



**WILLIAM SHERMAN ELEMENTARY SCHOOL  
PS 87**

**2010-11  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 03M087**

**ADDRESS: 160 WEST 78<sup>TH</sup> STREET, NEW YORK, NY 10024**

**TELEPHONE: 212-678-2868**

**FAX: 212-678-5886**

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**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: 03M087 SCHOOL NAME: William Sherman

SCHOOL ADDRESS: 160 WEST 78th STREET, NY, NY 10024

SCHOOL TELEPHONE: 212-678-2826 FAX: 212-678-5886

SCHOOL CONTACT PERSON: Monica Berry EMAIL ADDRESS: mberry@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: \_\_\_\_\_

PRINCIPAL: Monica Berry

UFT CHAPTER LEADER: Lauri Posner

PARENTS' ASSOCIATION PRESIDENT: Rachel Laiserin/ Rebecca Levey

STUDENT REPRESENTATIVE:  
(Required for high schools) \_\_\_\_\_

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

DISTRICT: 03 SSO NAME: CFN 103

SSO NETWORK LEADER: YUET CHU

SUPERINTENDENT: Sara Carvajal

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Monica Berry	*Principal or Designee	
Lauri Posner	*UFT Chapter Chairperson or Designee	
Rebecca Levey/Rachel Laiserin	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Nicole Avallone	Member (Parent)/SLT Co-Chairperson	
Tanya Khotin	Member (Parent)/SLT Co-Chairperson Parent Member	
Molly Jaharus	Member (Teacher)/SLT Co-Chairperson	
Laura Fine	Member (Teacher)/SLT Co-Chairperson	
Cathy Halpin	Member/Parent	
Karen Makela	Member/Parent	
Eva McKeon	Member/Teacher	
Judy Meade	Member/Parent	
Kazue Takenaga	Member/Teacher	

Robyn Ulzheimer	Member/Teacher	
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(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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At P.S. 87 we believe in fostering an environment in which students are actively engaged in their learning. Students are encouraged to ask questions, debate topics, develop their own lines of inquiry, and work independently and collaboratively as they are challenged to make sense of the world around them. Instruction occurs within heterogeneous classrooms, and is differentiated based on student interests, strengths, and needs. Our integrated curriculum is designed with the development of the whole child in mind and is aligned with state and national academic standards. Our goal is that when students graduate from P.S. 87 they will leave with a foundation of knowledge and continue as lifelong learners with respect for themselves and others. We expect our students to be well-prepared, interested and involved members of a global society.

As one of the schools participating in the District 3 magnet grant, we will begin to transform the use of technology in our current curriculum. With the funding we will receive through the magnet grant we will be able to

- Engage students through digital content
- Increase students' internet literacy
- Continue to promote project/problem based learning
- Increase teacher collaboration
- Empower students to become active participants in their learning
- Create partnerships to increase experiential learning opportunities



## **SECTION III – Cont'd**

### **Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

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CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>		P. S. 087 William Sherman							
<b>District:</b>		3	<b>DBN:</b>		03M087	<b>School BEDS Code:</b>		310300010087	
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7			11	
	K	√	4	√	8			12	
	1	√	5	√	9			Ungraded	
	2	√	6		10				
<b>Enrollment</b>					<b>Attendance - % of days students attended:</b>				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	18	18	18		94.8	94.3	94.6		
Kindergarten	130	173	162						
Grade 1	145	148	174	<b>Student Stability - % of Enrollment:</b>					
Grade 2	151	132	140	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	133	131	160		98.8	98.4	98.4		
Grade 4	154	131	160	<b>Poverty Rate - % of Enrollment:</b>					
Grade 5	143	141	124	(As of October 31)	2006-07	2007-08	2008-09		
Grade 6	0	0	0		18.7	16.0	0.0		
Grade 7	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 8	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 9	0	0	0		6	0	4		
Grade 10	0	0	0	<b>Recent Immigrants - Total Number:</b>					
Grade 11	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 12	0	0	0		1	0	0		
Ungraded	0	2	0						
Total	874	899	919						
<b>Special Education Enrollment:</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
# in Self-Contained Classes	0	0	0	Principal Suspensions	3	2	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	14	34	Superintendent Suspensions	0	0	TBD		
Number all others	102	97	102						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				(As of October 31)	2006-07	2007-08	2008-09		
				CTE Program Participants	0	0	0		
				Early College HS Program Participants	0	0	0		
<b>English Language Learners (ELL) Enrollment:</b>				<b>Number of Staff - Includes all full-time staff:</b>					
(BESIS Survey)									
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09		
# in Transitional Bilingual Classes	0	4	14	Number of Teachers	47	55	56		
# in Dual Lang. Programs	16	12	0						
# receiving ESL services only	32	18	18						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	5	0	Number of Administrators and Other Professionals	9	16	18
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	5	4
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	78.7	72.7	83.9
				% more than 5 years teaching anywhere	53.2	63.6	69.6
<b>Ethnicity and Gender - % of Enrollment:</b>							
(As of October 31)	2006-07	2007-08	2008-09	% Masters Degree or higher	91.0	87.0	91.0
American Indian or Alaska Native	0.1	0.2	0.7	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	91.7	78.8	100.0
Black or African American	18.9	16.8	15.6				
Hispanic or Latino	23.0	21.2	19.8				
Asian or Native Hawaiian/Other Pacific Isl.	8.4	6.9	5.7				
White	49.7	54.8	57.1				
<b>Male</b>	51.3	52.3	51.6				
<b>Female</b>	48.7	47.7	48.4				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
√	In Good Standing (IGS)						
School in Need of Improvement (SINI) – Year 1							
School in Need of Improvement (SINI) – Year 2							
NCLB Corrective Action (CA) – Year 1							
NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)							
NCLB Restructuring – Year ____							
School Requiring Academic Progress (SRAP) – Year ____							

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
<b>Student Groups</b>		ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>		√	√	√			
<b>Ethnicity</b>							
American Indian or Alaska Native		-	-	-			
Black or African American		√	√	-			
Hispanic or Latino		√	√	-			
Asian or Native Hawaiian/Other Pacific Islander		√	√	-			
White		√	√	√			
<b>Other Groups</b>							
Students with Disabilities		√	√	-			
Limited English Proficient		-	-	-			
Economically Disadvantaged		√	√	√			
<b>Student groups making AYP in each subject</b>		7	7	3	0	0	0

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	71	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	7.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	17.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	43.6						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	2.3						

<b>KEY: AYP STATUS</b>		<b>KEY: QUALITY REVIEW SCORE</b>					
√ = Made AYP		Δ = Underdeveloped					
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target		▶ = Underdeveloped with Proficient Features					
X = Did Not Make AYP		√ = Proficient					
- = Insufficient Number of Students to Determine AYP Status		W = Well Developed					
		◊ = Outstanding					
		NR = No Review Required					

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

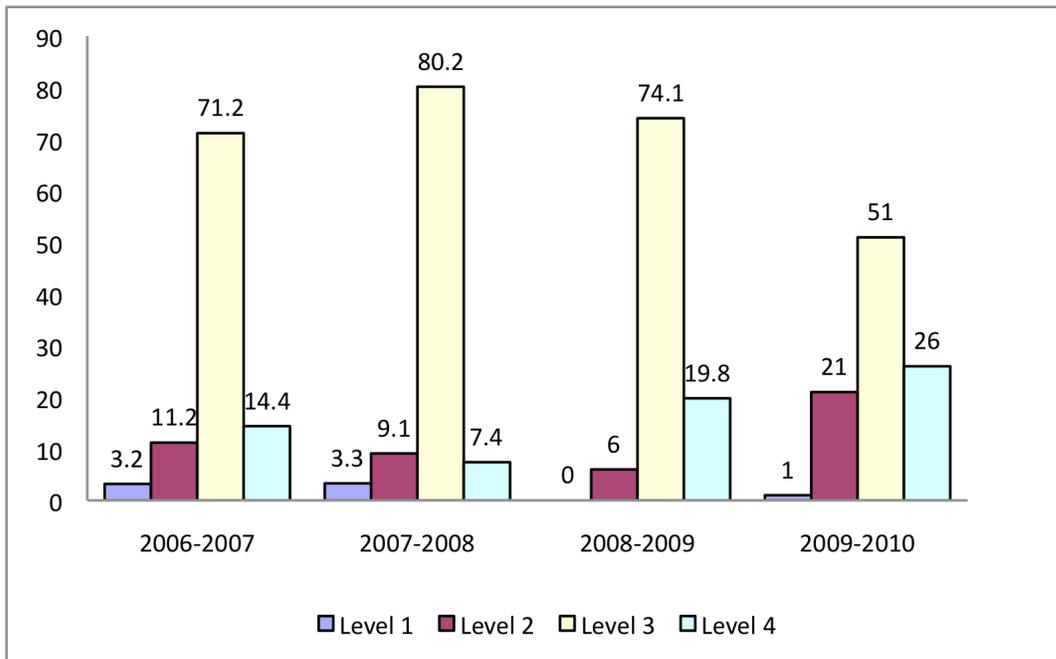
## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

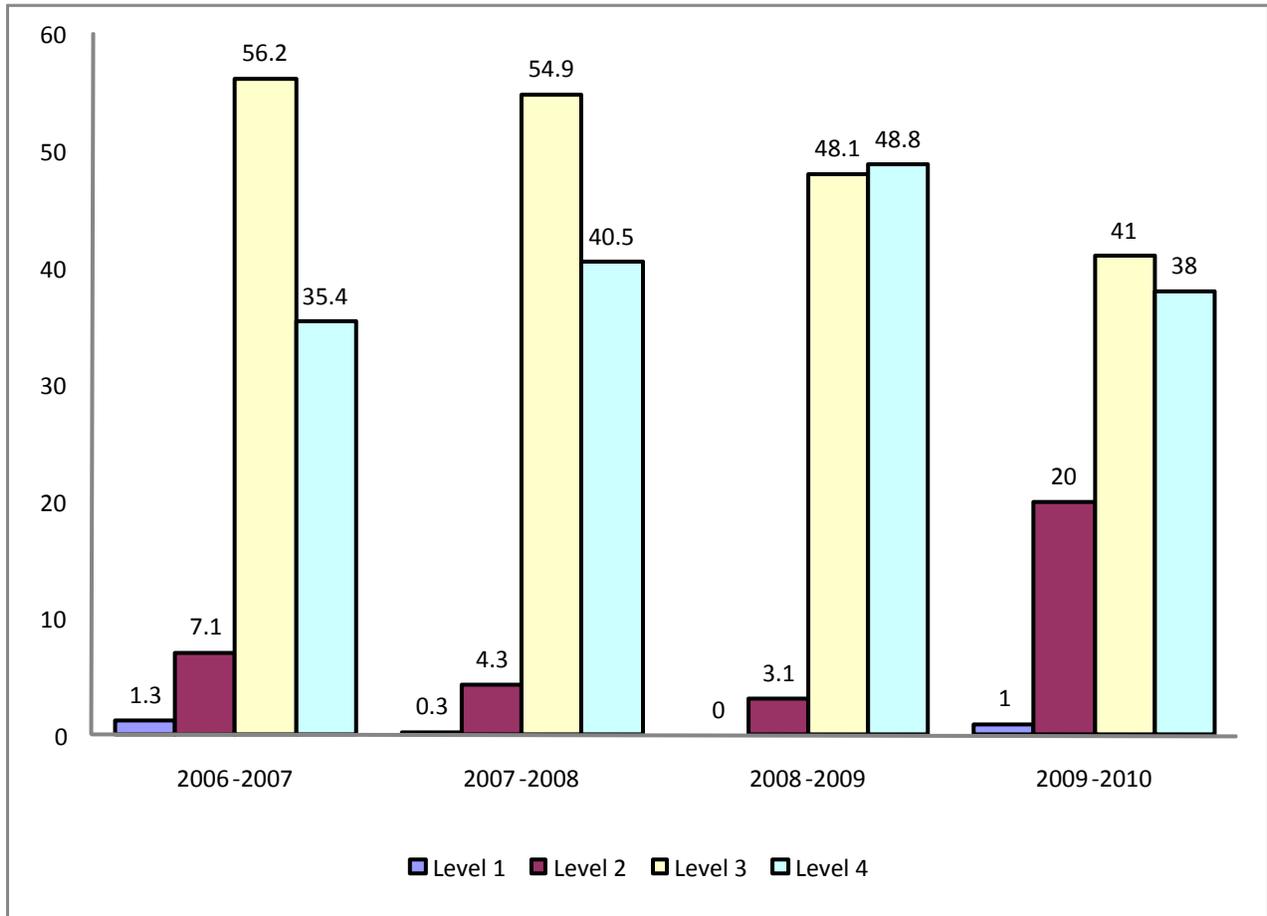
After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

**ELA Scores Over Four Years**



### Math Scores Over Four Years



#### *What student performance trends can you identify?*

- PS 87 has made steady gains in the number of students scoring levels 3 & 4 on the New York State assessments until last year when the test scores were realigned and the cut scores for passing were raised. Although the number of threes decreased, the decrease was on par with the rest of the schools in the city. However, even with the new cut scores, we continued to see an increase in the percentage of students scoring at level 4 on the English Language Arts Exam.
- PS 87 received additional credit on their progress report for students in the lowest 1/3 of the city and students receiving SETTS making exemplary gains in ELA and Math.

***What have been some accomplishments over the four of years?***

- The successful adoption and internalization of the Balanced Literacy Model as a truly responsive approach to teaching students at their point of need.
- The development of common units of study in social studies.
- The launching of collaborative planning around mathematics specific to the needs of the students and teachers at PS 87.

***What are the most significant aids or barriers to the school's continuous improvement?***

**Significant aids:**

- Strong commitment to meeting the needs of the “whole” child by every member of the staff
- Strong support of teacher empowerment by an administration that has progressively enhanced professional growth through provision of financial and physical resources
- Enthusiastic experienced and beginning teachers who embrace the school's mission and vision

**Significant barriers:**

- The assessments used to measure progress throughout the school year are not aligned with curriculum.
- Teachers do not have enough opportunities to collaborate on classroom practices.
- More technology in the school is needed to help enrich the current curriculum.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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### **Goal #1**

We will develop our early intervention program in English Language Arts.

#### **The measurable target:**

By June 2011, 50% of our students in grades K-2 will move 2-3 levels on the Teachers College Reading and Writing Project reading assessment.

### **Goal #2**

We will ensure that all students achieve at high levels of numeracy consistent with the Common Core Standards and current New York State Performance Standards.

#### **The measurable target:**

By June, 90% of teachers will participate in collaborative team meetings that will examine the new Core Standards in math. Each grade will revise its teaching of mathematics to align with the new standards

### **Goal #3**

We will increase the level and consistency of communication opportunities between the home and the classroom in order to improve family understanding of educational expectations.

#### **The measurable target:**

We will increase the overall satisfaction level in communication by 20% on SLT surveys taken in May.

### **Goal #4**

Each grade level will create a technology plan in accordance with the federal magnet grant awarded to District 3.

#### **The measurable target:**

By June 2010, 100% of classroom teachers will collaborate and create a technology project that will be integrated into the current curriculum

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** English Language Arts

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>We will develop our early intervention program in English Language Arts. By June 2011, 50% of our students in the lowest third in grades K-2 will move 2-3 levels on the Teachers College Reading and Writing Project reading assessment.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Teachers will track individual student progress, including setting interim and long term goals for each student.</li> <li>• Data will be collected assessing students' reading levels three times per year (November, March, June).</li> <li>• During monthly grade level meetings, teachers will collaborate to create action plans for small, guided reading groups. Our literacy coaches will provide professional development to classroom teachers on how to work with these groups.</li> <li>• Teachers will collaborate with related service providers to develop intervention plans for students.</li> <li>• Teachers will use data to differentiate learning and create guided reading groups.</li> <li>• An intervention teacher will be available to take small groups of children who are at-risk.</li> <li>• Literacy coaches will coach teachers to work with at-risk students.</li> </ul>



	<ul style="list-style-type: none"> <li>• Students will perform daily routines that help develop number sense while reinforcing mathematical concepts.</li> <li>• Students will be engaged in mathematical conversations to deepen their understanding of the mathematical concepts taught and to develop vocabulary and oral language.</li> <li>• Students will participate in “hands on” math activities including games to master skills taught and to develop number sense.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Self Sustaining Grants will be provided by our Parents Association to pay for professional development, per diem substitutes, and math materials.</li> <li>• NYSTL funds will be used to purchase Contexts for Learning units.</li> <li>• NYSTL funds will be used to purchase Everyday Math materials.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Everyday Math End of Unit Assessments results</li> <li>• Acuity Assessments results</li> <li>• Student work from Exemplars and Contexts for Learning for problem solving</li> <li>• Notes and revised math lessons from grade level meetings</li> </ul>

**Communication**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>We will increase the level and consistency of communication opportunities between the home and the classroom in order to improve family understanding of educational expectations. Specifically, we will increase the overall satisfaction level in communication by 20% on SLT surveys taken in May.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• The school will schedule more opportunities throughout the year to ensure that parents have a better understanding of academic and classroom expectations. The following opportunities will be scheduled:             <ul style="list-style-type: none"> <li>• Curriculum meetings will be held at least once per year.</li> <li>• Teachers will communicate regularly with parents regarding classroom learning.</li> <li>• Parents will receive progress updates from teachers 4 times a year (P/T conferences 2x per year and Report Cards 2x per year).</li> <li>• The Administration will hold a Q&amp; A during monthly PA meeting.</li> <li>• The Administration will conduct meetings with class parents every other month.</li> <li>• Three workshops on literacy, math and technology will be held for families.</li> <li>• Testing meetings for 3rd-5th grade parents will be held.</li> </ul> </li> <li>• SLT surveys of teachers and families will be conducted in November and May.</li> <li>• Parent participation levels will be measured at relevant meetings to capture scale and breadth of new programs' reach.</li> <li>• DOE School Survey will be released in the spring and will be used to create a baseline for the 2011-2012 CEP.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>We will use PA funds and Fair Student Funding to provide:</p> <ul style="list-style-type: none"> <li>• Space &amp; Security</li> <li>• Per diem substitute coverage for professional conversations</li> </ul>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• SLT surveys of teachers and families</li> <li>• Parent participation levels measured at the end of each meeting</li> <li>• Results from the Department of Education Learning Environment Survey</li> </ul>
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**Subject/Area (where relevant):** Technology

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Each grade level will create a technology plan in accordance with the federal magnet grant awarded to District 3. Each grade will collaborate and create a technology project that will be integrated into the current curriculum.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• A group of teachers from each grade will visit schools that have a technology infused curriculum to gather ideas.</li> <li>• We will create a technology grant committee that will conduct a needs assessment and implement a plan to fully integrate technology into PS 87.</li> <li>• The technology committee will create and administer two surveys to staff members about their technology needs (One survey will assess what they know and have. The other will assess what they want to know and have.)</li> <li>• We will hire a technology staff developer to provide professional development regarding the use technology in lessons.</li> <li>• We will establish partnerships with Apple and other educational technology companies to provide professional development opportunities to our teachers.</li> <li>• Teachers will attend conferences about technology and enrichment.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>We will use funds from a federally funded magnet grant to pay for:</p> <ul style="list-style-type: none"> <li>• Professional Development coverage (Per Diem)</li> <li>• Per session funds for planning time</li> <li>• Entrance fees and travel to conferences</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**  
*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- Written technology plan for the year from each grade
- Notes from meetings monthly grant committee meetings
- Information brought back from conferences

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	3	0	N/A	N/A	2	0	0	0
1	15	4	N/A	N/A	3	0	0	0
2	9	8	N/A	N/A	0	0	0	0
3	14	13	N/A	N/A	1	0	0	0
4	6	16	0	0	4	0	0	0
5	5	4	0	0	0	0	0	0
6								
7								
8								
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<b>Wilson Reading Program – small group, during and after school Great Leaps – one-to-one, after school Reading Rescue – one-to-one, during and after school</b>
<b>Mathematics:</b>	<b>Remediation and reinforcement of concepts/sub skills required to learn grade level content – small groups, during and after school</b>
<b>Science:</b>	<b>Individualized coaching provided during content lessons in classroom by licensed pedagogues or student teachers under their supervision.</b>
<b>Social Studies:</b>	<b>Individualized coaching provided during content lessons in classroom by licensed pedagogues or student teachers under their supervision.</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>Individual or small group sessions during the school day to provide talk, play and art therapy, addressing emotional issues and developing social interpersonal skills.</b>
<b>At-risk Services Provided by the School Psychologist:</b>	
<b>At-risk Services Provided by the Social Worker:</b>	
<b>At-risk Health-related Services:</b>	



provider and qualifications.

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The members of the PS87M LAP team are Monica Berry, Principal, Barbara Kissane, Assistant Principal, Margaret Marnier, Parent Coordinator, Jacqueline Morrison, Dual Language Coordinator, Josephine Manugal, Kindergarten Dual Language Teacher, Genie Charette, First Grade Dual Language Teacher, Lourdes Mercardo, SETTS Teacher, Marsha Student, Literacy Coach, Rebecca Levey, PA Co-President and Allison Hawke, ESL teacher.

We have one certified ESL teacher. The current enrollment is 980, of which 33 are ELLs, or 3.37%. Twenty-eight students have been serviced in the ESL program three years or less, 3 have been serviced four to six years. One student has been serviced more than six years.

The language groups of the students are:

- Kindergarten – two Spanish, one Urdu, one Hebrew
- 1<sup>st</sup> grade – four Spanish, one Russian, 2 Hebrew
- 2<sup>nd</sup> grade – two Spanish, one Hebrew, one Swedish
- 3<sup>rd</sup> grade – one Korean, two Other
- 4<sup>th</sup> grade – one Spanish, two Korean
- 5<sup>th</sup> grade – one Spanish, one Russian, one Haitian, one Hebrew

In the beginning of the year we have a Parent Orientation Meeting for parents of the newly admitted English language learners. The three program choices are explained to the parents by showing them the English Language Learners Orientation DVD and then by answering questions. Orientation meetings are also held on an as needed basis as students enroll throughout the year. We have never had a parent request a transfer to another school because we do not offer transitional bilingual classes. So far all our parents have chosen ESL or dual language.

Delivery of Instruction: The organization model used in the ESL program is the Pull-Out model. Within the Pull-Out ESL class, students are placed in heterogeneous groups. Students' needs, based on their LAB-R and NYSESLAT scores, are identified. Students are then grouped accordingly. Within the groups, instruction is differentiated so that various needs of the students are met. The ESL teacher also works closely with the classroom teachers to integrate the curriculum and to discuss student progress, development and ELL student interaction with EP students.

Within the Dual Immersion program, the model is self-contained and the program model is the block model. Students spend the entire day together, alternating their use of English and Spanish. ELLs and EP students work in collaboration on a variety of projects and in all modalities.

We have 5 dual language classes. We have 1 ESL teacher to service 33 students. As a result, the students being serviced by the ESL teacher are being closely monitored to ensure that the mandated instructional minutes are being conducted within the guidelines of the ESL, ELA, and NLA instructional minutes. Explicit instruction is being delivered thru the standards and are being closely monitored.

The content area is delivered in English in the ESL program and in Spanish and English in the D.I. program. A key component of classroom approach is modified instruction. Another component is, when possible, using the student's home language as a means to support instruction by having the ELL student converse with a student familiar in the home language. Peer tutoring and relationship building is also encouraged.

In the ESL setting, the above-mentioned approaches are also used. Instruction and content are determined by each groups' level of comprehensible input. The Sheltered English instructional approach is also used, with an emphasis on using the Sheltered Instruction Observation Protocol (SIOP) model. Language is enriched through a variety of methods involving all modalities. For example, students are given a forum in which they can discuss or make inferences about literature that they have read. The lessons are planned to have both a content objective and a language objective. The students are given the opportunity to use their previous experiences and knowledge in their writing. Additionally, they are given the opportunity to use knowledge gained from their home country or culture in various assignments. Vocabulary development at the socio-pragmatic and academic level is also supported. Lastly, Native Language is used as an instructional support. This occurs in situations such as providing the students with translated words and phrases to providing them with literature in their home language.

SIFE: Currently, the school does not have any SIFE students.

Newcomers: The vast majority of our ELL population consists of newcomers. The instructional plans for newcomers are dependent on their age and level of schooling in their home country. Initially, instruction for newly arrived students is focused on vocabulary development. Once students have developed basic speaking and listening skills, more time is paid to the transferability of students' literacy and writing skills from their home language into English and to the development of their metacognitive skills. One way to accomplish these goals is to develop instructional plans that tap into the students' previous experiences in their home country. These plans have literacy and writing elements and can involve skills such as sequencing, summarizing, and making inferences.

Instructional plans have also been made regarding formalized testing for newcomers who have received one year of services. Since NCLB requires that newcomer ELLs now be tested after having received services for one year, test preparation is included in instructional planning. Some of these students are not familiar with the testing procedures used in the United States. They also may lack the required vocabulary for taking the tests successfully and they may not understand the structure of the questions. These needs are addressed through targeted vocabulary lessons, introduction to testing procedures, the use of practice tests and the practice of other test related skills.

ELLs Receiving Service for 4 to 6 Years: A small portion of our ELL population consists of students receiving service for 4 to 6 years. Once students have been receiving services for a longer period of time, their NYSESLAT scores must carefully be evaluated. Generally, these students tend to be advanced or proficient speakers who struggle with reading and writing. Instruction is tailored to meet their reading and writing needs. Extensive amounts of time are spent reading and analyzing various forms of text, as well as developing their writing skills. Targeted instruction is also provided in writing conventions and various grammar points. For these students, it might be necessary to see if they need to be evaluated for extra services

ELLs with Special Needs: The primary component of our plan is to help students is the establishment of a strong collaboration between the classroom teacher and the ESL teacher. They work in tandem with the special services teachers to discuss and develop content for the child and to determine how they can best support each other in providing for the child. Activities that are begun in the classroom are often carried into the ESL classroom. Additional interventions such as extended day services, peer tutoring might also be appropriate.

Our ELLs have the opportunity to participate in targeted small groups in both ELA and Math. We have an intervention afterschool program that provides targeted instruction for them. We also have our Dual Immersion coordinator pull small groups during the day to do work with our students. One of the schools SETTS teachers is bilingual, so she is able to work with Spanish newcomers in the content area in the content areas in their native language.

**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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The staff is continually involved in professional development. The teachers work with in-house staff developers at grade level meetings to plan and learn how to incorporate ESL teaching strategies into their lessons. Staff developers also go into classrooms to demonstrate reading and writing strategies, which include differentiating instruction.

The ESL teacher and the dual language coordinator will give the following workshops:

- |  |               |
|--|---------------|
| Stages of Second Language Acquisition        | December 2010 |
| Challenges for ELLs in Content Area Learning | February 2011 |
| Explaining BICS and CALP                     | March 2011    |

**Section III. Title III Budget**

School: 03M087 BEDS Code: 310300010199087

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation Amount:</b> \$15000		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>	\$9,000	<b>17 hours x \$50.85 (per session rate including fringe benefits) = \$3000.</b>  <b>Professional Development, planning, and targeted instruction for all Dual Language and ESL teachers in the school.</b>
<b>Purchased services</b> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>	0	
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>	\$6,000	<b>Spanish as a second language phonics program for the dual language classes</b>
<b>Educational Software (Object Code 199)</b>	0	
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	<b>\$15,000</b>	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

#### **Part A: Needs Assessment Findings**

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

Allison, our ESL teacher studies the Home Language Surveys to determine our translation needs and we follow the guidelines necessary to ensure that all of our written translations are interpreted in two languages.

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

4% of our parent population is English Language Learners. We discuss the findings at parent meetings at monthly meetings to address their Concerns.

#### **Part B: Strategies and Activities**

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

All correspondences sent home to PS 87 families is translated in English and Spanish. We use in house translators who are on staff.

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

We provide translation at our meetings if necessary. In house translators, bilingual guidance counselor or teachers are made available to translate at parent meetings.

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

Parents will receive written notification in English and Spanish explaining their rights regarding translation and interpretation services and how to obtain such services.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_\_

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

**Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

***Explanation – School-Parent Compact:*** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
  
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

### ***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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 enables, 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **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/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

---

### **Part A: FOR TITLE I SCHOOLS**

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.)
2. Please describe the services you are planning to provide to the STH population.

### **Part B: FOR NON-TITLE I SCHOOLS**

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).  
  
2
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.  
  
We plan to use the Title I funds to provide an after-school enrichment program for our STH students.
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 in your Children First Network.

\$6,108

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 087 William Sherman					
<b>District:</b>	3	<b>DBN:</b>	03M087	<b>School</b>		310300010087

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	18	18	18		94.3	94.6	94.9
Kindergarten	162	197	134				
Grade 1	174	170	192	<b>Student Stability - % of Enrollment:</b>			
Grade 2	140	176	170	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	141	146	176		98.4	98.4	97.0
Grade 4	160	145	151				
Grade 5	124	151	136	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		16.0	16.8	16.0
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	4	1
Grade 12	0	0	0				
Ungraded	0	1	3	<b>Recent Immigrants - Total Number:</b>			
Total	919	1004	980	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	0	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	2	1	4
# in Collaborative Team Teaching (CTT) Classes	34	57	82	Superintendent Suspensions	0	1	0
Number all others	102	98	85				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	14	0	TBD	Number of Teachers	55	56	60
# in Dual Lang. Programs	0	11	TBD	Number of Administrators and Other Professionals	16	18	9
# receiving ESL services only	18	24	TBD				
# ELLs with IEPs	0	7	TBD	Number of Educational Paraprofessionals	5	4	16

*These students are included in the General and Special Education enrollment information above.*

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	72.7	83.9	81.7
				% more than 5 years teaching anywhere	63.6	69.6	68.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	87.0	91.0	90.0
American Indian or Alaska Native	0.7	0.4	0.4	% core classes taught by "highly qualified" teachers	78.8	100.0	98.8
Black or African American	15.6	12.6	10.2				
Hispanic or Latino	19.8	18.3	16.1				
Asian or Native Hawaiian/Other Pacific	5.7	6.6	6.6				
White	57.1	60.7	65.2				
<b>Male</b>	51.6	51.9	50.9				
<b>Female</b>	48.4	48.1	49.1				

#### 2009-10 TITLE I STATUS

	Title I						
v	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	v	v					
Multiracial	-	-	-				
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v	-				
<b>Student groups making</b>	<b>6</b>	<b>6</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>	P
<b>Overall Score:</b>	41.5	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	P
School Environment:	4.3	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	8.4	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	26		
<i>(Comprises 60% of the</i>			
Additional Credit:	2.8		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>1</b>	District <b>03</b>	School Number <b>87</b>	SchoolName <b>William Sherman</b>
Principal <b>Monica Berry</b>		Assistant Principal <b>Barbara Kissane</b>	
Coach <b>Jacqueline Morrison</b>		Coach <b>Marsha Student</b>	
Teacher/Subject Area <b>Allison Hawke, ESL</b>		Guidance Counselor <b>type here</b>	
Teacher/Subject Area <b>Josephine Mangual</b>		Parent <b>Rebecca Levey</b>	
Teacher/Subject Area <b>Genie Charette</b>		Parent Coordinator <b>Margaret Lerner</b>	
Related Service Provider <b>Lourdes Mercado</b>		Other <b>type here</b>	
Network Leader <b>Yuet Chu</b>		Other <b>type here</b>	

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>6</b>	Number of Certified NLA/Foreign Language Teachers	<b>1</b>
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>980</b>	Total Number of ELLs	<b>33</b>	ELLs as Share of Total Student Population (%)	<b>3.37%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. The identification of potential ELL students is made by Margaret Lerner, our parent coordinator. Margaret administers the HLIS form and interviews the families. After the HLIS forms are collected, they are given to Allison Hawke, our certified ESL teacher. Allison administers the LAB-R, sends out the parent letters and arranges and leads the New Parent Orientation Meeting. Allison uses the breakdown of students' NYSESLAT scores to help plan her curriculum for the year.

2 and 3. Many structures are in place to ensure that parents understand the two program choices available. When parents register their children, Margaret Lerner explains the program options available at our school—the D.I. program and the freestanding E.S.L. program. After students have been identified as ELL, they are invited to a New Parent Orientation Meeting. Prior to the meeting, Allison introduces herself to all the new families and personally invites them to the orientation meeting. Information about the meeting is also sent out to families via the children's backpacks. Our parent outreach has been very successful. This year, 100% of new parents attended an Orientation Meeting. After having been informed of their choices, many families interested in the Dual Immersion Program select this option.

#### Timeline and Outreach Plan

April of previous school year (and ongoing as new students enroll):

Incoming families meet with the Margaret Lerner, who informs them of the choices available at PS 87. At this juncture, many bilingual families interested in the Dual Immersion program opt for this program.

Early September:

English language learners are identified by the LAB-R test. ELL families are notified of a Parent Orientation Meeting. Parental notification occurs in three ways: 1) The ESL teacher meets with new families and tells them of the meeting. 2) A letter is sent home via backpack. When necessary, the letter is translated into the students' home language. 3) A reminder is sent home via backpack.

Mid-late September:

A Parent Orientation Meeting is given and all the three options are discussed. The parents watch the DOE DVD, are given the opportunity to ask questions regarding program selection and are given a chance to complete the Option letter.

Early October (and on going):

Parents receive notification that if they were unable to attend meeting, another meeting date is available. Parents are also given the ESL teacher's school contact number so that they might arrange a meeting or speak to the ESL teacher over the phone. Sometimes two or three additional orientation meetings are held.

Early October-November:

Parents who have not returned the Parent Option Form are contacted. First they are sent a reminder via their child's backpack. Then, if necessary, the families receive phone calls reminding them to complete the form. Additionally, the parents are invited to have a meeting with the ESL teacher if they need help. Once the forms are returned, they are then placed in the appropriate compliance folder.

November:

The ESL teacher schedules parent-teacher conferences at the same time as regular classroom parent teacher conferences. Student progress and parental options are discussed.

March:

March parent-teacher conferences are scheduled. Attendance at these meetings has been extremely high.

Throughout the Year:

The ESL teacher has formal and informal one-on-one conferences with parents. When necessary, the ESL teacher calls parents to discuss student progress or concerns. Throughout the year and in every letter mailed home, parents are given the ESL teacher's school contact number and are encouraged to call.

4. Many criteria used to place identified ELL in bilingual or ESL programs. First, the home language of the student is identified. If students are Spanish speakers, they are informed of our schools Spanish D.I. program. Next, discussions are held at the various parent orientation

meetings, on the phone and in person, about the various options for ELLs through out New York City. After that, the programs are selected. Whenever, necessary, a translator is brought to these meetings so that parents can communicate in their home language.

5. After reviewing the Parent Program Selection Forms, the trend that has developed has been an increase in the number of Spanish speaking ELLs in the ESL program and a decrease in the number of Spanish speaking ELLs in the Dual Immersion Program. We have been working to develop our Dual Immersion program to make it more desirable for our Spanish speaking ELLs. This year, there are ten Spanish speaking ELLs in the ESL program and six in the D.I. program. One student entered the Dual Immersion program from the E.S.L. program due to parental request. Another student entered the ESL program because the D.I. program doesn't exist in the 5th grade.

6. The program models offered at our school are aligned with parent requests. When the two ELL options have been presented to parents of new ELLs, they have always requested either the D.I. program or the ESL program.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% →75%:25%)														0
<b>Dual Language</b> (50%:50%)	1	1	1	1	2									6
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	3	7	3	3	4	5								25
<b>Total</b>	4	8	4	4	6	5	0	0	0	0	0	0	0	31

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	28
SIFE	0	ELLs receiving service 4-6 years	3
		Special Education	2
		Long-Term (completed 6 years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
<b>TBE</b>										0
<b>Dual Language</b>	5			1						6
<b>ESL</b>	23		2	2						25
<b>Total</b>	28	0	2	3	0	7	0	0	0	31

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish	1	24	1	25	1	23	1	23	2	22									6	117
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	1	24	1	25	1	23	1	23	2	22	0	0	0	0	0	0	0	0	6	117

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>21</u>	Number of third language speakers: <u>7</u>
Ethnic breakdown of EPs (Number): African-American: <u>5</u> Asian: <u>1</u> Hispanic/Latino: <u>18</u> Native American: _____ White (Non-Hispanic/Latino): <u>99</u> Other: _____	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	4	1		1	2								10
Chinese														0
Russian		1				1								2
Bengali														0
Urdu	1													1
Arabic														0
Haitian						1								1
French														0
Korean				1	2									3
Punjabi														0
Polish														0
Albanian														0
Other	1	2	2	2		1								8
<b>TOTAL</b>	4	7	3	3	3	5	0	0	0	0	0	0	0	25

# Part IV: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

#### Programming and Scheduling Information.

##### 1. How Instruction Is Delivered

The organization model used in the ESL program is the Pull-Out model. Within the Pull-Out ESL class, students are placed in heterogeneous groups. Students' needs, based on their LAB-R and NYSESLAT scores, are identified. Students are then grouped accordingly. Within the groups, instruction is differentiated so that various needs of the students are met. The ESL teacher also works closely with the classroom teachers to integrate the curriculum and to discuss student progress, development and ELL student interaction with EP students. Within the Dual Immersion program, the model is self-contained and the program model is the block model. Students spend the entire day together, alternating their use of English and Spanish. ELLs and EP students work in collaboration on a variety of projects and in all modalities.

2. We have 5 dual language classes. We have 1 ESL teacher to service 33 students. As a result, the students being serviced by the ESL teacher are being closely monitored to ensure that the mandated instructional minutes are being conducted within the guidelines of the ESL, ELA, and NLA instructional minutes. Explicit instruction is being delivered thru the standards and are being closely monitored.

3. The content area is delivered in English in the ESL program and in Spanish and English in the D.I. program. A key component of classroom approach is modified instruction. Another component is, when possible, using the student's home language as a means to support instruction by having the ELL student converse with a student familiar in the home language. Peer tutoring and relationship building is also encouraged. In the ESL setting, the above-mentioned approaches are also used. Instruction and content are determined by each groups' level of comprehensible input. The Sheltered English instructional approach is also used, with an emphasis on using the Sheltered Instruction Observation Protocol (SIOP) model. Language is enriched through a variety of methods involving all modalities. For example, students are given a forum in which they can discuss or make inferences about literature that they have read. The lessons are planned to have both a content objective and a language objective. The students are given the opportunity to use their previous experiences and knowledge in their writing. Additionally, they are given the opportunity to use knowledge gained from their home country or culture in various assignments. Vocabulary development at the socio-pragmatic and academic level is also supported. Lastly, Native Language is used as an instructional support. This occurs in situations such as providing the students with translated words and phrases to providing them with literature in their home language.

4 a SIFE: Currently, the school does not have any SIFE students.

4b. Newcomers: The vast majority of our ELL population consists of newcomers. The instructional plans for newcomers are dependent on their age and level of schooling in their home country. Initially, instruction for newly arrived students is focused on vocabulary development. Once students have developed basic speaking and listening skills, more time is paid to the transferability of students' literacy and writing skills from their home language into English and to the development of their metacognitive skills. One way to accomplish these goals is to develop instructional plans that tap into the students' previous experiences in their home country. These plans have literacy and writing elements and can involve skills such as sequencing, summarizing, and making inferences.

Instructional plans have also been made regarding formalized testing for newcomers who have received one year of services. Since NCLB requires that newcomer ELLs now be tested after having received services for one year, test preparation is included in instructional planning. Some of these students are not familiar with the testing procedures used in the United States. They also may lack the required vocabulary for taking the tests successfully and they may not understand the structure of the questions. These needs are addressed through targeted vocabulary lessons, introduction to testing procedures, the use of practice tests and the practice of other test related skills.

4c. ELLs Receiving Service for 4 to 6 Years. A small portion of our ELL population consists of students receiving service for 4 to 6 years. Once students have been receiving services for a longer period of time, their NYSESLAT scores must carefully be evaluated. Generally, these students tend to be advanced or proficient speakers who struggle with reading and writing. Instruction is tailored to meet their reading and writing needs. Extensive amounts of time are spent reading and analyzing various forms of text, as well as developing their writing skills. Targeted instruction is also provided in writing conventions and various grammar points. For these students, it might be necessary to see if they need to be evaluated for extra services

4d. Long-term ELLs Currently, the school does not have any long-term ELLs.

4e ELLs with Special Needs: The primary component of our plan to help these students is the establishment of a strong collaboration between the classroom teacher and the ESL teacher. They work in tandem with the special services teachers to discuss and develop content for the child and to determine how they can best support each other in providing for the child. Activities that are begun in the classroom are often carried into the ESL classroom. Additional interventions such as extended day services, peer tutoring might also be appropriate.

Programming and Scheduling Information.

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

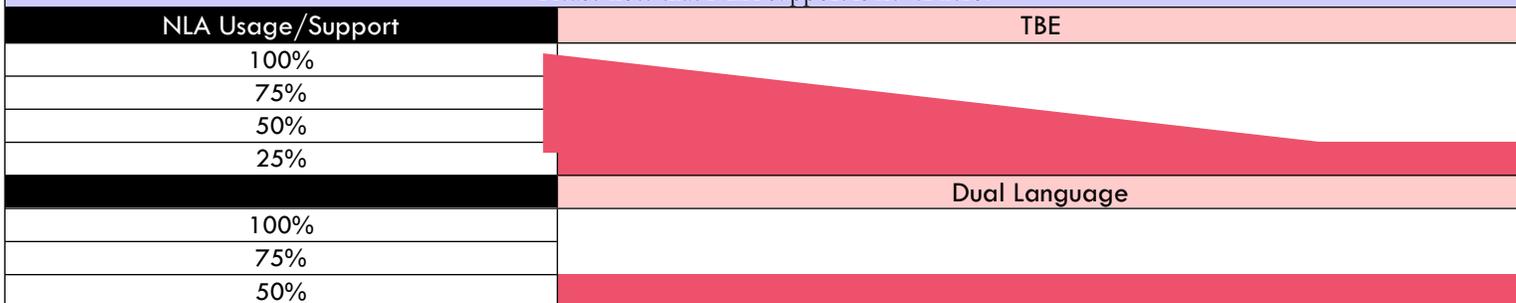
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

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

**Native Language Arts and Native Language Support**

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



25%	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME			

### B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. Our ELLs have the opportunity to participate in targeted small groups in both ELA and Math. We have an intervention afterschool program that provides targeted instruction for them. We also have our Dual Immersion coordinator pull small groups during the day to do work with our students. One of the schools SETTS teachers is bilingual, so she is able to work with Spanish newcomers in the content area in the content areas in their native language.

6. The students who have reached proficiency with on the NYSESLAT will be receiving up to 2 years support by either working with our Dual Immersion coordinator in small groups or attending our after school program. Depending on the needs of the child, they may get support in both.

7. We are looking at ways to better help our ELLs by using our 37.5 minutes to get them to practice their academic language with peers by conducting book clubs.

8. N/A

9. All students are given the opportunity to participate in all programs in the school. Most supplemental programs are selected by parents if they are interested in having their child participate or if class is selected to participate, every child in the class participates. Information is given to the parents by the school in their native language so they will know about the programs available. We will also reach out to the parents of ELLs who do not participate in supplemental activities to see how we can get them to become involved.

10. We have been using internet based language programs to help ELLs with words. There are computers in every classroom and classroom

teachers ask all students, including ELLs to use the technology in the classroom to express themselves creatively through art software if they are having a hard time finding the words to use for projects or writing assignments.

11. In our Dual Immersion program, native language is supported through instruction of Spanish language arts as well as teaching content areas in Spanish such as science. In the ESL classes, we do word and grammar studies that allow the students to connect English words and grammar rules to those of their native language.

12. Yes, all required support services and resources correspond to ELLs ages and grade levels.

13. Before an ELL starts school, we orient the family with the school by taking them on a tour of the school. We also connect the family with another family in our community who speak the same native language. This way, if they have questions or need translation help before the year starts, they will have someone to help them.

14. The only language option we have is Spanish through our Dual Immersion classes.

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

1. We use the 50/50 model for each grade in our Dual Immersion program. 50% of the time.

2. 100% of the time. There are no content areas taught separately.

3. We use the 50/50 model. Spanish is the language of instruction in the morning and English is the language of instruction in the afternoon.

4. Self contained.

5. Simultaneous model.

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Workshops are conducted to look closely on how ELL's learn and comprehend material with our ESL teacher.

2. Our ESL teacher and Guidance Counselor works closely with families to ensure smooth transitions.

3.. Our literacy coach, Jacqueline Morison conducts the training and looks at literacy/comprehension keeping the ELL's in mind.

### E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Our parent body is extremely active at all parent events. We conduct literacy workshops as well as math workshops. We are all inclusive to all parents including ELL's participate.

2. We do not partner with any CBOs

3. We conduct surveys at the school as well as get parent feedback at the monthly class parent meetings.

4. We try to hold monthly workshops that are planned using the feedback we receive from the parents of our community.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		5	1		1	1								8
Intermediate(I)		3	2	2	3	1								11
Advanced (A)	4		1	3	3	3								14
Total	4	8	4	5	7	5	0	0	0	0	0	0	0	33

NYSESLATModality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B													
	I			1		1								
	A	4	6	3	3	1	1							
	P		1		2	4	2							
READING/WRIITING	B		4	1										
	I		3	3	2	3	1							
	A	4			3	3	1							
	P						1							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	3	3		7
4		6	5		11
5	1	2	1		4
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		2		3	1	1	1	9
4			3		5				8
5			3		1	1			5
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1		5		1		7
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1		1		1				3
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50percentile	Q3 51-75percentile	Q4 76-99percentile	Q1 1-25 percentile	Q2 26-50percentile	Q3 51-75percentile	Q4 76-99percentile	

ELE (Spanish Reading Test)		2	3	1				
Chinese Reading Test								

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English and compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

**Review and Assessment of the Data**

1. Our school uses the TCRWP assessment tool. The answers are given below.
2. One pattern in the data that emerges is that often kindergarteners place at the advanced level on the LAB-R, but when they take the NYSESLAT, their proficiency levels drop to the beginner or intermediate levels due to lower scores on the reading and writing part of the NYSESLAT. One reason for this decline is due to the fact that LAB-R is a speaking and listening exam, whereas the NYSESLAT requires the students to also be able to read and write extensively. Throughout the year, the kindergarten students work on developing their reading and writing skills in anticipation of what will be required of them on the NYSESLAT. In the upper grades, the students generally begin an upward trajectory towards proficiency; the students who are at the beginner and intermediate levels tend to be students who have newly been admitted to the school.
3. Instructional decisions are also based on NYSESLAT results. None of the students tested last year placed at the beginning level for speaking and listening, and only two placed at the intermediate level. Therefore, less instructional time is spent on teaching students listening and speaking skills and more instructional time is spent on reading activities (such as activating their previous knowledge, introducing them to vocabulary important and developing their understanding of story structure) and writing activities (such as teaching the students how to write essays, to edit their work and to use sequential words).
4. a Overall, the students performed better on the State Math test than on the ELA test. Generally, they were lower than in years past.  
 4a. Exam results for the ESL program: The average score on the State Math test for the students in the ESL program was a 3, with one 4 and one 1. The average score on the ELA was a 2. This is a disappointing result. However, it must be noted that since a vast majority of our students are newcomers, they have not had the time nor the exposure to English that would help them attain higher scores. Nonetheless, this year, we will make ELA preparation a high priority in our instructional planning. It must also be noted that while the student who received 1s in both tests is in the ESL program, she is currently being served via her IEP. Two students took the Math test in Korean. As did not have to take the ELA, a comparison between the two test results can't be made. These students, did, however, perform strongly on the Math Test.  
 Exam results for the D.I. program.
5. Various types of assessments that the teachers use in the classroom. Level of proficiency is very high for our second language for EP's. Our EP's perform extremely well on State and city assessments.
6. We use a variety of things to evaluate the success of our ELL's Classroom observations, assessments, kid watching, anecdotal, classroom tests.

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		

	Other		
	Other		
	Other		
	Other		