-Full Immersion--All Growth Mindset Teacher Leads will follow the 12 month Growth Mindset plan as outlined by Annie Brock in *The Growth Mindset Coach*; these classrooms will serve as model Growth Mindset Classrooms (for intervisitation/learning walks) and these teachers will be sharing their experiences with their grade level colleagues and |
|---|---|

<table>
<thead>
<tr>
<th>Grade Level and Special Population Representatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2018-August 2018</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>All teachers K-6; Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2018-June</td>
</tr>
</tbody>
</table>

| Coaches, Administrators, School Librarian, Growth Mindset Teacher Leads |
coaching them through the Tier 2 Roll Out

*Tier 2 - This tier is made up of teachers who are new to Growth Mindset. They will take part in Growth Mindset book studies and they will be supported by Growth Mindset Teacher Leads. Growth Mindset meeting led by our Growth Mindset teacher leads will take place once monthly (1 grade meeting and 1 morning professional development day)

Professional Learning Time (PLT) book study will be mandated for all teachers using the following professional resource, The Growth Mindset Coach, by Annie Brock. Teachers groups will be led by a Growth Mindset Teacher Lead. Teachers will be grouped accordingly: grade-level teams, AIS providers, OTPs, Sped Teachers, paraprofessionals and BIL teachers, to address the specific needs of each population.

Growth Mindset Teacher Leads will deepen their understanding of Growth Mindset through monthly meetings and a new book study, The Growth Mindset Playbook, by Annie Brock. These teachers will continue to plan lessons for non-lead teachers that will be presented at Growth Mindset meetings.

Teachers will observe each others' practice via intervisitations and learning walks and will have time to debrief and reflect on practice and progress.

<table>
<thead>
<tr>
<th>2018-19 CEP</th>
<th>2019; monthly</th>
<th>Coaches, Administrators, School Librarian, Growth Mindset Teacher Leads</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaching them through the Tier 2 Roll Out</td>
<td>Grade Level Teams, AIS Teacher Group, BIL Teacher Group, OTP Teacher Group, Spec Ed Teacher Group, Paraprofessional Group</td>
<td>In cycles, monthly beginning December for out of the classroom teachers (AIS, OTPs, etc.)</td>
</tr>
<tr>
<td>*Tier 2 - This tier is made up of teachers who are new to Growth Mindset. They will take part in Growth Mindset book studies and they will be supported by Growth Mindset Teacher Leads. Growth Mindset meeting led by our Growth Mindset teacher leads will take place once monthly (1 grade meeting and 1 morning professional development day)</td>
<td>Growth Mindset Teacher Leads</td>
<td>Monthly (September-June)</td>
</tr>
<tr>
<td>Professional Learning Time (PLT) book study will be mandated for all teachers using the following professional resource, The Growth Mindset Coach, by Annie Brock. Teachers groups will be led by a Growth Mindset Teacher Lead. Teachers will be grouped accordingly: grade-level teams, AIS providers, OTPs, Sped Teachers, paraprofessionals and BIL teachers, to address the specific needs of each population.</td>
<td></td>
<td>November 2018-June 2019</td>
</tr>
<tr>
<td>Growth Mindset Teacher Leads will deepen their understanding of Growth Mindset through monthly meetings and a new book study, The Growth Mindset Playbook, by Annie Brock. These teachers will continue to plan lessons for non-lead teachers that will be presented at Growth Mindset meetings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers will observe each others' practice via intervisitations and learning walks and will have time to debrief and reflect on practice and progress.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 3b – Parent and Family Engagement

<table>
<thead>
<tr>
<th>How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher teams will put together resources for parents that explain the importance of having a Growth Mindset in school and at home. Teachers groups will present this new school-wide movement to parents during the Sept. 2018 Back-To School Night. Additionally, a Parent Growth Mindset Workshop Series will take place in Fall 2018 (led by teacher teams).</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th><strong>Human Resources</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional development will be facilitated by coaches, Growth Mindset Teacher Team Leads, assistant principals and grade leaders.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Instructional Resources</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Mindset: The New Psychology of Success,</em> Carol S. Dweck</td>
</tr>
<tr>
<td><em>The Growth Mindset Coach,</em> Annie Brock</td>
</tr>
<tr>
<td><em>The Growth Mindset Playbook,</em> Annie Brock</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Scheduling</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Per Session Learning Time for Tier 1 Growth Mindset teachers once monthly. The Monday Professional Learning time (beginning in Nov/Dec 2018) will be utilized for any activities devoted to increasing teacher knowledge and skills in Growth Mindset practices and implementation for Tier 2 teachers/out-of-the classroom teachers.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th><strong>Title I SWP</strong></th>
<th><strong>Title I TA</strong></th>
<th><strong>Title II, Part A</strong></th>
<th><strong>Title III, Part A</strong></th>
<th><strong>Title III, Immigrant</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tax Levy</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Title I SWP</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Title I TA</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
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<td></td>
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<tr>
<td>Title III, Immigrant</td>
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</tr>
<tr>
<td>C4E</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

### Part 5 – Progress Monitoring

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

By January 2019, 80% of all classroom teachers will have taken part in a Growth Mindset teacher team as evidenced by meeting agendas and sign-ins.
### Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Agendas and sign-in sheets from the on-going PD will be used to monitor progress.

Teacher Check-In Templates

### Part 5c. In February 2019, 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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>PS 86 has been using Personal and Academic Success rubrics in all classrooms since 2015 to support the behaviors that are essential for success in (and out of) school. Based on a 2018 PS 86 teacher survey, our students continue to struggle with specific behaviors, i.e., persistence, communication among peers, and engagement across all subject areas.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>The power of a growth mindset can transform teaching and learning, but it also is critical for school leaders. A growth mindset is not exclusive to teachers, students, and parents. In fact, school leaders with a growth mindset empower the school and provide rich and sustaining learning opportunities for students and teachers. (7 Reasons School Leaders Need a Growth Mindset, Ziegler 2017 Corwin Connect) Only 20 percent of teachers strongly believe they are good at fostering a growth mindset in their own students. (Edweek Research Center 2016)</td>
</tr>
</tbody>
</table>

As part of our CEP for this year, our teachers will be studying and implementing the concepts articulated in The Growth Mindset Coach(see section 4). In order to support and empower our teachers in establishing a growth mindset, the administration needs to also study and implement the concepts articulated in the The Growth Mindset Coach. Working in both an independent team and in teacher teams, our administrators will learn the theory behind how growth mindsets can improve persistence in the face of rigorous challenges and the development of other academic and personal behaviors that lead to an array of positive outcomes for students.

This goal relies heavily on whole-school understanding, learning, and implementation. This is a collaborative effort, where teachers and administrators must work together to shift our school culture.

Part 2 – Annual Goal
Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

100% of all administrators will collaborate in teacher teams and an independent administrative team to learn about Growth Mindset, foster their own Growth Mindset, and develop school-wide Growth Mindset teaching expectations and pedagogy for all classrooms by June 2019.
### Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Who will be targeted?</em></td>
<td><em>What is the start and end date?</em></td>
<td><em>Who is responsible for implementing and overseeing the activity/strategy?</em></td>
</tr>
</tbody>
</table>

#### Establish Growth Mindset Administrative Team - All administrators will:

- Participate in The Growth Mindset Coach Book Study with the Administration Team
- Create a framework for supporting teachers in fostering a Growth Mindset across the school
- Participate in Growth Mindset Teacher Teams (see section 4) in June 2018 and September 2018

<table>
<thead>
<tr>
<th>All Administrators and Grade Leader/Supervisors</th>
<th>Sept - May</th>
<th>Administrators and Grade Leader/Supervisors</th>
</tr>
</thead>
</table>

#### The Growth Mindset Administrator Team will:

- Follow the 12 month Growth Mindset plan as outlined by Annie Brock in The Growth Mindset Coach.
- Administrators will work closely with the model Growth Mindset classrooms to support and nurture their work. These observations of best practices will be incorporated into feedback given to teachers through Advance observations.
- Additionally, administrators will schedule inter-visitations and learning walks to foster best practices in establishing a Growth Mindset. These inter-visitations and learning walks will be used as a springboard to shift the thinking of staff/students from a fixed mindset to a growth mindset.

<table>
<thead>
<tr>
<th>All administrators/select teachers</th>
<th>Sept - June</th>
<th>Administrators and Grade Leader/Supervisors</th>
</tr>
</thead>
</table>
During weekly administrative team meetings an agenda item will be to conduct a book study utilizing The Growth Mindset Coach, by Annie Brock. Additionally, this team will deepen their understanding of Growth Mindset through studying The Growth Mindset Playbook, by Annie Brock. A particular focus of this study will be fostering our own Growth Mindset and applying these concepts to how best to support teachers in creating a growth mindset in their own classrooms with the ultimate goal being creating a growth mindset culture school wide.

<table>
<thead>
<tr>
<th>All Administrators and Grade Leader/Supervisors</th>
<th>Sept - June</th>
<th>Administrators Grade Leaders/Supervisors</th>
</tr>
</thead>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Growth Mindset will be an agenda item on the School Leadership Team’s twice monthly meetings. Parent workshops will be held throughout the year to foster the idea of establishing a growth mindset in families. Additionally, feedback to parent during parent/teacher conferences will incorporate the ideas of growth mindset when discussing student progress.

### 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.

Time for meeting, purchase of professional development materials including The Growth Mindset Coach and Playbook

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
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</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>C4E</td>
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<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

### Part 5 – Progress Monitoring

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By midyear, knowledge of both the growth mindset and best practices for fostering a culture of growth mindset will have grown by 50% as measured by a modified version of the growth mindset surveys referenced in Education Week "Mindset in the Classroom" A National Study.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Pre, mid-year and end-year growth mindset surveys as referenced in Education Week “Mindset in the Classroom” A National Study will be administered and analyzed.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

2016-2018 NYC School Survey Results

Strengths:

- teachers communicate with parents about their child's performance
- our principal promotes family and community involvement in the school

Priority Needs:

- lack of opportunity to volunteer time often to support our school

Priority Needs Addressed:

- among the six elements for the Framework for Great Schools, our score for the category Strong Family-Community Ties indicated a need to bolster the strategies we use to engage parents in school activities

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

From September 2018 to June 2019, PS 86 will conduct at least 10 workshops for PS 86 Parents, two of which will be long-term workshop models and will provide for at least 1 opportunity for parents to volunteer their time to support our school.
### Part 3a – Action Plan

**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:

- Evidence-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).

| Target Group(s) | Timeline | Key Personnel
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
</tbody>
</table>

#### Classroom Level Structures designed to engage all families, including those of SWDs, ELLs, and all other subgroups

- Family Engagement Workshops/Opportunities

  *ELA & Math Workshops
  *Math Talk Workshop Series (includes Spanish translation)
  *Math Fact Fluency Workshop (includes Spanish translation)
  *My Child's Data--Where Do I Go From Here? (includes Spanish translation)
  *You Read to Me, I'll Read to You Family Time In the Library
  *Growth Mindset Workshop Series (includes Spanish translation)
  *Computer Science Family Workshops (includes Spanish translation)
  *Hour of Code Family Workshop (includes Spanish translation)
  *Classroom Newsletters (informing and inviting families to upcoming school events)

  **At least one time this school year teachers will welcome parents to volunteer assistance in classroom event and/or at least one time this school year the instructional coaches will welcome parents to volunteer assistance in school-wide events

| Parents of students in classrooms across the school | Sept 2018-June 2019 | All classroom teachers ELA and Math Coaches
|----------------------------------------------------|----------------------|--------------------------------------------------|
| Parents of students at each grade level | Sept 2018-June 2019 | Classroom teachers ELA and Math Coaches
| All families | | Administrators

---

2018-19 CEP
Grade Level initiatives designed to engage all families, including those of SWDs, ELLs, and all other subgroups:

* Author of the Month Family Read Aloud
* Grade Level Newsletters (informing and inviting families to upcoming school events)
* Grade 1 Cookshop Initiative
* Science Fair Expo

School Level initiatives to designed to engage all families, including SWDs, ELLs, and all other subgroups:

* Back to School Night/Family Book Giveaway (for families to build their home libraries)
* Math Bingo Night
* Family Literacy Night
* Grades K-6 Spelling Bee
* Workshops for Bilingual Parents
* Tuesday afternoon open library for PS 86 families

Universal Structures:

* Invitations, materials, and content of many of our school-wide workshops and events are translated for native Spanish speakers
* Phone blasts are sent out to families to communicate important school events
* Parent Coordinator works to engage parents in attending workshops and events throughout the school year

We partner with the Parent's Association and the Beacon Program to tailor specific parent and family opportunities throughout the school year.

All structures are designed to engage all families, including those of SWDs, ELLs, and all other subgroups

<table>
<thead>
<tr>
<th>Parent Coordinator</th>
<th>Sept 2018-June 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs. Rampersaud</td>
<td>Mr. Egan, Librarian</td>
</tr>
</tbody>
</table>

Classroom teachers
ELA and Math coaches
Administrators
Mr. Egan, Librarian

Administrators
3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

PS 86 Parents’ Association

Cornell Tech Partnership for Coding/Computer Science Nights

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.

**Human resources:**

- Classroom teachers
- Media Specialist
- Copy Specialists
- Parent Association
- Administrators

**Instructional resources:**

Mindset-The New Psychology of Success, By Carol S. Dweck, Ph.D--Parent Workshop Book (available in English and Spanish)

**Schedule adjustments:**

Planning time to prepare for parent workshops

Budget allocation for BINGO and Literacy Night (PA sponsored)

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
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</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
### Part 5 – Progress Monitoring

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

By February 2019, at a minimum 5 family workshops have been held as evidenced by agendas/parent sign-ins.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

- Parent/Family Invitations and Log to kept by all Grade Level Supervisors
- Parent Event Sign-In Sheets/Agendas
- Parent Surveys

**Part 5c.** In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to <a href="#">NYSED’s memo</a>)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>AIS providers in grades K – 3 work with small groups of students who score below grade level benchmarks on Fountas &amp; 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 2017 or score significantly below grade level on Fountas &amp; Pinnell assessment.</td>
<td>AIS instructors in Kindergarten and Grade 1 and 2 utilize the Fundations Literacy Program. AIS providers, grades 3-6, use Soar to Success, a reading intervention program. Both programs are scientifically based reading research programs.</td>
<td>AIS providers in grades K – 6 with small groups of students.</td>
<td>All AIS services, grades K – 6, are provided during the school day.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>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 2017 or score or scored</td>
<td>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.</td>
<td>AIS providers in grades 2 – 6 with small groups of students.</td>
<td>AIS math services are provided during the school day as a push-in program.</td>
</tr>
<tr>
<td><strong>At-risk services</strong> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>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.</td>
<td>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 Counseling.</td>
<td>This service is provided during the school day.</td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>AIS services are provided during the school day as a push-in program. Informal 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 Science.</td>
<td>AIS providers work in small groups.</td>
<td>This service is provided during the school day.</td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Need for AIS for science is determined by unit tests, chapter tests and teacher recommendation. Informal 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.</td>
<td>AIS providers work in small groups.</td>
<td>This service is provided during the school day.</td>
<td></td>
</tr>
</tbody>
</table>
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.

parents, the classroom teacher, the Response To Intervention Team members, or other school staff members who believe the student’s ability to meet his/her academic goals is at risk.

The school Psychologist intervenes with students on an individual basis who are identified by the 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. |  |  |
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>Currently for the 2018-2019 year we have 348 Students in Temporary Housing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
</tbody>
</table>

Our STH population is involved in a number of support services in the school based on need. For example, students can receive counseling, referrals to PATH, RTI services and Academic Intervention Services including afterschool, Saturday Academy and Summer School. Our School Transportation Coordinator works with DOE staff at Temporary Housing to provide busing and metrocards for eligible students. We organize a coat drive and provide eye glass vouchers for students who need. We also work with parents to facilitate access to outside agencies such as Good Shepherd, Salvation Army, and Home Base. Our Parent Coordinator and School Counseling Staff organize a variety of workshops throughout the year to which all parents of STH are encouraged to attend. Our School Counseling staff establishes relationships with the directors and DOE staff at Temporary Housing facilities in order to coordinate services for STH and their families.

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>N.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

Strategies for recruitment:
- P.S. 86 has a strong relationship with Teach for America (TFA). Many of our new teachers are hired from the Teach for America corps.
  - P.S. 86 has hosted The New York City Teaching Fellows (NYCTF) for the past three summers. Our teachers have functioned as Cooperating Teachers/Mentors with the NYCTF and we actively recruit and hire Fellows for teaching positions in the school.
- P.S. 86 hosts student teachers from Manhattan College. We recruit highly qualified candidates from this program.

Strategies for retention and support:
- 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. New teacher progress is monitored through the New Teacher Mentoring Site.
- Weekly New Teacher meetings are held by the coaches and school mentor to address the needs of new teachers.

New classroom teachers receive staff development in the areas of: test taking strategies, ongoing student assessment, the P.S. 86x Curriculum calendars for all subject areas, and extensive training in examining student work and classroom management.

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).
● Administrative staff including the Principal and Assistant Principals attend District and BSFC meetings and Professional Development sessions. As an outcome of this professional development, new programs are created or existing programs are improved in order to increase student achievement. We are committed to providing an educational environment that incorporates the most up-to-date research driven strategies and successful literacy and math programs.

● 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. The school’s Professional Learning Team consists of teachers, administrators and coaches. This team creates a yearlong calendar for Professional Learning that reflects the needs of the staff as determined by the twice yearly needs assessment. Six week Professional Learning cycles are held during the Monday Professional Learning Time and are continued at grade level meetings and other meetings scheduled during common preps. Each cycle is followed by a share-out where the entire staff gathers to share what they have been learning about teaching and learning and how this has resulted in increased student achievement.

Part 3: TA Schools Only

3a. Use of Program Resources

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

na

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).

na

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 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 2016. We will follow a similar process for school year 2018-2019.

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.

Teachers and Teacher Teams score all student writing assessments (including the Baseline, Midline and Endline and PBAs) utilizing the 6+1 Traits of Writing rubric. Scores are analyzed and instructional groups are formed in classrooms based on student need.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. 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.
<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$1,451,683.00</td>
<td>x</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$134,487.00</td>
<td>x</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$71,502.00</td>
<td>x</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$15,881</td>
<td>x</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$10,127,887.00</td>
<td>x</td>
</tr>
</tbody>
</table>

**Explanation/Background:**

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:
- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
• **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs.

• **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

• **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

• **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

• **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

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<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
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<tbody>
<tr>
<td>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. <strong>P.S. 86, The Kingsbridge Heights School</strong>, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P.S. 86, The Kingsbridge Heights School</strong> will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- 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

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● 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;

Parental Involvement and School Quality

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. ESSA/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 Every Student Succeeds Act (ESSA);

● 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;

### Encouraging School-Level Parental Involvement

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 Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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 Every Student Succeeds Act (ESSA);

### I. School Responsibilities: Supporting Home-School Relationships

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;

**I. School Responsibilities: Providing Parents Reasonable Access to Staff**

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;

**I. School Responsibilities: Providing General Support to Parents**

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 Title I requirement for Every Student Succeeds Act (ESSA) 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

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 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

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### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td></td>
</tr>
<tr>
<td>☑ conceptually consolidated (skip part E below)</td>
<td>☐ NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

- Before school
- ☑ After school
- ☐ Saturday academy

Total # of ELLs to be served: __________

Grades to be served by this program (check all that apply):

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

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Part B: Direct Instruction Supplemental Program Information

| Total # of teachers in this program: _____ |
| # of certified ESL/Bilingual teachers: _____ |
| # of content area teachers: _____ |

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 help our English Language Learners meet the academic and language demands of the New York State Next Generation Learning Standards and place them on the path for college and career, our Title III monies for 2018-2020 will be used to extend and supplement the current reading and writing curriculum used in grades 1-6 bilingual education classes. Our goal is to provide the supports 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 measurable progress and growth in the 5 language modalities 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 Advanced Literacy by holding our English Language Learners (ELL) to the same high standards and expectations as their non ELL counterparts by providing them with the language supports they need to access the curriculum.

Beginning in October and ending in May, about 100 students in bilingual education classes in grades 1 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 (55 x 2 x 7 x $55.23 = $42,527.10). The curriculum and instruction used in this program will be aligned to the Next Generation Learning Standards, the New York State ENL Standards, the new Bilingual Progression Standards, and Advanced Literacy. The program will consist of an intensive reading and writing curriculum in which 15 to 20 students per class will have the opportunity to strengthen and refine English language skills.

Six certified bilingual education teachers will commit to exploring and implementing Advanced Literacy instructional strategies to help prepare struggling students to be academically and personally successful in today's literacy-and knowledge-based society which requires that all students develop skills and competencies that enable communication in increasingly diverse ways with increasingly diverse audiences. Teachers will determine the amount of time devoted to instruction in each of the language modalities depending on students’ NYSESLAT proficiency level, Fountas and Pinnell reading level, and the students’ ability to work with high utility words. 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, in both languages.

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 via series of connected extended writing experiences. An emphasis on the use of the 6+1 traits of writing 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 computer lab where one technology teacher, in collaboration with each individual certified bilingual teacher in
Part B: Direct Instruction Supplemental Program Information

the program, will work with students to improve their reading and writing by using programs like Imagination Learning, MYON, Ticket to Read, and Microsoft Word. The technology teacher and each bilingual teacher will meet to plan every other week during a common prep period. 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 extended writing tasks embedded in the programs. In addition, students also have the opportunity to visit the lab to work on their revision and editing skills while they craft the extended writing pieces. One of the final projects of the program consists of each student crafting one piece of writing and taking it through the writing process. Each student will publish his/her piece using one of the writing structures explored during the program. During this time, each class uses the technology lab benefiting from working with the technology teacher and the classroom teacher work in small groups.

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

Finally, each teacher will administer an assessment in reading and writing for each student to determine their reading and writing growth and to assess the achievement of program related objectives and goals.

55 x 2 x 7 x 55.23 = $42,527.10

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 six bilingual teachers will participate in a two-hour (2:35-4:35 pm), five day (late September 2018) seminar (led by the bilingual/ELL coordinator) 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 English Language Learners Day by Day by Christina Celic. Via the book study, teachers will engage in discussions and exploration of effective practices and strategies 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 the book to craft lessons for use not only within the after school reading and writing academy, but also during our regular school day. Teachers will also engage (in a book study format) with the text Teaching Advanced Literacy Skills by Nonie K. Lesaux to familiarize themselves with sections of the text that will be used to impact unit planning for the program.

In addition, the six 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.
Part C: Professional Development
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 (two classes) in our community. Parents will be notified about the program by means of fliers that will be sent home with the students, by announcements made during the Parent Association monthly meetings, via phone blast. Enrollment will be opened until both classes are filled. The instructors for this class are certified bilingual education teachers, Ms. Hechavarria 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 oral presentation and writing sample with an emphasis on oral language development, phonics, basic vocabulary and rules of grammar needed to communicate in daily real life situations.

Part E: Budget
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>- Per session</td>
<td></td>
<td>______</td>
</tr>
<tr>
<td>- Per diem</td>
<td></td>
<td>______</td>
</tr>
<tr>
<td>Purchased services</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>- High quality staff and curriculum development contracts.</td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>
**Part E: Budget**

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

Allocation Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplies and materials</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>- Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>Travel</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>Other</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>____</td>
<td>____</td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADERS K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Bronx</td>
<td>086</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiona Tyson</td>
<td>Renny Tranello</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matt Egan</td>
<td>G. Mclean</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>Parent Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cynthia Calderon</td>
<td>Alberto Velez</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daelloy Jimenez</td>
<td>Pamela German</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Related-Service Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anjanie Rampersaud</td>
<td>Field Support Center Staff Member</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maribel Torres-Hulla</td>
<td>Massiel Garcia-ENL Teacher</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>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)</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1644</td>
<td>538</td>
<td>32.73%</td>
</tr>
</tbody>
</table>

2018-19 CEP 65
Part II: ELL Demographics

A. ELL Programs

This school offers the following programs:

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

If yes, indicate language(s):

- Spanish

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td></td>
<td>1980</td>
<td>26</td>
<td>28</td>
<td>33</td>
<td>26</td>
<td>28</td>
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<td>30</td>
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<td>205</td>
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<td>TBE</td>
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<td>TBE</td>
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<td>DL</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>205</td>
</tr>
</tbody>
</table>

Part III: Assessment Analysis

After reviewing and analyzing the assessment data, answer the following:

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   Our school assesses the early literacy skills of our ELLs using Estrellita, Fountas and Pinnell in English and Spanish, and EDL. 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 ELLs. Coaches and teachers work collaboratively to establish reasonable goals and expectations for our school’s instructional plan at each grade level. Fountas & Pinnell is our English leveled reading assessment designed to assess student’s instructional and independent reading level. This assessment is also given 3 times per year- fall, winter, and spring- and is used to support teachers in working with students to set personal reading goals. Teachers also use this data to instruct students in guided reading. Teachers administer the F&P Spanish assessment in the fall, to help them determine student’s literacy level in their native language. 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 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.

2. What structures do you have in place to support this effort?
We have several structures to support our assessment efforts. Each year the school administrative team creates a publishes an assessment calendar. This calendar provides all the information a teacher and student would need to regarding the assessments (dates, timeline, documentation, etc.). In addition, the assessment calendar is also made available via the school's Google doc. Student data is tracked via an electronic tracker that teachers complete and submit for school historical data collection and analysis.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
ELA Summative Assessments
ELA NYC Performance Series provides a baseline of evidence based writing from sources allowing teachers to plan accordingly for differentiated instruction in grade level reading, sharing opinions, command of evidence, organization and conventions throughout the school year based on individual student and class performance.

Our baseline, midline, and endline writing assessment (in both English and Spanish) provide teachers with both individual student and whole class data based on the 7 traits of writing- ideas, organization, voice, word choice, sentence fluency, conventions and presentation. These assessments are administered 3 times a year- fall, winter and spring. This data tracks writing proficiency across the 7 traits, and allows teachers to focus their analysis on specific areas of strengths and needs in writing. Teachers then work with individual groups of students to support their development in different traits.

Math Summative Assessments
Math NYC Performance Series provides a baseline of the major works of each grade allowing teachers to plan accordingly for differentiated instruction throughout the school year based on individual student and class performance.

GO Math! Chapter tests (in both English and Spanish) provide teachers with both individual student and whole class data. These assessments are administered at the end of each math chapter. This data tracks progress and mastery of math chapter Common Core learning standards. Teachers analyze this information and highlight areas of strengths and needs. Teachers then work with individual groups of students to reteach these specific standards.

Math Problem Solving Assessments are administered three times yearly in both English and Spanish. Teachers track this information and analyze student performance to plan for the Cooperative Problem Solving session in between each assessment.

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.

4. What structures do you have in place to address interventions once the summative data has been gathered?
Once the summative data has been gathered, the administration, coaches, and teacher teams analyze the data and use it to set goals at the school, grade, classroom, and individual student level. The data is used at the classroom level to form flexible student groups and provide tiers of interventions. Tier I interventions are provided at the classroom level via flexible grouping. Tier II interventions are provided outside of the classroom by the AIS provider. While a student receives Tier II interventions, he/she also receives small group reinforcement in the classroom.

5. How does your school use 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 formative and summative assessments is compiled into a whole-school snapshot of our students reading and math 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 and teacher practice to maximize student learning and growth. Using the 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 by an AIS provider, and their progress is tracked through routine Progress Monitoring, teacher-student conferences, and teacher observations.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].

To evaluate and inform our ELL programs, we utilize the results of various assessments such as the following:

NYSITELL (results show the proficiency level a new admit is starting from).

NYSESLAT (shows the progress in language proficiency students have made each year)

In the year 2017, the NYSESLAT was administered to 469 students. Of those 469 students, 20 scored on the commanding level. 107 of those students advanced 1 proficiency level, 17 advanced 2 proficiency levels, 1 advanced 3 proficiency levels and 190 remained at the same proficiency level. Area of concern***

ELA (Students who score Expanding on the NYSESLAT and a 3 or 4 on the ELA are able to test out of ELL status. 6 students met this criteria in the 2017 school year.

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, especially in grades 2-6. We have made instructional shifts based on this data analysis. Our ENL 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.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

The administrative team, coaches, and teacher teams analyze the data and use it to set goals at the school, grade, classroom, and individual student level. At grade level and content level team meetings, coaches and supervisors meet with teachers to discuss the data, note trends, and plan for instructional and curricular adjustments in order to better meet the needs of the students based on the data. Furthermore, teacher teams meet during common planning time to look closer at the data and continue to make instructional adjustments.

---

Part IV: ELL Programming

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 (integrated and standalone ENL). Instruction is strategically designed to develop skills in listening, speaking, reading, and writing. Students in the self contained ENL program, receive Integrated ENL instruction in the content area by a certified ENL teacher in collaboration with the classroom teacher.

---
Students are grouped according to their English proficiency levels as per their NYSESLAT scores and are provided with the appropriate number of minutes of integrated 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 ENL. This instruction is provided by the certified ENL teacher using both the push-in and/or pull-out model. The goal of this model is to develop students' English language skills 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 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 home and new 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 subject areas (such as Math and Social Studies or Science) in their native language at earlier levels of proficiency along with both integrated and standalone ENL 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 ENL through the same content areas plus one unit of Home Language Arts. The TBE program also provides students with a specified amount of Standalone ENL instruction, as mandated in the CR Part 154. This instruction is provided by the certified bilingual teacher in the classroom. Support in the home 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 model of instruction and allocation of language helps them make academic progress in the content areas while they develop English proficiency.

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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 follows the standalone and integrated ENL program and Transitional Bilingual Education (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 and pulls out depending on the needs of the student. In 1st, 3rd, 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 of 180 minutes of ENL instruction (90 minutes of integrated ENL 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 standalone ENL with ELA or any other content area explicit ENL weekly.

The breakdown of the time allotment for instruction in the TBE program is slightly different for students due to the home language arts component. In order for students in the TBE program to access the new Common Core aligned ELA curriculum,
which now offers paired units in English and Spanish, we continue to follow a hybrid version of 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 unit is entirely in Spanish and the next unit is in English). During the English unit, text is made accessible and comprehensible to students by means of partial translation of text, chunking of text, and the use of Translanguaging strategies. Translanguaging strategies are used as a scaffold to help TBE students access text and concepts when instruction is in English while helping them acquire English language skills. These strategies are also used as a way to cultivate students’ bilingualism using their language repertoire 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, an emerging or entering student will rely more on his/her home language to make content comprehensible during the English unit when using all four language modalities while the teacher strategically threads ENL strategies to meet 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 ENL and HLA both during whole and small group instruction. 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 and guided 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 ENL, HLA 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 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 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 emerging and entering levels will receive math, science and social studies instruction in the home language with some instructional time via integrated ENL 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 a K-8 program that 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 these content areas. At each stage, content is made comprehensible by means of a variety of resources used both in the students’ home 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 Free Standing ENL 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 ENL 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.

Similarly, the goal of the Freestanding ESL program is to help ELLs meet the expectations of common core content area and language demands by means of (math, science and social studies) and language standards by means of the SIOP.
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 ENL 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 all 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 Emergent Bilingual (EB) students receive the rigorous instruction that will allow them to meet Common Core Learning Standards, even when their English language proficiency is not fully developed. In fact, the theory of Translanguaging fits well with the theory of language as an action that is contained in the Common Core Learning Standards. This strategy offers EB students the possibility of being able to gather, comprehend, evaluate, synthesize and report on information and ideas using text based evidence; engage with complex text, not only literary but informational; and write to persuade, explain and convey real or imaginary experience even as their English is developing.

4. How do you ensure that ELLs are appropriately evaluated in their 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 administered 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. In addition, 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 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

At P.S. 86 we understand how important and impactful differentiating instruction for ELLs is, especially when 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, respecter teaching, and graphic organizers and fast paced lessons to help these students accelerate their reading growth. Small group instruction is 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 are designed for English learners and struggling readers in Grades K-6 to accelerate growth in language, literacy, and content. Using carefully selected literature selections in both fiction and non fiction, instruction proceeds from building vocabulary and language to understanding the fundamentals of reading (phonemic awareness, phonics and decoding),
Students in resource room are usually assessed 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.

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.

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.

6. 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 flexible grouping 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.

7. 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-6 use ReadyGEN. These students are provided additional support in other ways. Instruction is data driven. Teachers create small groups of students to work based on their performance on assessments and informal teacher-student conferences and 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 accommodates 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.

8. 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. Preston (AIS grade 1), Ms. Sanchez (AIS grade 2), Mrs. Strigakas (AIS Teacher for Grades 5), 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.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
   For the years 2017-2018 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. Fundations has been implemented in all Bilingual classes and some ENL classes as per data.

10. If you had a bilingual program, what was the reason you closed it?
    This school year, P.S. 86 does not plan to discontinue any program for ELLs.

11. 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 2017-2019 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, MyON, and Reading Plus 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
12. 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. 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, differentiated, and incredibly fun to use. It has been an amazing tool for our newcomers especially.

13. How is home language support assessed and 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, content and language 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.

14. 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.
15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs' needs (academic, linguistic, socioemotional) are met?

Our school building is not shared.

16. 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.

17. What language electives are offered to ELLs?

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

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

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 ENL 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.

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 and non-pedagogic staff.) 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?

   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 (Month of September): Implementation of the New CR Part 154: New teachers learn about the regulations and policy that govern education to ELLs and its implications in programming and the classroom.

Cycle 2 (Month of October): Understanding and Enhancing the implementation of the Bilingual Common Core Progressions: EB teachers use the new Progressions to align curriculum and Instruction.

Cycle 3 (Months of November and December) 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 (Month of January) Strategies for Academic Language Development: Teachers will explore and implement a variety of strategies to improve students' academic language development.

Cycle 5 (Month of February and March): Using Questioning and Discussion Techniques in the ENL/bilingual Classroom: Teachers of ELLs explore strategies to pose higher order thinking questions and discussion techniques to deepen student understanding and use of academic language. 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 (Months of April and May): Strengthening Instructional Practice: Aligning practice and instruction to the Hallmarks of Instruction.

Cycle 7 (Month of June) 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 NYCCOE’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. 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 (detailed on top). 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. All professional development opportunities are recommended and opened to all teachers. Professional development activities, plans, attendance sheets and agendas are kept in binders in the coaches office and by individual facilitators. We also have a google drive document that stores the topic, content, goals, resources, and population that PDs are held for.
## 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. Phone blasts and 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 (other parents are seen by appointment to ensure that an interpreter speaking their language is made available). Sign in sheets and agendas will be kept on file in alphabetical order.

**2. 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, writing celebrations, math bingo night, literacy night, and STEM fair are held throughout the year for children and families. Each event is organized by the grade level supervisor, coaches, 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.

## 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:
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Fiona Tyson, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
### Part VI: LAP Assurances

**School Name:** Kingsbridge Heights Elementary  
**School DBN:** 10X086

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiona Tyson</td>
<td>Principal</td>
<td></td>
<td>06/28/17</td>
</tr>
<tr>
<td>Renny Tranello</td>
<td>Assistant Principal</td>
<td></td>
<td>06/28/17</td>
</tr>
<tr>
<td>Alberto Velez</td>
<td>Parent Coordinator</td>
<td></td>
<td>06/28/17</td>
</tr>
<tr>
<td>Cynthia Calderon</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>06/28/17</td>
</tr>
<tr>
<td>Pamela German</td>
<td>Parent</td>
<td></td>
<td>06/28/17</td>
</tr>
<tr>
<td></td>
<td>Teacher/Subject Area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daelloy Jimenez</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>06/28/17</td>
</tr>
<tr>
<td>Ursula Smalls</td>
<td>Coach</td>
<td></td>
<td>06/28/17</td>
</tr>
<tr>
<td>Matt Egan</td>
<td>Coach</td>
<td></td>
<td>06/28/17</td>
</tr>
<tr>
<td>Gail McLean</td>
<td>School Counselor</td>
<td></td>
<td>06/28/17</td>
</tr>
<tr>
<td>Maribel Torres-Hulla</td>
<td>Superintendent</td>
<td></td>
<td>06/28/17</td>
</tr>
<tr>
<td>Socorro Diaz</td>
<td>Field Support Center Staff Member</td>
<td>D10 ELL</td>
<td>06/28/17</td>
</tr>
<tr>
<td>Massiel Garcia</td>
<td>Other ENL Teacher</td>
<td></td>
<td>06/28/17</td>
</tr>
<tr>
<td>Damaris Mendez-Ortega</td>
<td>Other Bilingual Social Worker</td>
<td></td>
<td>06/28/17</td>
</tr>
<tr>
<td>na</td>
<td>Other na</td>
<td></td>
<td>na</td>
</tr>
</tbody>
</table>
2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 10X086  School Name: Kingsbridge Heights School  Superintendent: MaribelHulla

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renny</td>
<td>Tranello</td>
<td>Assistant Principal</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

During the registration process, the registration team (including secretaries, certified ENL teachers, and school administrators) we collect new parents’ preferred language of communication via the Home Language Identification interview. During this interview, parents are asked which language they prefer when receiving written notices from the school and which language they prefer when communicating with the school via phone and in-person. Every beginning of the school year, we send home a survey providing parents the language preferences we have on file and request that parents review the language preferences they have selected and ask them to update those preferences as needed. We collect the survey and use it to update language preferences on ATS and Student Emergency Contact Cards. In addition, we take the preferred language data to determine and plan how we will communicate with our parents. For example, since our Spanish speaking parents are the vast majority, they are easily covered by in-house staff. For parents who speak and prefer other languages, the staff will use the Language Line number to access those other languages and communicate with these parents. We also use translation services from DOE and non-DOE vendor like Guideline Language Center for one-on-one conferences with parents who speak a language not covered by DOE’s Language Line number. We will reach out
to these parents prior to special events and inform them that we have resources and supports in place to communicate with them in their language. In addition, each beginning of the school year, we assess the events and documents that require interpretation (in those specific languages) throughout the year and use our resources and monies to plan accordingly.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albanian</td>
<td>1</td>
<td>.05</td>
<td>1</td>
<td>.05</td>
</tr>
<tr>
<td>Arabic</td>
<td>16</td>
<td>.78</td>
<td>16</td>
<td>.78</td>
</tr>
<tr>
<td>Bengali</td>
<td>13</td>
<td>.63</td>
<td>14</td>
<td>.68</td>
</tr>
<tr>
<td>EWE</td>
<td>1</td>
<td>.05</td>
<td>1</td>
<td>.05</td>
</tr>
<tr>
<td>Fulani</td>
<td>1</td>
<td>.05</td>
<td>1</td>
<td>.05</td>
</tr>
<tr>
<td>Hindi</td>
<td>1</td>
<td>.05</td>
<td>1</td>
<td>.05</td>
</tr>
<tr>
<td>Lao</td>
<td>1</td>
<td>.05</td>
<td>1</td>
<td>.05</td>
</tr>
<tr>
<td>Mandinka</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>.05</td>
</tr>
<tr>
<td>English</td>
<td>864</td>
<td>42.09</td>
<td>851</td>
<td>41.55</td>
</tr>
<tr>
<td>Punjabi</td>
<td>1</td>
<td>.05</td>
<td>1</td>
<td>.05</td>
</tr>
<tr>
<td>Slovak</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>.05</td>
</tr>
<tr>
<td>Spanish</td>
<td>1137</td>
<td>55.52</td>
<td>1147</td>
<td>56.01</td>
</tr>
<tr>
<td>Soninke</td>
<td>1</td>
<td>.05</td>
<td>1</td>
<td>.05</td>
</tr>
<tr>
<td>Thai</td>
<td>1</td>
<td>.05</td>
<td>.05</td>
<td>.05</td>
</tr>
<tr>
<td>Urdu</td>
<td>1</td>
<td>.05</td>
<td>1</td>
<td>.05</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>9</td>
<td>.44</td>
<td>9</td>
<td>.44</td>
</tr>
<tr>
<td>Data as of 9-12-18</td>
<td>Data as of 9-12-18</td>
<td>Data as of 9-12-18</td>
<td>Data as of 9-12-18</td>
<td>Data as of 9-12-18</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

N/A as of 9-12-18

Part B: Communications Calendar & Language Services
1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome back letter</td>
<td>September 5</td>
<td>Spanish version is translated at the school level. Translation in the other (available) languages will be done via the DOE document translation unit over the Summer, in order to have these documents ready for distribution by their due date. If the language of preference in a non-DOE covered language, we will use a DOE vendor to translate the document or as needed we will assign a staff member to call the parents using Language Line to inform them of the event.</td>
</tr>
<tr>
<td>School-Year Calendar</td>
<td>September 5</td>
<td>Spanish version is translated at the school level. Translation in the other (available) languages will be done via the DOE document translation unit over the Summer in order to have these documents ready for distribution by their due date. If the language of preference in a non-DOE covered language, we will use a DOE vendor to translate the document or as needed we will assign a staff member to call the parents using Language Line to inform them of the event.</td>
</tr>
<tr>
<td>Parent Handbook</td>
<td>September 5 (Ongoing)</td>
<td>Spanish version is translated at the school level. Translation for the other (available) languages will be done via the DOE document translation unit over the Summer in order to have these documents ready for distribution by their due date. If the language of preference in a non-DOE covered language, we will use a DOE vendor to translate the document or as needed we will assign a staff member to call the parents using Language Line to inform them of the event.</td>
</tr>
<tr>
<td>Event</td>
<td>Date(s)</td>
<td>Description</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>---------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>School Safety Letter</td>
<td>September 5</td>
<td>Spanish version is translated at the school level. Translation for the other (available) languages will be done via the DOE document translation unit over the Summer in order to have these documents ready for distribution by their due date. If the language of preference in a non-DOE covered language, we will use a DOE vendor to translate the document or as needed we will assign a staff member to call the parents using Language Line to inform them of the event.</td>
</tr>
<tr>
<td>Parent Engagement Notices</td>
<td>Ongoing</td>
<td>Spanish version is translated at the school level. Translation for the other (available) languages will be done via the DOE document translation unit over the Summer in order to have these documents ready for distribution by their due date. If the language of preference in a non-DOE covered language, we will use a DOE vendor to translate the document or as needed we will assign a staff member to call the parents using Language Line to inform them of the event.</td>
</tr>
<tr>
<td>Parent-Teacher Conferences</td>
<td>September, November, March, and May</td>
<td>Spanish version is translated at the school level. Translation for the other (available) languages will be done via the DOE document translation unit over the Summer in order to have these documents ready for distribution by their due date. If the language of preference in a non-DOE covered language, we will use a DOE vendor to translate the document or as needed we will assign a staff member to call the parents using Language Line to inform them of the event.</td>
</tr>
<tr>
<td>After and Saturday school enrollment forms</td>
<td>October</td>
<td>Spanish version is translated at the school level. Translation for the other (available) languages will be done via the DOE document translation unit over the Summer in order to have these documents ready for distribution by their due date. If the language of preference in a non-DOE covered language, we will use a DOE vendor to translate the document or as needed we will assign a staff member to call the parents using Language Line to inform them of the event.</td>
</tr>
<tr>
<td>Event</td>
<td>Date</td>
<td>Details</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>NYS Testing Dates</td>
<td>March</td>
<td>Spanish version is translated at the school level. Translation for the other (available) languages will be done via the DOE document translation unit over the Summer in order to have these documents ready for distribution by their due date. If the language of preference in a non-DOE covered language, we will use a DOE vendor to translate the document or as needed we will assign a staff member to call the parents using Language Line to inform them of the event.</td>
</tr>
<tr>
<td>School Closure</td>
<td>Ongoing</td>
<td>Spanish version is translated at the school level. Translation for the other (available) languages will be done via the DOE document translation unit over the Summer in order to have these documents ready for distribution by their due date. If the language of preference in a non-DOE covered language, we will use a DOE vendor to translate the document or as needed we will assign a staff member to call the parents using Language Line to inform them of the event.</td>
</tr>
<tr>
<td>Literacy Night</td>
<td>May</td>
<td>Spanish version is translated at the school level. Translation for the other (available) languages will be done via the DOE document translation unit over the Summer in order to have these documents ready for distribution by their due date. If the language of preference in a non-DOE covered language, we will use a DOE vendor to translate the document or as needed we will assign a staff member to call the parents using Language Line to inform them of the event.</td>
</tr>
</tbody>
</table>
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Bingo Night</td>
<td>June</td>
<td>Spanish version is translated at the school level. Translation for the other (available) languages will be done via the DOE document translation unit over the Summer in order to have these documents ready for distribution by their due date. If the language of preference in a non-DOE covered language, we will use a DOE vendor to translate the document or as needed we will assign a staff member to call the parents using Language Line to inform them of the event.</td>
</tr>
<tr>
<td>Middle School Application Notices</td>
<td>October</td>
<td>Spanish version is translated at the school level. Translation for the other (available) languages will be done via the DOE document translation unit over the Summer in order to have these documents ready for distribution by their due date. If the language of preference in a non-DOE covered language, we will use a DOE vendor to translate the document or as needed we will assign a staff member to call the parents using Language Line to inform them of the event.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Back to school night</td>
<td>September</td>
<td>In-house available school personnel will be assigned to provide translation in the classes housing parents of specific languages. For other languages, DOE interpreters and vendors will be hired; over-the-phone translation via Language Line will be used as needed.</td>
</tr>
<tr>
<td>Parent-Teacher Conference</td>
<td>November and March</td>
<td>In-house available school personnel will be assigned to provide translation in the classes housing parents of specific languages. For other languages, DOE interpreters and vendors, like Guidelines Translation Services, will be hired; over-the-phone translation via Language Line will be used as needed.</td>
</tr>
<tr>
<td>Event Description</td>
<td>Timeframe</td>
<td>Details</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>---------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Parent Engagement Tuesdays</td>
<td>September and Ongoing</td>
<td>In-house available school personnel will be assigned to provide translation in the classes housing parents of specific languages. For other languages, Fliers or summary with information from session will be created and sent for translation to the Translation and Interpretation Unit for translation in the other languages and sent home. For the other non-DOE covered languages at our school, we will use a DOE vendors to translate the fliers and session summaries in those other languages.</td>
</tr>
<tr>
<td>End-of-year school night</td>
<td>May</td>
<td>In-house available school personnel will be assigned to provide translation in the classes housing parents of specific languages. For other languages, DOE interpreters and vendors will be hired. For other non-DOE covered languages, we will create and have available fliers and summary of the information provided and send those to be translated by DOE vendors.</td>
</tr>
<tr>
<td>Conflict Resolution Meetings</td>
<td>Ongoing</td>
<td>In-house available school personnel will be assigned to provide translation in the classes housing parents of specific languages. For other languages, DOE interpreters and vendors, like Guidelines Translation Services, will be hired and scheduled, as necessary; over-the-phone translation via Language Line will be used as well.</td>
</tr>
<tr>
<td>IEP meetings</td>
<td>Ongoing</td>
<td>In-house available school personnel will be assigned to provide translation in the classes housing parents of specific languages. For other languages, DOE interpreters and vendors will be hired and scheduled, like Guideline Translation Services, as necessary; over-the-phone translation via Language Line will be used as well.</td>
</tr>
<tr>
<td>Attendance related matters</td>
<td>Ongoing</td>
<td>In-house available school personnel will be assigned to provide translation in the classes housing parents of specific languages. For other languages, DOE interpreters and vendors will be hired and scheduled, as necessary; over-the-phone translation Language Line will be used as well.</td>
</tr>
<tr>
<td>Middle school application conferences and workshops</td>
<td>October-December</td>
<td>In-house available school personnel will be assigned to provide translation in the classes housing parents of specific languages. For other languages, DOE interpreters and Non-DOE vendors (as needed) will be hired to provide interpretation of the content in those languages.</td>
</tr>
<tr>
<td>Guidance outreach</td>
<td>Ongoing</td>
<td>In-house available school personnel will be assigned to provide translation in the classes housing parents of specific languages. For other languages, DOE interpreters and vendors will be hired and scheduled, as necessary; over-the-phone translation via Language Line will be used as well.</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

In the event of a school emergency, PS 86 will communicate with families who speak languages other than English by having in-house staff translators contact families. For families whose preferred oral language of communication is not met by one of our staff members, we will use the over-the-phone option via Language Line to contact them. For other languages not covered by the DOE, we will use outside vendors. In addition, each teacher will have a list of their students’ names, parent preferred language and contact numbers in the BRT envelop each teacher has been trained to use during school evacuation drills. This class roster will also include a header with the 1-800-Language Line (LL) number and information on how to access LL.

**Part C: Training Staff on Policies and Procedure**

Describe how your school will ensure that all staff members are aware of the goal of [Chancellor’s Regulation A-663](#) and what resources are available to meet compliance.

The Language Access Coordinator will train all staff members in the fall (and do a refresher training mid-year) on how to use the document translation services and over-the-phone interpretation service. During this training the staff will receive flyers and resources (OPI quick access aid, language flyers, etc.) that will help in accessing the translation services seamlessly. In addition, during this training, the staff will be made aware of the various resources available to them and families like informational brochures, Language ID guide and card, etc). All these resources will be reproduced, as needed, and made available to the staff as needed and on a quarterly basis.

**Part D: Providing Notice of Language Assistance Services**

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
• Brochures/flyers/letters shared with parents
• Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

Welcome Poster will be 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 provided 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 by the security desk in the main lobby and main office. Both security and main 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 E: Monitoring Provision of Language Services
Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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 receive throughout the year. The same survey will be sent home to those parents that do not attend the End-of-Year Parent night activity. Responses collected will be studied closely by the school’s Language Access Team, (LAT) and findings will be used to make adjustments and refine our protocols so that we can better-meet the language service needs of our parent community. One adjustment we plan to make to our protocols is use Language Line to contact families that speak specific languages to inform them of by phone of main events happening in the school.