



**PUBLIC SCHOOL 87**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: (11X087)**  
**ADDRESS: 1935 BUSSING AVENUE, BRONX, NEW YORK 10466**  
**TELEPHONE: 718-324-5188**  
**FAX: 718-325-1148**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 0 87      **SCHOOL NAME:** P.S. 87

**SCHOOL ADDRESS:** 1935 Bussing Avenue, Bronx, New York 10466

**SCHOOL TELEPHONE:** 718-324-5188      **FAX:** 718-325-1148

**SCHOOL CONTACT PERSON:** Donna Anaman      **EMAIL ADDRESS:** damanan@schoo  
ls.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Donna Anaman

**PRINCIPAL:** Donna Anaman

**UFT CHAPTER LEADER:** Paula Rapuano

**PARENTS' ASSOCIATION PRESIDENT:** Dawneth Lewis

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 11      **CHILDREN FIRST NETWORK (CFN):** Empowerment

**NETWORK LEADER:** Surmita Kaufhold

**SUPERINTENDENT:** Elizabeth White

**P.S. 87 IS A "SCHOOL IN GOOD STANDING"**

**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
Donna Anaman	*Principal or Designee	
Paula Rapuano	*UFT Chapter Chairperson or Designee	
Dawnett Lewis	*PA/PTA President or Designated Co-President	
Claudette Smith	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Susan Occhiuto	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Sia Harvey	Member/Teacher	
Sandra Sullins	Member/Teacher	
Ann Marie Thomas	Member/Parent	
Marie Panton	Member/Parent	
Etta Smith	Member/Parent	
	Member/	
	Member/	

(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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Public School 87 is nestled in the northeast Bronx, bordered by Mt. Vernon on the north and Yonkers on the west. Our mission is to provide each student with an academically rigorous curriculum that encourages students to be critical thinkers and problem solvers. Through developing a love of reading and the study of math, science, social studies and the arts, students will gain an understanding of themselves and the world in which they live.

This is a community of first and second-generation immigrants, the majority of whom are from the Caribbean, with 25% representing other cultures from Central America, India, Pakistan, Guyana and Africa. Over 70% of our parents were educated on the island of Jamaica where a traditional British education nurtured a healthy respect for education, work ethics, and authority. Parents are very responsive to and supportive of the school's high expectations for academic excellence and school discipline. New arrivals from the English speaking Caribbean produce a subgroup of students who are challenged by a change of culture and English as a second dialect. Many of these students have "interrupted formal schooling" but are not able to access ESL services because their Home Language Surveys indicate that English is spoken at home.

The administration and staff of P.S. 87 devote their energies and resources to providing students with a quality education that takes into account the best teaching strategies, the finest materials, as well as scientifically proven programs and methods so that our children will be better prepared to meet the challenges of a world that is constantly changing. Children work in our technology and science labs, and through the generosity of a VH1 grant, learn to play the keyboard beginning in kindergarten. P.S. 87's Grade 3-5 Chorus performs at PTA meetings and school wide events.

Learning does not only occur within the walls of the school building. P.S. 87's "*Going Somewhere*" program enables teachers to take advantage of the many cultural institutions in New York City to expand the curriculum and expose students to rich learning outside the classroom walls. This year, our school is collaborating with the Museum of Art and Design. Students will be exploring the Global Africa Project.

A classroom setting in which we expect all students to achieve high academic standards requires fast-paced, targeted differentiated instruction. P.S. 87 has aligned resources to elevate the school's technology program in grades 3-5 as part of the Chancellor's iZone schools where a digital teaching platform is integrated into the curriculum. Teachers use SMART boards to administer interdisciplinary lessons while students have their own laptops that provide differentiated instruction to meet their individual needs.

Emotional intelligence, which is the ability to manage the emotion of one's self in a healthy and productive manner, is as much an indicator of personal success as is intellectual quotient. Social skills lessons are stressed in an attempt to make our students aware that we are an interconnected community and, therefore, have a responsibility to respect ourselves, our community and our world.

P.S. 87 is in its second year of two enriching collaborations. The first is Studio in a School's Long Term Program which has enabled us to provide a quality visual arts program for our students. The second is our collaboration with Principal for a Day (PENCIL), Nancy Silberkleit, the CFO of Achie Comics. Ms. Silberkleit and our staff work together to introduce the graphic novels genre to students who create their own stories for publication. These stories have become part of our library and can be enjoyed by the whole school community.

Parental involvement is highly valued at P.S. 87. Parents are included in all aspects of their children’s “school life” through volunteering within the school, escorting students on trips and attending workshops designed to provide information about the curriculum and to provide strategies that support them in their roles as the first teachers of their children. During our Quality Review on parent shared, “This school supports families. It’s still growing, both academically and socially. This is a beautiful school.”

P.S. 87’s Bronx Flash Track Club is a school partnership with the New York Road Runners Foundation serving 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students. Students participate in track events around the City. This year, the team will be practicing on their new playground and Community Park, built as part of Mayor Bloomberg’s planNYC initiative and the Trust for Public Lands. The community park **includes** a synthetic turf field, basketball, volleyball and Jr. Tennis court. Students at P.S. 87 were involved in all phases of development from the design concept to the finished plan.

**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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	P. S. 87				
<b>District:</b>	11	<b>DBN #:</b>	11x087	<b>School BEDS Code:</b>	321100010087

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		92.8	91.9	92.9		
Kindergarten	89	72	78						
Grade 1	79	95	92						
				<b>Student Stability: % of Enrollment</b>					
Grade 2	72	89	97	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	91	89	103		88.0	90	TBD		
Grade 4	91	89	95						
Grade 5	87	93	99						
				<b>Poverty Rate: % of Enrollment</b>					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		68.7	73.4	TBD		
Grade 8	0	0	0						
Grade 9	0	0	0						
				<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		12	10	7		
Grade 12	0	0	0						
Ungraded	0	0	0						
				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	505	521	567		1	3	3		

DEMOGRAPHICS							
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10
Number in Self-Contained Classes	23	22	33	Principal Suspensions	13	7	TBD
No. in Collaborative Team Teaching (CTT) Classes	8	10	11	Superintendent Suspensions	5	4	TBD
Number all others	29	44	86				
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	9	5	14	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	0	0	3	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	38	38	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	10	11	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	4	2	TBD
	0	0	TBA				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	97.4	100.0	TBA
American Indian or Alaska Native	2.2	2.1	2.3	Percent more than two years teaching in this school	81.6	84.2	TBA
Black or African American	75.4	75.6	73.2	Percent more than five years teaching anywhere	84.2	81.6	TBA
Hispanic or Latino	18.6	18.0	19.0	Percent Masters Degree or higher	95.0	97.0	TBA
Asian or Native Hawaiian/Other Pacific Isl.	3.4	3.5	3.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	87.4	87.8	TBA
White	0.4	0.4	0.7				
Multi-racial							
<b>Male</b>	54.3	54.3	52.4				
<b>Female</b>	45.7	45.5	47.6				

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I School-wide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
<b>Years the School Received Title I Part A</b>	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

Funding:				
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**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

SURR School: Yes  No x If yes, area(s) of SURR identification: \_\_\_\_\_

Designated as a Persistently Lowest-Achieving (PLA) School: Yes  No x

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

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
		Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	IGS	ELA:	
	Math:	IGS	Math:	
	Science:	IGS	Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	X	X	X				
<b>Ethnicity</b>							
American Indian or Alaska Native	X	X	X				
Black or African American	X	X					
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
<b>Other Groups</b>							
Students with Disabilities	XSH						
Limited English Proficient							
Economically Disadvantaged	X	X	X				
Student groups making AYP in each subject	5	4	3				

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

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

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

## CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	Proficient
<b>Overall Score</b>	86.2%	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	54%	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	72%	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	86%	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	50%	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## **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?
- 

### **STUDENT PERFORMANCE TRENDS**

From 2005 – 2008, P.S. 87's students succeeded by the standards set by New York State during that period of time in ELA and Mathematics. During the 2008 - 2009 school year P.S. 87 had the highest number of students scoring at Levels 3 and 4 in four years. In the 2009-2010 school year, New York State raised the bar for all students. The dates of the tests were changed along with increased difficulty. In order to score a proficient in the New York State exams during the 2009-2010 school year, students had to score from between 18-24 points more than in previous years. These changes created a significant drop in Math and ELA scores Citywide and has impacted P.S. 87. This drop in scores, based on new benchmarks presents our school with new challenges.

### **ENGLISH LANGUAGE ARTS**

During the 2008 - 2009 school year 65.4% of our 3<sup>rd</sup> graders scored at Levels 3 and 4, 72.8% of our 4<sup>th</sup> graders scored at Levels 3 and 4 and 75.5% of our 5<sup>th</sup> graders scored at Levels 3 and 4. The total number of students in Grades 3, 4 and 5 scoring at Levels 3 and 4 in 2008-2009 was 71%.

During the 2009-2010 school year, 32% of our 3<sup>rd</sup> graders, 30% of our fourth graders and 32% of our fifth graders scored at Levels 3 and 4. The total number of students in Grades 3, 4 and 5 scoring at Levels 3 and 4 in 2009-2010 was 31%. This represents a 31% drop in ELA scores.

### **MATHEMATICS**

During the 2008 - 2009 school year 88.8% of our 3<sup>rd</sup> graders, 83.7% of our 4<sup>th</sup> Graders and 82.3% of our 5<sup>th</sup> graders scored at Levels 3 and 4. The total number of students in Grades 3, 4 and 5 performing at Levels 3 and 4 was 85%. During the 2009-2010 school year, 32% of our third graders, 43% of our fourth graders and 43% of our fifth graders scored at Levels 3 and 4. The total number of students in Grades 3, 4 and 5 scoring at Levels 3 and 4 was 40%. This represents a 45% drop in scores in mathematics.

## **SCIENCE**

During the 2007-2008 school year, 95% of our children in the 4<sup>th</sup> grade scored at Levels 3 and 4, out of a total tested population of 88 students. During the 2008 - 2009 school year 92% of our students in the 4<sup>th</sup> grade scored at Levels 3 and 4 out of a total student population of 91. During the 2009 - 2010 school year, 84% of our students scored at Levels 3 and 4. Although our students continue to score at high levels in science, this year there was a drop of 7% in science scores.

## **SOCIAL STUDIES**

In Social studies our students continue to show gains in the number of students who scored at Levels 3 and 4. In the 2007 - 2008 school year 81% of our students out of a total tested of 95 students scored at Levels 3 and 4. During the 2008 - 2009 school year 83% of our students out of a total population of 93 scored at Levels 3 and 4. During the 2009 - 2010 school year 86% of our students out of a total of 100 students scored at Levels 3 and 4. This represents a 3% increase in students scoring at Levels 3 and 4.

## **NEW YORK CITY AND NEW YORK STATE ACCOUNTABILITY**

The reduction in the number of students scoring at Levels 3 and 4 was reflected in our Progress Report grade of “C” for the 2009-2010 school year, compared to an “A” during the 2008-2010 school year. P.S. 87 received additional credit for high-need students who made exemplar gains. Exemplary Proficiency Gains were made by SETSS students in ELA, SETSS students in Math. The Percent at the 75<sup>th</sup> Growth Percentile or Higher who received Exemplary Proficiency gains were students in the Lowest 1/3 in ELA; Self-Contained/CTT and SETSS in ELA and students in the lowest 1/3 Citywide in Math. Our Self-Contained CTT/SETSS not only received Exemplary Proficiency Gains in math but, in addition, they also received extra credit.

Our New York State Accountability Report for 2009 indicates that the school met Adequate Yearly Progress (AYP) benchmarks in math and science but did not make Adequate Yearly Progress in the subgroups of Hispanics/Latinos and Special Education in English Language Arts.

## **LEARNING ENVIRONMENT SURVEY**

In the 2009-2010 Learning Environment Survey, teachers identified Safety and Respect as areas that were in need of improvement in our school.

## **ACCOMPLISHMENTS**

1. The greatest accomplishment over the past few years has been the school’s ability to make steady strides towards the standards and benchmarks that were in effect during that time period. With this track record, P.S. 87’s goal is to rise to the challenge of a new era and meet those challenges with the same determination and steady progress.
2. P.S. 87 achieved a Proficient score on the School’s Quality Review from a score of Underdeveloped with Proficient Features (UPF).
3. The Reading Excellence And Discovery (READ) After School Academy provides one-on-one tutoring in decoding and fluency for students in grade one (1) who are at risk. The READ

program provided one on one tutoring for 32 first graders who are tutored by selected high school students.

4. Individual and group science projects culminated in a January Science Fair and Awards Ceremony for parents and students.
5. In collaboration with Community Works, 4<sup>th</sup> graders participated in an enrichment dance program one day per week for fourteen weeks. This culminated in a performance presentation for parents and students.
6. Learning Leaders provided training for parent volunteers in our school. At the conclusion of their training with Learning Leaders, parents joined our Parents As Reading Partners (PARP) program. In this program, parent volunteers provided 1:1 tutoring to second grade students.
7. P.S. 87 launched its Student Newspaper in the 2009-2010 school year. This newspaper is run by students in Grades 4 and 5 and the quarterly monthly newsletters keep families informed about school activities from a student perspective.
8. The *Battle of the Books* was launched during the 2009 - 2010 school year by our school librarian to encourage students to read more and respond to literature in meaningful ways. Students participated in the *Battle of the Books* face off competition during the school day using “smart board and clickers” technology.
9. Over the summer, students have the opportunity to participate in The Summer Blog created by our Librarian. During the summer, students read and respond to literature through the blog. P.S. 87’s collaboration with Studio in a School has brought an infusion of art in the school and the integration of our Social Studies curriculum.
10. P.S. 87’s collaboration with Studio in a School has enabled our students to develop their artistic abilities in the visual arts and has instituted Community Art Day in our school where parents join their children in exploring the visual arts.

## **CONCERNS**

Our challenge for the 2010-2011 school year is to meet the higher benchmarks that have been set for students by increasing the number of students achieving at Levels 3 and 4 in math and ELA and work on the areas identified in our 2009-2010 School Quality Review as areas in need of improvement. On the New York State Report Card, our school did not make Adequate Yearly Progress (AYP) in the sub group of Hispanic/ Latino students and students with disabilities in ELA. Discovering new ways to service our high need students with diminishing funds continues to be a major concern because traditional support programs such as Academic Interventions during the school day, Saturday Academy and After School Academy have been eliminated or severely curtailed. Our new students from the English Speaking Caribbean are often 2-3 years behind their peers academically and have experienced interrupted formal schooling. These students often arrive in Grades 4 and 5 and are expected to meet grade level standards.

## 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**      To increase the number of students in Grades 3, 4 and 5 scoring at Proficiency in ELA from 32.5% to 37.5% by June 2011.
- Based on the higher standards set by New York State for student achievement in ELA, P.S. 87's scores in ELA are in need of improvement to meet these higher benchmarks.
- Goal #2**      To increase the number of students in Grades 3, 4 and 5 scoring at Proficiency in Math from 40% to 45% by June 2011.
- Based on the higher standards set by New York State for student achievement in Math, P.S. 87's scores in math are in need of improvement to meet these higher benchmarks.
- Goal #3**      By June 2011, 100% of our teachers in Grades 3 and 4 will use technology to differentiate instruction and monitor student progress by implementing the iZone Integrated Learning Systems (ILS).
- As one of our strategies to help meet the new benchmarks that have been set by New York State, P.S. 87 is exploring the use of technology to increase teachers' ability to differentiate instruction thereby meeting the needs of all students and improving student outcomes. P.S. 87 will be participating in the iZone pilot over the next two years. The School Quality Review also indicated that supporting higher achievers through differentiated planning and pacing was an area in need of improvement.
- Goal #4**      One hundred percent of teachers will be introduced to the Common Core Standards by June 2011 and one Unit of Study will be revised in each grade level to meet these standards by June 2011.

P.S. 87 plans to address the evolving State Common Core Standards by introducing the Standards to school staff and begin to address its impact on our current curriculum.

**Goal #5**

To develop a School Wide Behavior Plan and Positive Behavior Intervention System (PBIS) by June 2011 and decrease the number of classroom incidents from 62% to 47% by June 2011.

Data analysis from our OORS report revealed that 62% of all incidents that occur in our school occur in the classroom. The data from Learning Environment Survey also indicates that, from the teacher's perspective, there is room for improvement in the area of Safety and Respect.

**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):** ELA

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of students in Grades 3, 4 and 5 scoring at proficiency in ELA from 32.5% to 37.5% by June 2011</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>	<ol style="list-style-type: none"> <li>1. Working with the AUSSIE consultant, teachers will re-visit the Reading and Writing Workshop Model</li> <li>2. During grade level meetings, teachers will work together with the AUSSIE consultant and grade level supervisors to review and develop mini lessons during Reader’s and Writer’s Workshop based on student data and to create greater consistency in the delivery of instruction across the grade</li> <li>3. Implement periodic writing assessments (pre and post Unit of Study) to assess student progress in writing</li> <li>4. Differentiate instruction in reading using the iZone Compass Learning in Grade 3 and Time to Know in Grade 4</li> <li>5. Include student progress in writing as one of the Measures of Student Learning in the Teacher Effectiveness Pilot K-5</li> <li>6. Utilize “Raz Kids” online leveled reading library in K-5 to differentiate instruction in reading both in school and at home</li> <li>7. Provide professional development for teachers based on the <i>Six Traits Plus One</i> in writing</li> <li>8. Identify Level 1 and 2 students and include them in our 50 minutes Extended Day Program three times a week</li> <li>9. Additionally, identify Hispanic students and students with IEP’s and include</li> </ol>

	<p>them in the Extended Day Program, three times a week</p> <p>10. Include Level 1 and 2 students in Saturday Academy Program along with Level 3 and 4 in ELA</p> <p>11. Design a system to monitor the progress of students in the Extended Day program</p> <p>12. As part of the Teacher Effectiveness Pilot, use the <i>Framework for Teaching</i> rubric by Charlotte Danielson, to evaluate and provide differentiated support to improve teacher practice</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Title 1 and Fair Student Funding</li> <li>• AUSSIE Literacy Consultant</li> <li>• CFN Network 108</li> <li>• NYSTL Technology Funds</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>• The New York State ELA test will indicate an increase of 5% in the number of students achieving Proficiency in Grades 3, 4 and 5</li> <li>• Analysis of ELA Instructionally Targeted Assessments</li> <li>• Analysis of ELA Predictive Test</li> <li>• Periodic school-wide tracking of Fountas and Pinnell reading levels against interim benchmarks</li> <li>• Monitoring the progress of Extended Day students in ELA</li> <li>• Monitoring of students' writing progress through formative and summative writing assessments in each unit</li> <li>• Analyze the reports available through iZone in Grades 3 and 4 to monitor student growth in reading and reading comprehension</li> </ul>

**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



<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Title 1 and Fair Student Funding</li> <li>• NYSTL Technology Funds</li> <li>• CFN Network 108</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>• The New York State math test will indicate an increase of 5% in the number of students achieving Proficiency in Grades 3, 4 and 5</li> <li>• Math Instructionally Targeted Assessments (ITA)</li> <li>• Math Predictive Test</li> <li>• Data from the Performance Series</li> <li>• End of Unit EDM math tests</li> <li>• Rigorous monitoring of Extended Day students in math</li> <li>• Utilization of the progress reports available through Compass Learning in Grade 3 and Time to Know in grade 4 Integrated Learning Systems (ILS) to monitor students growth in math</li> <li>• Utilize the progress reports from ixl in K-2 and 3-5 to monitor student progress and provide targeted instruction</li> <li>• Teacher observation reports</li> <li>• Agenda/Sign in sheets</li> </ul>

**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.*

**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):** Technology

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 100% of our teachers in Grades 3 and 4 will use technology to differentiate instruction and monitor student progress by implementing the iZone Integrated Learning Systems (ILS)</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>	<ol style="list-style-type: none"> <li>1) Coordinate with the iZone Pilot in the delivery of hardware and software for iZone classrooms</li> <li>2) Coordinate with the iZone Pilot collaborators to provide professional development for teachers in Grades 3 and 4</li> <li>3) Work with the ELA and Math staff developers of the Time to Know Integrated Learning System (ILS) in Grade 4</li> <li>4) Support teachers in attending webinars and professional development for Compass Learning Odyssey</li> <li>5) Work with technology teacher and iZone staff to troubleshoot technology issues</li> <li>6) Assess students using the Performance Series three times a year for all students in the iZone pilot and Grade 5</li> <li>7) Work with iZone staff in using the Integrated Learning Systems (ILS) to monitor student progress and track the schools sub groups: Hispanics, Special Education and Boys</li> </ol>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• NYSTL Technology Funding</li> <li>• Contracted vendors will provide professional development in Time to Know and Compass Learning Odyssey Integrated Learning Systems (ISL)</li> <li>• Professional development on the use of Smart Boards in the classrooms</li> <li>• Title 1 and Fair Student Funding</li> <li>• iZone contracted Vendors</li> <li>• In house professional development for teachers</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>• Use the built-in technological tools in Compass Learning Odyssey in Grade 3 and Time to Know in Grade 4 to monitor student usage</li> <li>• Teachers will utilize Compass Learning Odyssey 5 hours per week</li> <li>• Time to Know and Compass Learning Odyssey reports will provide the data and the tools for teachers to differentiate assignments for students</li> <li>• Monitor student progress within the software and through the periodic assessment using the Performance Series in ELA and Math as required by the iZone</li> </ul>

**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.*

## 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):** Common Core Standards

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>One hundred percent (100%) of teachers will be introduced to the Common Core Standards by June 2011 and one Unit of Study will be revised in each grade level to meet these standards by June 2011</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>	<p>1) CFN 108 Network Team will provide professional development to all teachers on the Common Core Standards</p> <p>2) AUSSIE staff developer and CFN team will work with each grade level to revise one Unit of Study to meet Common Core standards</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• CFN Network 108 Professional Development</li> <li>• AUSSIE Literacy Staff Developer</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Sign in Sheets</li> <li>• One completed Unit of Study per grade</li> </ul>

**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):** Safety and Respect

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To develop a School-Wide Behavior Plan and implement Phase 1 of a Positive Behavior Intervention System (PBIS) and decrease the number of classroom incident in OORs from 62% to 47% by June 2011</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>	<ol style="list-style-type: none"> <li>1. Collaborate with staff to develop and implement a School Wide Behavior Plan and reward system</li> <li>2. Engage RAMAPO consultant to provide professional development and targeted support to teachers</li> <li>3. Form a School Wide Team to include teachers from each grade level and the Guidance Counselor. This team will meet on a regular basis to monitor progress towards our school goal</li> <li>4. Send three staff members (Guidance Counselor and two teachers) to three trainings regarding the implementation of the Positive Behavior Management System model offered by the Network. This model will build on the work of the School Wide Behavior Team and reward system with a goal of being fully launched in September 2010.</li> <li>5. Develop an Office Referral Form or system to track student behavior</li> <li>6. Classroom teachers will deliver the Second Step Social Skills Curriculum to students</li> <li>7. Engage Asphalt Green’s Recess Enhancement Program to provide cooperative games two times a week during lunch time on the playground and community park</li> <li>8. Monthly monitoring of incidents in OORS</li> <li>9. Include this goal as a “School Defined Element” to count as 10% of teacher rating as part of the Teacher Effectiveness Pilot</li> </ol>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• RAMAPO coaching support for teachers</li> <li>• Asphalt Green Recess Enhancement Program</li> <li>• Per Session for PBIS Inquiry Team</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>	<ol style="list-style-type: none"> <li>1) Reduced number of classroom incidents through implementation of our School Wide Behavior Plan, Positive Behavior Intervention System (PBIS) and the use of more effective behavior management techniques</li> <li>2) Reduced number of Teacher Referrals to the office</li> <li>3) Reduction in the number of incidents occurring in the classroom as indicated by the OORS report</li> <li>4) Results from a teacher survey developed by the PBIS Team and an improvement in the score for Safety and Respect in the Learning Environment Survey at the end of the year</li> </ol>



## **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			N/A	N/A				
1	43		N/A	N/A				
2	55		N/A	N/A				
3	45	45	N/A	N/A	84			
4	48	48	96	96	84		1	6
5	30	30		11	84			5
6								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>	<ul style="list-style-type: none"> <li>• Wilson is used in grades 3 - 5 in small groups, one to one interventions and in tutoring. It is used in the 50 minute Extended Day and individual tutoring sessions</li> <li>• Foundations is used in the lower grades, K-2, in individual, small group and tutoring sessions</li> <li>• Selected Grade 1 students participate in one-on-one tutoring in reading by parent volunteers in the Parents As Reading Partners Program 2 -3 times weekly. In addition, some Grade 1 students who are at risk and who are prior holdovers, receive one on one instruction through our READ program</li> <li>• Students in Grade 1 and 2 are provided with academic intervention during the 50 minutes Extended Day Program three times a week. Student needs are determined by an analysis of ECLAS-2 and E-PAL pre and post tests</li> <li>• Grade 3- 5 students are offered Extended Day three days a week for 50 minutes. Student receive small group instruction using the Buckle Down assessment and intervention program in ELA</li> <li>• Grades 3 – 5 at risk students participate in Saturday Academy and After school Academy and are provided with small group instruction.</li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>• Grades 1-2 students are provide with small group and individualized instruction in math based on EDM assessments who are at risk</li> <li>• Grades 3 -5 students participate in the Extended Day, three days a week for 50 minutes small group instruction using the Buckle Down assessment and intervention program in Math</li> <li>• Grades 3 – 5 students attend Saturday Academy and After school Academy based on academic need</li> </ul>
<b>Science:</b>	P.S. 87 provides additional science instruction during the 50 minute Extended Day program for students determined to be most at risk.
<b>Social Studies:</b>	Students who are identified as at risk in Grade 5 are supported in the Extended Day Program
<b>At-risk Services Provided by the Guidance Counselor:</b>	P.S. 87’s Guidance Counselor provides individual and small group counseling to students who are at risk behaviorally during the school day and during their lunch time.

<b>At-risk Services Provided by the School Psychologist:</b>	Students are seen individually and in groups on an “as needed” basis.
<b>At-risk Services Provided by the Social Worker:</b>	The P.S. 87 Social Worker sees students in individual and group sessions as often as needed. The Social Worker meets with families on an as needed basis to provide information about available community services.
<b>At-risk Health-related Services:</b>	School nurse meets with students on an “as needed” basis.

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) K-5      Number of Students to be Served:     5     LEP      Non-LEP

Number of Teachers     1          Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

## Section II. Title III, Part A LEP Program Narrative

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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### Narrative

The English Language Learners (ELL) at PS 87 are from a small diverse group of students spread out from grades K - 5. Each student has different needs, which must be addressed. The target population by grade is as follow:

- 1 Kindergarten – Spanish
- 1 Kindergarten – Chinese
- 1 Grade 2 – Chinese
- 1 Grade 4 – Spanish
- 1 Grade 4 - Spanish

At this time there are no SIFE students in the school.

### Demographics of School Community

There are 547 students enrolled at PS 87 from grades K-5. Ninety-five percent ( 97%) of all students are from Caribbean descent, with 94% of these from the Island of Jamaica. At this time 5 students, **2.5%**, out of the school population are English Language Learners. Due to the small ELL population in our school, we do not have the funds to hire a full time English as a Second Language teacher. We have hired a part time certified ELL teacher to serve the needs of our students.

### Instructional Program

We currently have English as a Second Language pull out program that services five students. We service kindergarten through grade four. Students are grouped according to need as determined by the varying NYSESLAT levels. ESL students are grouped heterogeneously based on levels. As a result of patterns across proficiency levels, the data reveals that students are strong in listening and speaking skills, but require more support in reading and writing. While our program may focus on the development of the basic communication skills of speaking and listening, our thrust is to develop reading comprehension as well as critical thinking. We follow the standards and develop our students' abilities by encouraging them to make meaning of what they hear and read. A myriad of materials and approaches are used to ensure our students proficiency in the English language. Focus is on continually accelerating student language acquisition.

ELL students serviced in Kindergarten and second grade also receive instruction with a focus on developing phonics, picture/book talk and oral story telling and re-telling. This program is designed for small group instruction to be provided to beginners and intermediate students as identified by the results of the NYSESLAT data. The program promotes developing and enhancing the student's self-esteem. A nurturing risk free learning environment is fostered in the ESL program. All instruction is in English. At PS 87 we do not have a Bilingual or Dual Language program so ELL students are not exposed to their Native Language as a means of instruction.

In addition to providing an ESL pull-out program, P. S. 87 also supports its ELL population through an After School program three days a week and a Saturday Academy. This program targets student in ESL who are eligible to take the standardized tests.

#### Professional Development Opportunities

Due to our small ELL population and the fact that the ESL teacher only works on a part time basis, we make every effort to have the ESL teacher confer with the classroom teachers to discuss ELLs strengths and weaknesses to help them progress socially and academically. The ESL teacher also attends workshops and training to keep abreast of new policies and new strategies that can be used to support the ELL students.

#### Parental Involvement

Several sessions are held with parents to discuss their children's progress. The Parent Coordinator and ESL teacher holds a daytime Parent Orientation Workshop for parents of children who are newly eligible for ESL services. Other literacy, math, social studies and science workshops are held throughout the year (during PTA night) to assist all parents and particularly parents of ELL students who are expected to take the standardized tests.

**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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**DOES NOT APPLY TO P.S. 87, SINCE OUR TITLE III ALLOTMENT IS ZERO**

**Section III. Title III Budget**

School: P.S. 87 BEDS Code: 321100010087

<b>Allocation Amount:</b>		
<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> - Per session - Per diem	N/A	N/A
<b>Purchased services</b> - High quality staff and curriculum development contracts.	N/A	N/A
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	N/A	N/A
<b>Educational Software (Object Code 199)</b>	N/A	N/A
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</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.

All registered families at P.S. 87 complete a primary home language survey during registration. Any homes that indicate a non-English native language are identified. Translation services are then identified and provided in the needed 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.

P.S. 87's total population of English Language Learner's (ELL's) amounts to 2.5%. These findings are reported to the school community via the Comprehensive Educational Plan. It is also included in the Quality Review Report and is posted on the Department of Education website.

#### **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.

P.S. 87 provides written translation of information to parents by using Department of Education translation services, in house school staff, and prepared translated materials provided by the Department of Education.

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.

P.S. 87 primarily uses in house staff to provide oral translation services to parents and families. When in house staff is not available, Department of Education staff is used to provide translation services.

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>.
- a. P.S. 87 will provide each parent whose primary language is a covered language, and who requires language assistance, with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document will be obtained as needed from, [http://schools.nyc.gov/Parents/NewsInformation/Bill of Rights.htm](http://schools.nyc.gov/Parents/NewsInformation/Bill%20of%20Rights.htm).
  - b. P.S. 87 will post in a conspicuous location at or near the primary entrance to the school a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. Translated signs, in the covered languages, will be obtained from <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.
  - c. P.S. 87's safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.
  - d. P.S. 87 has less than one percent ( 1% ) of its students speaking a primary language that is neither English nor a covered language.
  - e. P.S. 87 will inform parents that the Department of Education's website provides information in each of the covered Languages concerning the rights of parents to translation and interpretation services and how to access 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:	\$356,586	\$318,738	
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,566	3,187	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	17,830	*	
4. Enter the anticipated 10% set-aside for Professional Development:	35,660	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
 \_\_\_\_\_ 100% \_\_\_\_\_

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.

## **SCHOOL PARENTAL INVOLVEMENT POLICY PART I GENERAL EXPECTATIONS**

NOTE: Each school level Parental Involvement Policy must establish the school's expectation for parental involvement base upon the District Parental Involvement Policy. [Section 1118-Parental Involvement- (a) Local Educational Agency Policy- (2) Written Policy of ESEA]

P.S.87 agrees to implement the following statutory requirements:

The school will develop programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent with Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111- State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.

The school will involve the parents of children served in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement is spent.

The school will carry out programs, activities and procedure in accordance with this definition of parental involvement: Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- That parents play an integral role in assisting their children's learning;
- That parents are encouraged to be actively involved in their children's education at school;
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their children and the carrying out of other activities, such as those described in Section 1118 - Parent Involvement of the ESEA.

1. P.S 87 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- Local Educational Agency Plans of the ESEA:
  - Involve parents in discussions regarding the District Parental Involvement Plan at all PTA meetings
  - PTA Executive Board members will be involved with District personnel through the PTA
2. P.S. 87 will take the following actions to involve parents in the process of school review and improvement under Section 1116- Academic Assessment and Local Educational Agency and School Improvement of the ESEA:
  - Parent members of the School Leadership Team will participate in the annual Quality Review of the school
  - Parents will be interviewed as part of the school's Quality Review
  - Parent surveys will be a vital part of the School's Progress Report process
3. P.S. 87 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs: Bronx Flash Program, Unity After School Program and Parents As Reading Partners
4. P.S. 87 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary

(and with the involvement of parents) its parental involvement policies.

5. P.S. 87 will develop parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership between parents and the community to improve student academic achievement, through the following activities specifically described below:
  - (a) P.S. 87 will assist in providing materials and training to help parents work with their children to improve their academic skills, such as literacy training and using technology, as appropriate, to foster parental involvement, by:
    - Providing Parent workshops on how to access student data using ARIS and how to help students at home
    - Special meetings with ESL staff designed to meet the specific literacy needs of parents of English Language Learners
  - (b) P.S. 87 will, with the assistance of district and parents, educate teachers, pupil services personnel, principals and other staff, on how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by:

Providing teachers with professional development regarding the most effective techniques in involving parents through respectful conversations.
  - (b) P.S. 87 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities and conduct and/or encourage participation in activities that supports parents in more fully participating in the education of their children by:
    - Involving parents in the regular activities of the school
    - Involving parents in the Student of the Month, Honor Society and "*P.S. 87 is Going Somewhere*" trip program.
6. P.S. 87 will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format including alternative formats upon request, and to the extent practical, in a language to parent can understand:
  - School letters are translated and ELL students are provided with native language letters of special school events.
  - Translation services information are posted in the school lobby in the appropriate native languages.

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: School-wide Program (SWP) Required Components

**Directions:** Describe how the school will implement the following components of a School-wide 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.

Early in September - October students in grades K – 2 are assessed using the New York City Early Childhood Assessment. In addition, the second grade is assessed using the EPAL test. These assessments provide baseline data from which a needs assessment is gathered. For grades 3 - 5, the students are assessed early in September - October using the Writing Reading Assessment Profile (WRAP) and English Language Arts Spring Predictive Assessment. Using these skills analyses, groups are formed in preparation for small group work, differentiated work, and push in services. Based on an analysis and survey of the academic skills deficiencies, the school forms groups which address the needs of students at risk. These academic intervention services take the form of Extended Day programs, After School Academies and Saturday Academies. Additionally, students' writing ability is assessed by a baseline writing piece and pre and post writing assessments based on the Units of Study.
2. School-wide reform strategies that:
  - Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - 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 School-wide 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.

- Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. P.S. 87 provides opportunities for all children identified as in need of remediation and/or support by offering them the following support services: After School Academy, Extended Day Program and Saturday Academy.
- Use effective methods and instructional strategies that are based on scientifically-based research that:
  - P.S. 87 provides varied programs that increase the amount and quality of student learning time including but not limited to, After School Academy, Summer Success Program and Saturday Academy.
  - Help provide an enriched and accelerated curriculum. P.S. 87 has leveled libraries in classrooms and in the media center that provide students with an opportunity to access information on curriculum topics at differing levels of academic performance.
  - Meet the educational needs of historically underserved populations. P. S. 87 serves a historically underserved population and has an active PTA that reaches out to community members to involve and incorporate them in the educational performance of the school. PS 87 also employs a full time Parent Coordinator who is also a community member who advocates for and reaches out to community members to assure that their educational needs are identified and met.
  - 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 School-wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

All students at P.S. 87 are involved in subject and grade specific assessments. The results of these assessments are examined by individual student, standard and curriculum areas. These results are then used to tailor instruction and provide additional support services to those students determined to be in need.

3. Instruction by highly qualified staff. All teachers are either Master's prepared or Master's candidates and have passed all qualifying exams.
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 School-wide Program to meet the State's student academic standards.

P.S. 87 supplies need based Professional Development that is related to the performance of individual teachers, the assessed need of various grades, new curriculum programs, and the identified areas of weakness in student performance on standardized and predictive/diagnostic assessments.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

P.S 87 has an administrative policy of working with individual teachers to promote professional satisfaction. Teachers are supported and encouraged to access continuing education and additional course work to promote professional development and thereby increase job satisfaction. Teachers are supported in their efforts to work with the traditionally underserved and low performing students

6. Strategies to increase parental involvement through means such as family literacy services.

Parents at P.S. 87 are informed and involved in literacy efforts that are implemented with their children both through the PTA and outreach from the school. Referrals can be made when indicated to Literacy programs as well as ESL education. P.S.87 also works closely with the Public Library to provide resources for parents and students. P.S. 87 has regularly scheduled Parent Teacher Conferences. P.S. 87 also have an Open School Week when parents are invited into their child's classroom to participate in and view lessons and routines. P.S. 87 also has a Book Fair, a Science Fair and has had several student performances that have invited parents and the community into the school to promote the parent school partnership and promote family literacy.

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.

P.S. 87 works closely with the community pre-school providers. Pre-school parents are provided with an orientation in June about the P.S. 87 Kindergarten program. They are introduced to the physical plant and to the curriculum as well as the staff and school policies. They are also provided with reading lists and expected skills and supplies for parents and preschool providers to develop prior to admission to kindergarten. Also, the first days of kindergarten have extra staff assigned to assist in the transition to P.S. 87.

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.

Teachers have grade meetings weekly where they are able to discuss trends in academic assessments. They reassess and re-plan continuously in response to individual and group student performance using data obtained from assessments.

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.

P.S. 87 has periodic assessments throughout the school year that are administered grade-wide as well as a classroom based assessment program that is able to fine tune instructional efforts to maximize student performance.

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.

P.S. 87 provides workshops in the use of technology for parents. Our Second Step Social Skills curriculum is a violence prevention initiative.

## **SCHOOL - PARENT COMPACT**

P.S. 87 and the parents of the students participating in activities, services, and programs funded by Title I, Part A, of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share that responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2010 - 2011.

**Provisions bolded in this section are required to be in the Title I, Part A School-Parent Compact.**

### **PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS**

#### **SCHOOL RESPONSIBILITIES**

**P.S. 87 will:**

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - Each student will have a full program as mandated by New York State Department of Education.

- Students will be assigned to small learning communities and have support personnel assigned to them based on their chosen community.
- Hold parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held twice annually.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
  - Student report cards are distributed 2 times a year and student Promotion-in-Doubt letters are sent home a minimum of twice a year.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
  - Teachers are available for parents at two parent teacher conferences each year.
  - Teachers are also available to meet with parents during professional time on a daily basis with an appointment.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
  - The PTA hosts a number of events each year that allow parents the opportunity to be involved directly in school activities.

## PARENTS' RESPONSIBILITIES

We, as parents, will support our children's learning in the following ways:

I will support my child's learning by making education a priority in our home by:

- making sure my child is on time and prepared everyday for school
- monitoring attendance
- talking with my child about his/her school activities everyday
- scheduling daily homework time
- providing an environment conducive for study
- making sure that homework is completed
- monitoring the amount of television my children watch

- participating, as appropriate, in decisions relating to my children's education
- promoting positive use of my child's extracurricular time
- participating in school activities on a regular basis
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child by mail and responding, as appropriate
- reading together with my child every day
- providing my child with a library card
- communicating positive values and character traits, such as respect, hard work and responsibility
- respecting the cultural differences of others
- helping my child accept consequences for negative behavior
- being aware of and following the rules and regulations of the school and district;
- supporting the school discipline policy;
- express high expectations and offer praise and encouragement or achievement;

## PART II - OPTIONAL ADDITIONAL PROVISIONS

### STUDENTS' RESPONSIBILITIES

We, the students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

Describe the ways in which students will support their academic achievement, such as:

- come to school ready to do our best and be the best;
- come to school with all the necessary tools of learning-pens, pencils, books, etc.
- listen and follow directions;
- participate in class discussions and activities;
- be honest and respect the rights of others;
- follow the school's/class' rules of conduct;
- follow the school's dress code;
- ask for help when we don't understand;
- do our homework every day and ask for help when we need to;
- study for test and assignments;
- read at least 30 minutes every day outside of school time;
- read at home with our parents;
- get adequate rest every night;
- use the library to get information and to find books that we enjoy reading;
- give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.

#### **P.S. 87 will:**

- Involve parents in the planning, review, and improvement of the school's Parental Involvement Policy, in an organized, ongoing, and timely way;
- Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way;
- Hold an annual meeting to inform parents of the school's participation in Title I Part A programs, and to explain the Title I Part A requirements, and the right of parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening so

that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I Part A programs and will encourage them to attend;

- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand;
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- At the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- Provide to parents an individual student report about the performance of their child on the State assessment in least English language arts and mathematics; and
- Provide each parent timely notice when their children have been assigned or have been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulation (67 Fed. Reg. 71710, December 2, 2002).

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, P.S.87 will:

- Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams;
- Work with the LEA in addressing problems, if any, in implementing parental involvement activities in Section 1118- Parental Involvement of Title I, Part A.
- Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving in issue of violations(s) of a Federal statute or regulation of Title I, Part A programs in provided to parents of students and to appropriate private school officials or representatives.

## **SIGNATURES**

**School Staff-Print Name**

**Signature**

**Date**

Parent(s)-Print Name(s)

Student (if applicable)- Print Name

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

### ***Explanation/Background:***

Title I School-wide 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, School-wide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a School-wide 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 School-wide 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 School-wide pool to support any activity of the School-wide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a School-wide 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 School-wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School-wide Program without regard to the identity of those funds.

Consolidating Federal funds in a School-wide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a School-wide 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 School-wide 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, School-wide 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 School-wide Program school must identify in its School-wide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated School-wide 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 School-wide 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 School-wide 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 school-wide 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 School-wide Program, the amount each program contributes to the consolidated School-wide 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 School-wide Program (✓)			Amount Contributed to School-wide 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	✓			\$356,586	✓	
Title I, Part A (ARRA)	Federal	✓			\$318,738	✓	
Title II, Part A	Federal	✓			\$229,118	✓	
Title III, Part A	Federal			✓	0		
Title IV	Federal			✓	0		
IDEA	Federal		✓		17,566	✓	
Tax Levy	Local						

**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 School-wide 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. —

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS *WE ARE NOT A TITLE 1 ASSISTANCE SCHOOL.***

**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;**  
The removal of children from regular classroom hours is minimized and discouraged.
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
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:**     N/A     **SURR<sup>3</sup> Phase/Group (If applicable):**     N/A    

### **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.

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:**   N/A  

**SURR Group/Phase:**   N/A  

**Year of Identification:**   N/A  

**Deadline Year:**   N/A  

**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**

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.)

1. 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).

There are 9 students currently in Temporary Housing at P.S. 87.

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

These students are known to the administration and School Based Support Team. Every effort is made to identify students in need of academic or social and emotional supports in the school.

3. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

These students are known to the administration and School Based Support Team. Every effort is made to identify students in need of academic or social and emotional supports in the school.

4. 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.

**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 Bronx						
<b>District:</b>	11	<b>DBN:</b>	11X08	<b>School</b>		321100010087	
<b>DEMOGRAPHICS</b>							
Grades Served:	Pre-K		3	v	7		11
	K	v	4	v	8		12
	1	v	5	v	9	Ungrade	v
	2	v	6		10		
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	0	0	0		92.8	93.0	92.9
Kindergarten	72	78	80				
Grade 1	95	92	94	<b>Student Stability - % of Enrollment:</b>			
Grade 2	89	97	97	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 3	83	103	106		88.0	89.8	92.7
Grade 4	89	95	95	<b>Poverty Rate - % of Enrollment:</b>			
Grade 5	93	99	95	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 6	0	0	0		68.7	83.3	83.6
Grade 7	0	0	0				
Grade 8	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 9	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 10	0	0	0		12	59	34
Grade 11	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 12	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Ungraded	0	3	4		1	3	3
Total	521	567	571				
<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes	22	29	32	Principal Suspensions	13	7	3
# in Collaborative Team Teaching (CTT)	10	11	20	Superintendent Suspensions	5	4	6
Number all others	44	41	34				
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>			
				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	0	0	0
<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2008-	2009-	2010-				
# in Transitional Bilingual Classes	0	0	TBD	<b>Number of Staff - Includes all full-time staff:</b>			
# in Dual Lang.	0	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# receiving ESL services only	5	12	TBD		38	38	37
# ELLs with IEPs	0	3	TBD	Number of Teachers			
				Number of Administrators and Other Professionals	10	11	8
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals	4	2	4

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-	2008-	2009-	(As of October 31)	2007-	2008-	2009-
	0	0	0	% fully licensed & permanently assigned to this	97.4	100.0	100.0
				% more than 2 years teaching in this school	81.6	84.2	94.6
				% more than 5 years teaching anywhere	84.2	81.6	83.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	95.0	97.0	97.3
American Indian or Alaska Native	2.1	2.3	2.6	% core classes taught by "highly qualified" teachers	87.4	87.8	89.8
Black or African American	75.6	73.2	73.2				
Hispanic or Latino	18.0	19.0	19.3				
Asian or Native Hawaiian/Other Pacific	3.5	3.7	3.5				
White	0.4	0.7	0.7				
<b>Male</b>	54.5	52.4	52.2				
<b>Female</b>	45.5	47.6	47.8				

**2009-10 TITLE I STATUS**

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

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

SURR School	If yes,						
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**Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

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

**Individual Subject/Area AYP Outcomes:**

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

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
<b>Student groups</b>	5	5	1				

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>	P
<b>Overall Score:</b>	22.1	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	P
School Environment:	6.1	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:	1.7	Quality Statement 4: Align Capacity Building to Goals	UPF
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	13.5		
<i>(Comprises 60% of the</i>			
Additional Credit:	0.8		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
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>CFN 108</b>	District <b>11</b>	School Number <b>087</b>	School Name
Principal <b>Donna Anaman</b>		Assistant Principal <b>Loydie Vertus, Patsy Quashie</b>	
Coach <b>None</b>		Coach <b>None</b>	
Teacher/Subject Area <b>ESL Wilman Martinez</b>		Guidance Counselor <b>Gina Salemi</b>	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator <b>Susan Garcia</b>	
Related Service Provider <b>James Perry</b>		Other	
Network Leader <b>Sumita Kaufhold</b>		Other	

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

### C. School Demographics

Total Number of Students in School	<b>565</b>	Total Number of ELLs	<b>5</b>	ELLs as Share of Total Student Population (%)	<b>0.88%</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.

Paste response to questions 1-6 here

1) ELL's are assessed for placement at P.S. 87 through the LAB-R and NYSESLAT scores for English language proficiency levels (Beginner, Intermediate and Advanced). Working with the Pupil Personnel Secretary, the ESL teacher (who is certified) conducts informal oral interviews when the Home Language Survey is filled out. New parents fill out the HLIS and according to their responses concerning their primary language, students are tested with the LAB-R in English first and on another language accordingly. Formal interviews and initial assessments are conducted by our ESL teacher in English and Spanish. If necessary, translators from the Department of Education are used for other languages. To evaluate our ELLs annually, the NYSESLAT is given every Spring (April-May).

2) At P.S. 87, we only offer a free standing ESL pull out program to our bilingual population, which is very small. Parents are given the choice to register their children in neighborhood schools that offer other programs like Bilingual, Transitional Bilingual or Dual Language if necessary. The ESL teacher explains these choices to parents at the Parent Orientation meeting which is held at the beginning of the school year. Parents are invited to a special meeting held by the Principal, the Parent Coordinator and the ESL teacher. At this meeting, parents are presented with the Orientation Video, the Guide for Parents of ELLs, the Entitlement letters, a Parents' Survey and Program Selection Forms. Translations are available if necessary. Placement for ELLs in our ESL Freestanding (pull out) program is done within 10 days of school opening.

3) To ensure that Entitlement letters are distributed and Parent Survey and Program Selections are returned, parents receive these forms personally at the orientation meeting. Forms are signed at the meeting and stored at the school.

4) The criteria we used to place identified ELLs in our Free Standing ESL pull out program depends on parental choice. All choices that are available to parents in and outside of our school are explained. School translators or DOE translators are used. Periodically, we review our parent choice letters in the event that we have 15 or more students for a Transitional Program, we will consider opening this program in our school.

5) After reviewing the Parent Survey and Program Selection forms for the past few years, our parents have preferred to leave their children here at P.S. 87, where we only offer a Free Standing pull out ESL program; even though we do explain to them the other program choices in neighborhood schools.

6) The program models offered at our school are aligned with parent requests.

## Part III: ELL Demographics

### A. ELL Programs

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

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> <small>(60%:40% → 50%:50% → 75%:25%)</small>														<b>0</b>

Dual Language (50%:50%)															0
Freestanding ESL															
Self-Contained															0
Push-In															0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs		Newcomers (ELLs receiving service 0-3 years)	4	Special Education	0
SIFE		ELLs receiving service 4-6 years	1	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									Total	
	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		
TBE											0
Dual Language											0
ESL	4	0	0	1	0	0	0	0	0	0	5
Total	4	0	0	1	0	0	0	0	0	0	5

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

**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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
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	0	0	0	0	0	0	0	0	0	0

**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):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1				2									3
Chinese	1	1												2
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

## 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
Albanian														0
Other														0
<b>TOTAL</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>5</b>							

## 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.

Paste response to questions 1-4 here

1 a) The organizational model at P.S. 87 for our ELLs is a Pull-Out model. Students are taken out of their classroom, mostly during cluster periods. The ESL teacher makes sure that they don't miss their ELA, Reading and math subjects and miss instruction that will prepare them to take the New York State Tests.

b) At this time, out ELLs are being served individually. They are seen one by one since we only serve 5 ELLs currently across grades K-4 and they are at different levels.

2a) P.S. 87 has a very small ELL population of 5 students and only offers a Free Standing ESL Pull Out Program. Due to this fact, we do not have a full time ESL teacher. Our ESL teacher, who works on "F" status, services students on Tuesdays and Wednesdays. Beginner students receive 180 minutes per week, Intermediate students 180 minutes per week and Advanced 180 minutes per week. Classroom teachers extend the ESL services in their subject areas using ESL methodologies like Total Physical Response, visual aids, videos, computers, smart boards, role modeling and manipulatives. As per CR Part 154, our Advanced students receive 180 minutes per week of ELA instruction by their classroom teacher.

3) Science, Math, Social Studies and ELA/Reading are taught to our ELLs in the English language. Student learning and instruction is achieved through a balanced literacy approach and a workshop model. While our program may focus on the development of basic communication skills of speaking and listening, our goal is to develop students' reading comprehension as well as critical thinking skills. We follow the standards and develop our ELL students' abilities to make meaning of what they hear and read. A myriad of materials and approaches are used to ensure our ELL students reach proficiency in the English language. Students use manipulatives, technology (desktops and laptops) and problem solving skills in all content areas. Instructional strategies include Total Physical Response (TPR) the Cognitive Academic Language Approach (CALLA), the Language Experience Approach (LEA) and other instructional scaffolding techniques. The ESL and classroom teachers model, monitor and analyze student learning and understanding in order to extend, expand and plan future

instruction.

4a) Currently, we do not have SIFE students.

b) The needs of our ELL newcomers to our school are met based on their English proficiency level according to their LAB-R and NYSESLAT scores. Students follow the City and State curriculum and standards with extra support from teachers in the classroom and the ESL teacher. Teachers use visual aids, manipulatives, technology, trips, assemblies, drama, art, glossaries etc. to make learning more meaningful and successful at any level.

For the ELLs that must take the ELA, we provide them with Extended Day activities, Saturday Academy and special tutoring, if necessary. We also offer "at risk" Academic Intervention Services (AIS).

c) At this time, we do not have ELLs from 4-6 years.

d) At this time, we do not have long term ELLs.

e) At this time, we do not have ELLs with special needs.

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

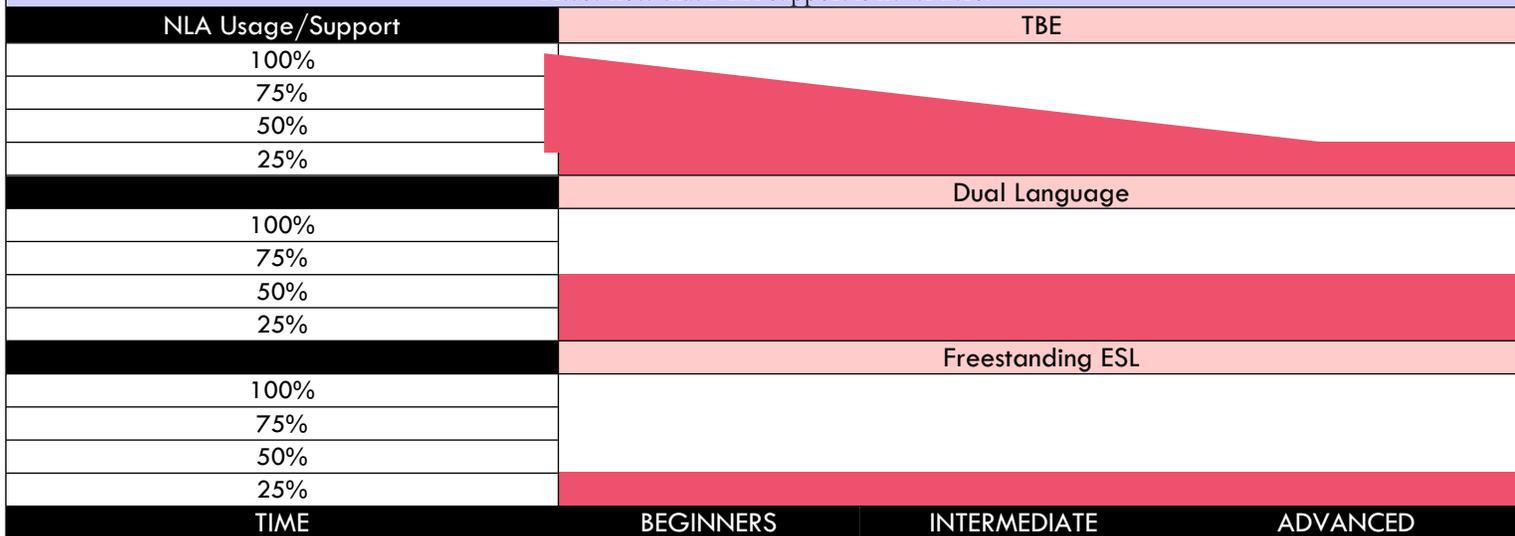
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<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.



## 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?

Paste response to questions 5-14 here

5) At P.S. 87, we provide intervention programs through our Extended Day programs and Saturday Academy for our Ells to help them improve in ELA/Reading, Math, Social Studies and Science. These services are provided and taught in English. ELL students also participate in a range of enrichment activities such as dance, dram, art, musical performances and trips to cultural institutions around the City. They are also provided with glossaries, dictionaries, library materials during class time and also to take home.

6) For our continuing transitional support for ELLs reaching proficiency on the NYSESLAT we offer them the same activities listed above. We also provide testing accommodations when taking the City and State exams. For example, extended time, separate locations and bilingual dictionaries or glossaries are offered if needed.

7) So far, we do not have any program improvements for next year. We remain open minded and will make improvements based on the data.

8) As of today, our plan is to continue to deliver quality services to our ESL population in our school. We are not planning to discontinue this service.

9) Our After School services, Extended Day activities and Saturday Academy are open to all our ELLs in need of extra services in English. We will happily accommodate these students in any special programs so they can succeed in all content areas, academically and socially.

10) Instructional materials used by ELLs include:

- \* laptops and desktop computers

- \* Math Everyday Math, Math Steps

- \* ELA – Junior Great Books, Making Meaning, Reading and Writing Curriculum supported by Classroom Libraries

- \* Social Studies – Scott Foresman Series

- \* Science – Harcourt School Publishers

- \* ESL – Intro English – Hampton Brown, SRA Reading LAB, Signatures (Harcourt-Brace), New Heights, NYSESLAT (Attanasio and Co)

11) At P.S. 87, we do not offer Native Language Arts (NLA), but we do provide students with dictionaries, glossaries, library books, cultural materials, test translations if necessary, and translators from DOE if needed.

12) All our support and resources correspond to our ELLs ages and grade levels. ELLs are also served according to their LAB-R or NYSESLAT levels: Beginners, Intermediate or Advanced in their ESL program.

13) Some of the activities that we offer in our school to assist newly enrolled Ells before the beginning of the school year are: parent meetings

while students are being registered, open tours of the school building, playground and community park and an explanation of the programs and experiences that are offered by the school that support both students and parents.

14) Our school is an elementary school from K-5, so we do not offer language electives to ELLs.

### 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)?

Paste response to questions 1-5 here

N/A

### 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.

Paste response to questions 1-3 here

1) Our professional development plan for all ELL personnel at P.S. 87 is offered through conferences, study groups, professional development meetings or trainings out of school. Teachers of ELLs are sent to workshops around the City. Educational consultants also offer their services and training on different topics pertaining to our instructional program.

2) To assist ELLs as they transition from the elementary school to middle school, we offer the services of our Guidance Counselor for advice, tours of new schools at the end of the year and are informed of support services in their new schools.

3) P.S. 87 has a very stable staff that has completed Jose P. training in the past. Every effort is made by our ESL teacher to confer with classroom teachers to discuss the strength and weaknesses of our ELLs to help them progress socially and academically.

### 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?

Paste response to questions 1-4 here

1) Our ESL program extends to our ESL home. Leap Frog and Quantum Leap Pad kits were purchased and are offered to parents of students who can benefit from the use of these materials. Parents and students work together at home without feeling the pressure of times since the kits are kept at home until June. These kits provide the student and parent with the opportunity to develop vocabulary, spelling grammar, silent or read aloud opportunities, pronunciation and comprehension activities that will help them advance in their reading and comprehension skills in English. Literacy, mathematics, social studies and science workshops are held throughout the year to assist parents in understanding the programs that are offered at P.S. 87 and the expectations for ELLs on the standardized tests.

2) Our school partners with Learning Leaders who provide a range of workshops for our parents.

3) The needs of our ELL parents are evaluated through a parent survey that is taken each year by the PTA. Due to our small numbers personal communication is possible.

4) P.S. 87's parental involvement is very important to us and we reach out to parents through telephone calls, School Messenger and letters. Parents are invited to special activities within our school such as author celebrations, student performances, Book Fairs, parent meetings and workshops in the different content areas and also accompany their children on trips to cultural institutions around the City. Translations are available.

# 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)	2													2
Intermediate(I)			1		1									2
Advanced (A)					1									1
Total	2	0	1	0	2	0	0	0	0	0	0	0	0	5

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	1	1			2
5					0
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									0
4	1		1						2
5									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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									0
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									0
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				

New York State Regents Exam				
Number of ELLs Taking Test		Number of ELLs Passing Test		
English	Native Language	English	Native Language	
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

Paste response to questions 1-6 here

- The ESL population in our school is very small but consists of a diverse group of students spread out across grades K-4 and who are at various levels of development. ECLAS-2, Fountas and Pinnell and WRAP assessments are used to assess students’ literacy skills and determine their levels for instruction. Analysis of their scores gives us important information to work out an instructional plan for them focusing on the area of weakness. Overall, our ELLs need more time spent in Reading and Writing and are given extra support during on Extended Day and Saturday programs.
- The data patterns across proficiency levels on the LAB-R and NYSESLAT shows that our ELLs pass through a successful transition through the stages from Beginners to Intermediate to Advance and then Proficient.
- ELLs are served the same way as our monolingual population following the City and State curriculum and standards. Instructional decisions will be made, based on the data (ESL data and other school wide soft and hard data), regarding further support in listening, speaking, reading or writing modalities. Our school wide focus this year is on writing.

during the school year and adjustments made to the curriculum and support where necessary. The social and emotional adjustment of our ELLs in our school is also another indicator of success.

### 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		11/1/10
	Assistant Principal		11/1/10
	Parent Coordinator		11/1/10
	ESL Teacher		11/1/10
	Parent		
	Teacher/Subject Area		11/1/10
	Teacher/Subject Area		
	Coach		

	Coach		
	Guidance Counselor		11/1/10
	Network Leader		11/1/10
	Other <u>James Perry</u>		11/1/10
	Other		
	Other		
	Other		