



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** WILLIAM T. SHERMAN

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 03M087

**PRINCIPAL:** MONICA BERRY      **EMAIL:** MBERRY@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** ESTHER FRIEDMAN

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.

Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Add rows as needed to ensure that all SLT members are listed.

The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
Monica Berry	*Principal or Designee	
Lauri Posner	*UFT Chapter Leader or Designee	
Rebecca Levey	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Tanya Khotin	Member/Parent	
Molly Jaharus	Member/Teacher	
Diana Martinez	Member/Parent	
Laura Fine	Member/Teacher	
Kazue Takenaga	Member/Teacher	

Robyn Ulzheimer	Member/Teacher	
	Member/	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

100% of classroom teachers and service providers will participate in collaborative team meetings that will examine the new Common Core Standards in math. Each grade will reflect and revise its teaching of mathematics to better align the present curriculum with the new standards.

### **Comprehensive needs assessment**

While we have seen an increase in the number of students making progress on the New York State Mathematics exam, our students are still making less progress in Mathematics than they are in English language arts.

### **Instructional strategies/activities**

In third, fourth and fifth grade, teachers will use the results of the NY State Performance Test to identify content areas in which students can benefit from additional support. Teachers will use this information to develop a pre and post assessment of skills and concepts within the targeted strand to be given by each grade level.

Based on the Common Core Standards, all teachers will develop and implement mathematical tasks related to the domain of focus and develop a pre and post assessment of skills and concepts within the domain of focus to be given by each grade level.

Targeted intervention will be provided during and after the school day for students identified as needing additional support in mathematics. Administrators, out-of-classroom teachers and our instructional coaches will work with small groups to support mathematical understanding in the lower grades. In addition, after school intervention will be offered to support students in the upper grades. The focus will be on tasks based on the Common Core Standards.

On each grade level, teachers will collaboratively plan Everyday Math units of study and align them with the Common Core Standards.

Teachers will collaboratively study student work and analyze problem-solving strategies using Common Core Math Exemplars.

Within every classroom, students will participate in conversations and tasks that deepen their understanding of mathematical concepts and develop vocabulary.

**Strategies for attracting Highly Qualified Teachers (HQT)**

Teachers will participate in math study groups. Additional time and resources will be available to support study groups during the school day and after the school day.

Teachers will participate in math professional development sessions conducted by Lucy West’s Metamorphosis Learning professional development Company.

**Budget and resources alignment**

- Self Sustaining Grants will be provided by our Parents Association to pay for professional development, per diem substitutes, and math professional development.
- NYSTL funds will be used to purchase Everyday Math materials.
- Fair Student Funding will pay the salaries of teachers and administration.
- District 3 Magnet Funding pays for Instructional Coaches and per session and per diem for classroom teachers to look at Curriculum.
- ARRA RTTT funding will pay for after school inquiry teams.

**ANNUAL GOAL #2 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #2**

We will develop our early intervention program in English Language Arts. By June 2012, 50% of our students in the lowest third in grades K-2 will move 2-3 levels on the Teachers College Reading and Writing Project reading assessment.

**Comprehensive needs assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

**Instructional strategies/activities**

Teachers will track individual student progress, including setting interim and long term goals for each student

Data will be collected regarding students' reading levels three times per year (November, March, June)

During monthly grade level meetings, teachers collaborate to create action plans for groups of students. Our literacy coaches will work with classroom teachers to work with small groups.

Teachers will collaborate with related service providers to develop intervention plans for students

Teachers will use data for differentiation of learning, guided reading groupings, and independent reading.

Instructional Coaches will be available to take small groups of children who are at risk

**Strategies for attracting Highly Qualified Teachers (HQT)**

Instructional coaches will coach teachers to work with at-risk students

Teachers will discuss strategies for differentiation at grade level meetings

**Budget and resources alignment**

We will use available Fair Student Funding money to create the position for the early intervention teacher.

We will use DYO funds to analyze Fountas and Pinnell reading levels.

District 3 Magnet funding will be used to hire literacy coaches.

**ANNUAL GOAL #3 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #3**

We will increase the level and consistency of communication opportunities between home and the classroom in order to improve family understanding of educational expectations. Specifically, we will increase the overall satisfaction level in communication by 20% on SLT surveys taken in May.

**Comprehensive needs assessment**

On our SLT survey, we found that parents did not feel they had an understanding of the educational expectations in the classrooms. This did not allow for parents to support the work in school as well as they would have liked. We would like to create a way in which parents will receive more information about classroom expectations that are clear and consistent across the grades.

**Instructional strategies/activities**

Curriculum meetings will be held at least once per year and ideally, once in the fall and once in the Jan/Feb time period  
Parents will receive progress updates from teachers 4 times/year (P/T conferences 2x/year; report cards 2x/year  
At least 3 workshops on literacy, math and technology will be held for families  
Standardized test meetings will be held for 3<sup>rd</sup> -5<sup>th</sup> grade parents  
The Administration will hold a Q&A during monthly PA meeting  
The Administration will conduct meetings with class parents every other month

**Strategies for attracting Highly Qualified Teachers (HQT)**

N/A

**Budget and resources alignment**

District 3 Magnet Funding will be used to pay for per diem substitutes to free up teachers to have conversations with parents.  
District 3 Magnet Funding will be used to pay per session for teachers to participate in the workshops for parents.

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

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

12								
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On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

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.),

when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	Wilson Reading Program – small group, during and after school Great Leaps – one-to-one, after school Fountas and Pinnell Reading Intervention Program
<b>Mathematics</b>	Remediation and reinforcement of concepts/subskills required to learn grade level content – small groups, during and after school
<b>Science</b>	
<b>Social Studies</b>	
<b>At-risk Services provided by the Guidance Counselor</b>	Individual or small group sessions during the school day to provide talk, play and art therapy, addressing emotional issues and developing social interpersonal skills.
<b>At-risk Services provided by the School Psychologist</b>	
<b>At-risk Services provided by the Social Worker</b>	
<b>At-risk Health-related Services</b>	

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

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The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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#### Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;

providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

providing assistance to parents in understanding City, State and Federal standards and assessments;

sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

translate all critical school documents and provide interpretation during meetings and events as needed;

conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

***SCHOOL-PARENT COMPACT***

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

## **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

CEP Appendix 6

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Rello-Anselmi/Chu</b>	District <b>3</b>	Borough <b>Manhattan</b>	School Number <b>087</b>
School Name <b>William Sherman School</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Monica Berry</b>	Assistant Principal <b>Barbara Kissane</b>
Coach <b>Jacqueline Morison</b>	Coach <b>type here</b>
Teacher/Subject Area <b>Allison Hawke, ESL</b>	Guidance Counselor <b>Jacqueline Rodriquez</b>
Teacher/Subject Area <b>Josephine Mangual</b>	Parent <b>Ted Metz</b>
Teacher/Subject Area <b>Genie Cherette</b>	Parent Coordinator <b>Margaret Lerner</b>
Related Service Provider <b>Ali Lesch</b>	Other <b>type here</b>
Network Leader <b>Yuet Chu</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

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

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

### D. School Demographics

Total Number of Students in School	<b>964</b>	Total Number of ELLs	<b>29</b>	ELLs as Share of Total Student Population (%)	<b>3.01%</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. 

#### Part II: ELL Identification Process

1. The initial identification of students who may be ELLs is made by Margaret Lerner, our parent coordinator. Margaret administers the HLIS form and interviews the families. After the HLIS forms are collected, they are given to Allison Hawke, our certified ESL teacher. Allison administers the LAB-R, contacts parents, sends out the parent letters and arranges and leads the New Parent Orientation Meetings. Allison uses the breakdown of students' NYSESLAT scores to help plan her curriculum for the year. All of this is done within the first ten days of schools. We administer the Spanish LAB-R for Spanish speaking ELLs as well. Then we move forward with placement of students in the appropriate settings. THE HLIS is administered with the assistance of a pedagogue, our ESL teacher and the parent coordinator. Informal interviews are conducted by Allison our ESL teacher as well the parent coordinator. ATS reports are used to determine NYSESLAT eligibility.

2. Many structures are in place to ensure that parents understand all three program choices. When parents register their children, Margaret Lerner explains the program options available at our school—the D.I. program and the freestanding E.S.L. program. After students have been identified as ELL, they are invited to a New Parent Orientation Meeting. Prior to the meeting, Allison introduces herself to all the new families and personally invites them to an orientation meeting. At the orientations, the video explaining parent option is shown, parent brochures are handed out and parent option forms are completed. The following is the timeline that the school follows to engage new parents.

##### Timeline and Outreach Plan

April of following school year (and ongoing)

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

Early September

English language learners are identified by the LAB-R test. ELL families are notified of a Parent Orientation Meeting. Parental notification occurs in three ways: 1) a letter from the school is sent out 2) the ESL teacher meets with new families and tells them of the meeting 3) a reminder is sent home via backpack. The ESL teacher's email address is also given to parents to facilitate communication.

Mid-late September

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

Early October (and on going)

Parents receive notification that if they were unable to attend meeting, another meeting date is available. Parents are also given the ESL teacher's school contact number and email so that they might arrange a meeting or speak to her over the phone.

Early October-November

Parents who have not returned the Parent Option Form are contacted. First they are sent a reminder notice in the mail. Then they are sent a reminder via their child's backpack. If necessary, the families receive phone calls reminding them to complete the form.

November

Allison schedules parent-teacher conferences at the same time as regular classroom parent teacher conferences. Student progress and

parental options are discussed.

Spring

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

Throughout the Year

Allison has formal and informal one-on-one conferences with parents. When necessary, she calls parents to discuss student progress or concerns. Parents occasionally contact her via email. Throughout the year and in every letter mailed home, parents are given the Allison’s email address and school contact number. They are always are encouraged to email or call.

3. In order to ensure that entitlement letters are distributed, parents are contacted directly by Allison. The information is also sent out to families via the children’s backpacks. Whenever necessary, these documents are translated into the child’s home language. Entitlement letter records are kept in a binder with our ESL teacher, Allison Hawke. Allison collects the appropriate paperwork: Parent Surveys and Program Selection Forms and then keeps them in a binder in her office.

4. Many criteria are used to place identified ELLs are placed in bilingual or ESL instructional programs. First, the home language of the student is identified. If students are Spanish speakers, they are informed of our school’s Spanish Dual Immersion program. Next discussions are held at the various parent orientation meetings about the different options available to ELLs in New York City. Whenever necessary, entitlement letters and parent option forms are translated into the parents’ home language. For example, this year, information was sent in Spanish and in Chinese. Parents were given the opportunity to watch the New Parent Video in their home language as well and one parent opted to watch it in Chinese.

This year, a large percentage of new parents attended one of the many Orientation Meetings. Additionally, 100% of our new parents returned the parent option form and all of their choices were honored.

5. The trend that has developed has been a general decrease in the number of ELLs whose home language is Spanish; therefore, on the Parent Survey and Selection Form, fewer parents have chosen the D.I. program. Of the seven students entering our school for the first time, only one, a first grader, was Spanish dominant. This family chose the D.I. program for their child. The six other families, whose children speak Bosnian, Chinese, French, German and Swedish chose the free-standing ESL program.

6. The program models offered at our school are completely aligned with parent requests. When the three ELL options have been presented to parents of new ELLs, none have requested the TBE program. Spanish speaking families of children who do not have IEPs have generally requested the DI program. Families of children who speak languages other than Spanish and those who have children with IEPs have generally requested the ESL program. The home language identification survey is given out to our parents and then we collect that information to identify the students needing services like ESL, ect.

## Part III: ELL Demographics

### A. ELL Programs

**This school serves the following grades (includes ELLs and EPs)**  
Check all that apply

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

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

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

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)		2	1	1	1	2								7
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	5	4	6	2	3	2								22
<b>Push-In</b>														0
<b>Total</b>	5	6	7	3	4	4	0	0	0	0	0	0	0	29

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	29	Newcomers (ELLs receiving service 0-3 years)	27	Special Education	8
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language	6			1						7
ESL	21		8	1		1				22
<b>Total</b>	<b>27</b>	<b>0</b>	<b>8</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>29</b>

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

**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
Polish														0
Albanian														0
Yiddish														0
Other ___														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP
Spanish			2	22	1	27	1	23	1	24	2	20							7	116
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other _____																			0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>22</b>	<b>1</b>	<b>27</b>	<b>1</b>	<b>23</b>	<b>1</b>	<b>24</b>	<b>2</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>116</b>

**Dual Language (ELLs/EPs)**

**9-12**

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

	9		10		11		12		TOTAL	
	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>	<b>0</b>									

**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		2	2	1	1									6
Chinese	1					1								2
Russian			2											2
Bengali														0
Urdu		1												1
Arabic														0
Haitian					1									1
French						1								1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	4	1	2	1	1									9
<b>TOTAL</b>	<b>5</b>	<b>4</b>	<b>6</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>22</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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

#### A. Programming and Scheduling Information.

##### 1. How Instruction Is Delivered

The organization model used in the ESL program is the Pull-Out model. Within the Pull-Out ESL class, students are placed in heterogeneous groups. Students' needs, based on their LAB-R and NYSESLAT scores, are identified. Students are then grouped accordingly. Within the groups, instruction is differentiated so that various needs of the students are met. Once a week, Allison also pushes into a classroom to work with two ELLs with IEPs to develop their reading and writing skills. She also works closely with the classroom teachers to integrate the curriculum and to discuss student progress, development and ELL student interaction with EP students.

## A. Programming and Scheduling Information

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

2. We have six dual language classes within which we have seven ELLs. We have one ESL teacher to service the twenty-two other students. The children in the D.I. program receive their ESL, ELA and NLA instructional minutes within the classroom setting. The children in the ESL program receive their ESL and ELA minutes in accordance with the guidelines. Explicit instruction is being delivered through the standards and is closely monitored.

3. The content area is delivered in English in the ESL program and in Spanish and English in the D.I. program. A key component of classroom approach is modified instruction. Another component is, when possible, using the student's home language as a means to support instruction by having the ELL student converse with a student familiar in the home language. Translation tools such as [translate.google.com](http://translate.google.com), are used to support student comprehension by allowing the student to hear or read content material in their native language. Peer tutoring and relationship building is also encouraged.

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

4. Our school ensures that students in the Dual Immersion program are evaluated in their native language by a variety of ways. DI teachers use a combination of portfolio assessments, teacher-created quizzes and tests and state exams such as the ELE to determine student proficiency in their native language. In the ESL program, due to the variety of languages spoken, no direct assessment of student ability in the home language is given. However, as mentioned above, use of the home language is supported whenever possible.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

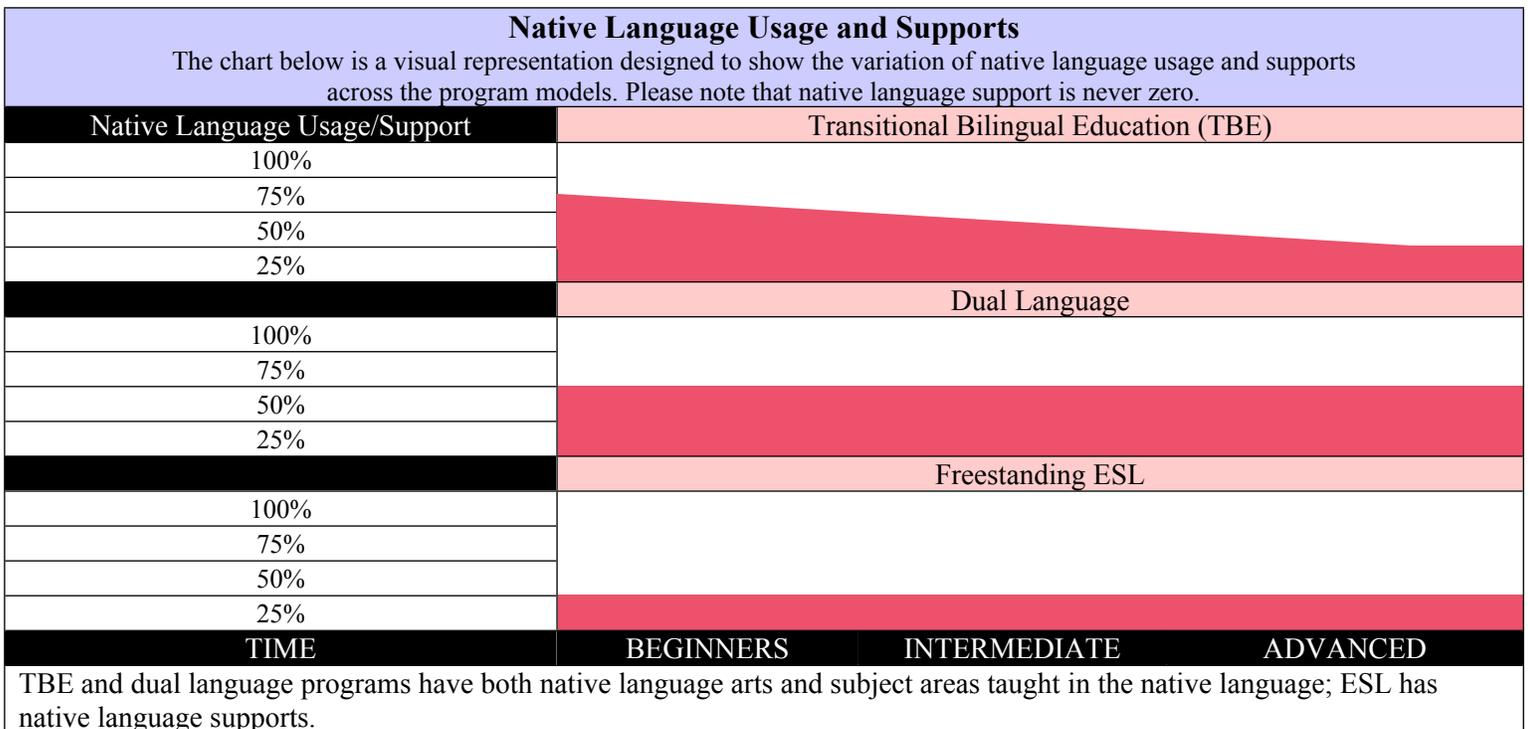
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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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



- | B. Programming and Scheduling Information--Continued   |
|--|
| 8. 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. |
| 9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.   |
| 10. What new programs or improvements will be considered for the upcoming school year?   |
| 11. What programs/services for ELLs will be discontinued and why?  |
| 12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.   |
| 13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL materials used)?  |

## B. Programming and Scheduling Information--Continued

8. 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.
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11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

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

5b. Newcomers: The vast majority of our ELL population consists of newcomers. However, within this sub-group, there are different levels of proficiency. The instructional plans for newcomers are dependent on their age and level of schooling in their home country. Initially, instruction for newly arrived students is focused on vocabulary development. Once students have developed basic speaking and listening skills and have become more proficient, more time is paid to the transferability of students' literacy and writing skills from their home language into English and to the development of their metacognitive skills. One way to accomplish these goals is to develop instructional plans that tap into the students' previous experiences in their home country. Much of the literacy development is accomplished through the use of scaffolding, such as providing the students with realia, visual supports or graphic organizers. These plans have literacy and writing elements and can involve skills such as sequencing, summarizing, and making inferences.

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

5c. ELLs Receiving Service for 4 to 6 Years: Both of these students are proficient speakers who struggle with reading and writing. One of these ELLs has an IEP and has been placed in ICT classes. Instruction for both of these students is tailored to meet their reading and writing needs. Extensive amounts of time are spent reading and analyzing various forms of text, as well as developing their writing skills. Targeted instruction is also provided in writing conventions and various grammar points.

5d. Long-term ELLs Currently, the school does not have any long-term ELLs.

6 Students who are ELL-SWD: One main strategy to help these students is the establishment of a strong collaboration between the classroom teacher and the ESL teacher. They work in tandem with the special services teachers to discuss and develop content for the child and to determine how they can best support each other in providing for the child. Sometimes activities are modified so that the student may participate at the optimal level. Furthermore, activities that are begun in the classroom are often carried into the ESL classroom.

7. In order to meet the diverse needs of ELL-SWDs, the school has a protocol in place. First teachers have informal discussions to assess a student's needs. If necessary, the student is seen "at risk," by a SETTs teacher. If additional support is needed, further meetings are scheduled and when necessary, other services, such as speech or occupational therapy are added. If, after more consultation, the teachers, parents and administrators feel that additional support is needed, the child is placed in a class with an ICT setting.

8. Our school offers an after-school support program for children, including ELLs, on the state math test and on the ELA. Within the ESL class, students received targeted instruction to help them understand and achieve success on the ELA exam. We target students who score Levels 2 and 3 on state tests who could use the extra help in all subject areas. We use the book Buckle Down and focus on various key strategies to move the students along and to gain confidence in their testing abilities. We also use NY-Ready math instruction and ELA instruction. The program helps students to develop math/ela skills that every student should on their grade level. The book is divided into several parts: modeled instruction, guided instruction, guided practice and samples of test questions. This is a ten week program at our school.

9. Students deemed proficient on the NYSESLAT are given the opportunity to have, as allowed them, extra time on state exams. They are also tested in a separate location. Furthermore, they are invited to visit the ESL teacher/classroom and to continue to borrow appropriate

## B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
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7. In order to meet the diverse needs of ELL-SWDs, the school has a protocol in place. First teachers have informal discussions to assess a student's needs. If necessary, the student is seen "at risk," by a SETTs teacher. If additional support is needed, further meetings are scheduled and when necessary, other services, such as speech or occupational therapy are added. If, after more consultation, the teachers, parents and administrators feel that additional support is needed, the child is placed in a class with an ICT setting.

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9. Students deemed proficient on the NYSESLAT are given the opportunity to have, as allowed them, extra time on state exams. They are also tested in a separate location. Furthermore, they are invited to visit the ESL teacher/classroom and to continue to borrow appropriate

### C. Schools with Dual Language Programs

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

1. We use the 50/50 model for each grade in our dual language program. 50% of the time.
2. 100% of the time.
3. We use the 50/50 model and so English is conducted in the morning and Spanish in the afternoon.
4. Self-contained.
5. Simultaneous model.

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

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

1. To work closely with Allison to ensure the success of the students. Workshops will be conducted to look closely on how ELLs learn and comprehend material. Our ESL teacher works closely with our staff developers who then work with teacher to ensure that the ELL's are getting the appropriate instruction in their classrooms. We conduct grade meetings, staff meetings and informal conversations. All classroom teachers, out of classroom teachers, AP's, principal are offered staff development plans for our ELL's. This year, we are focusing on the common core standards and the implementation and we keep in mind all of our students: ELL's, ets.....
2. Allison works closely with families to ensure smooth transitions.
3. Our literacy coach, Jacqueline Morison conducts the training and looks at literacy/comprehension keeping the ELLs in mind.

### E. Parental Involvement

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

1. Our parent body is extremely active in all parent areas. We conduct literacy workshops as well as math workshops. We are all inclusive to all parents including the parents of ELLs. Just this week, we conducted workshops on ELA/Math testing for our parents and included information for our ELL population in the handouts and placed the handouts on our school website for all to see.
2. No.
3. Communication. Our parent coordinator, Margaret works with parents and identifies parents/students who may need extra services. Translation is provided by our school aide as well as by our principal. The HLIS plays a key role in the identification of students. Our Dual Language program also helps with the students/parents who seeking to expand their language abilities.
4. We try to hold monthly workshops that address those needs.

## 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	4	1			2								9
Intermediate(I)		1	2	1	1									5
Advanced (A)	3	1	4	2	3	2								15
Total	5	6	7	3	4	4	0	0	0	0	0	0	0	29

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

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

**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?

### 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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1	1					1
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

### Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 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)			1	2				
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 as 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.

### Review and Assessment of the Data

- Our school uses the TCRWP/Fountas and Pinnell(1<sup>st</sup> year doing it) assessment tool. The answers are given below. Please refer to chart for the applicable data for our ELL's. We are also Designing Our Own(DYO) assessments this year taking all the students into consideration.
- One pattern in the data that emerges is that students in kindergartener or first grade place at the advanced level on the LAB-R, but when they take the NYSESLAT, their proficiency levels drop to the beginner or intermediate levels due to lower scores on the reading and writing part of the NYSESLAT. Many of the students who experienced this drop were later identified as ELL-SWD. Many of them are now in ICT classes.
- The results of the NYSESLAT indicate a continued need to focus instruction on the reading and writing modalities.
- a Overall, the students performed better on the State Math test than on the ELA test. This can be attributed to the fact that almost all of our ELLs are newcomers who have had exposure to English than native speakers. Very few of our ELLs opted to take a test in their native language. Of those that did, two of the results were poor. Out of the 29 ELL's that we have in our school, our ELL's are proficiency levels are examined closely by our ESL teacher and the classroom teachers and they work together to build their skills and comprehension levels.  
b. The ELLs results on assessments are reviewed to ensure that there is alignment between instruction and student needs. Teachers collaborate with each other as well as communicating issues on the to the school leadership. If necessary, we inform parents of anything that must be communicated to them as well.
- Various types of assessments that the teachers use in the classroom. Level of proficiency is very high for our second language for EPs. Our EPs perform extremely well on state and city assessments.
- We use a variety of things to evaluate the success of our ELLs: classroom observations, assessments, anecdotal evidence and classroom tests.

## Additional Information

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

Paste additional information here

# Part VI: LAP Assurances

<b>School Name:</b> <u>PS 87</u>		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Monica Berry	Principal		10/1/11
Barbara Kissane	Assistant Principal		10/1/11
Margaret Lerner	Parent Coordinator		10/1/11
Allison Hawke	ESL Teacher		10/1/11
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **03M087** School Name: **William T. Sherman**

Cluster: **1** Network: **103**

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

---

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

All correspondences sent home to PS 87 families is translated in English, Spanish and other languages necessary. We use in house translators who are on staff and the NYCDOE office of Translation and Interpretation Unit when necessary.

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

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

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

Parents receive written notification in English and their home language explaining their rights regarding translation and interpretation services and how to obtain such services. Signs are posted in the main office with contact information for the Office of Translation and Interpretation Unit.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: William T Sherman	DBN: 03M087
Cluster Leader: Corrine Rello-Anselmi	Network Leader: Yuet Chu
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other: _____
Total # of ELLs to be served: 40 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: <u>4</u> # of certified ESL/Bilingual teachers: <u>4</u> # of content area teachers: <u>0</u>

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: PS 87 will use Title III funds to provide supplemental services to all ELL students grades 3 through 5 in an after school program. The program will run twice a week (Tuesdays and Thursdays). The program commences on February 28th from 3:30 pm to 5:30 pm and ends on June 14th for a total of 28 sessions. Three of our certified bilingual teachers and the one ESL certified teacher will run the afterschool program. Each teacher will instruct a group of ten students. This program combines NYSESLAT prep with experiential learning as students learn to read, write, listen, and speak while participating in many trips around New York City. We want to focus on preparing our students for this exam by utilizing read aloud techniques to practice listening, reading and writing. The focus will be on developing students' academic language and vocabulary as well as building math literacy. Material purchased for the Title III program is Getting Ready for the NYSESLAT and Beyond which were purchased through other funds. This program serves 40 students that are classified as ELLs in the school currently.

### Part C: Professional Development

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

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

Begin description here: The professional development will not be funded through Title III funds.

The Title III program teachers will participate in a professional development study group focusing on differentiation of instruction for ELLs using Carol Tomlinson's "How to Differentiate in Mixed Ability Classrooms". Teachers will meet the 1st Thursday of every month for an hour for 4 month (January, February, March and April). During these meeting the following topics will be discussed using the book as a guide and reference:

- January – Differentiation and its rationale, Teacher's Roles and Learning Environment
- February – Strategies, Lesson Planning by Interest and Learning Profile
- March – Differentiating Content and Process
- June -- Grading in a differentiated classroom

Teachers will develop thematic lesson plans including language objectives collaboratively; they will share best practices for differentiating instruction for second language learners as well as develop lessons that incorporate research based strategies to promote development of academic language. They will design tasks and activities that best support language development while preparing them for the NYSESLAT. Teachers will review base line assessment, set student goals and analyze student work.

### Part C: Professional Development

In addition, they will attend workshops provided by our network or the Office of English Language Learners:

- SIOP (Sheltered Instruction Observation Protocol) Workshop – a three-day series which is scheduled for January 30, February 16, and March 27.
- NYSESLAT Training – March 7th, 2012 (Test administration procedures).

### Part D: Parental Engagement Activities

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

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

Begin description here: The Title III funds will not fund any parent program. Last year we started a parents' library which consist of books in different languages, mostly in Spanish. The books are representative of the books that ELL students are reading across the building. The selection of titles was done in conjunction with the bilingual and ESL teachers. Often the parents of ELL students may feel disconnected from their child' schoolwork due to language barriers, a native language library that reflects the books that are being read in the classrooms as well as independent books that are popular with students will allow an access point for parents to discuss academic matters with their children. This year the PTA is sponsoring a series of workshops which will give parents learn to use the library books to help their children develop more native language, facilitate understanding concepts and skills being taught in the classroom. They will also teach parents how to help their child improve their vocabulary (in English and Native Language). Parental involvement in school is highly correlated with children's academic achievement; the parents will be able to have conversations about literature that is interesting to their child, it will increase the conversations about school in general and ultimately positively impact the students' academic achievement. In addition, it will make parents feel comfortable when coming into school because their native language is appreciated and valued. The workshops will be presented by one of our bilingual teacher and one ESL teacher. The workshops series dates are Saturday, March 24, April 28, and May 26, 2012 from 9:00 am to 1:00 pm.

### Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	\$11,200	Afterschool Program ESL and Bilingual teachers provide supplementary instruction after school hours for ELLs students in grades 1-5. 4 teachers X 28 sessions X 2 hours X \$50.06
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	<b>11,200</b>	<b>11,200</b>