



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME :** PS/IS 87Q

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 24Q087

**PRINCIPAL:** CARYN MICHAELI      **EMAIL:** CMICHAE@SCHOOLS.NYC.GOV

**SUPERINTENDENT:**      MADELINE TAUB-CHAN

**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:**

1. 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\*.
2. 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.
3. Add rows as needed to ensure that all SLT members are listed.
4. 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.

Name	Position and Constituent Group Represented	Signature
CarynMichaeli	*Principal or Designee	
Marie Elias	*UFT Chapter Leader or Designee	
Carlos Mercado	*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	
Kristin Roma	Member/	
Jennifer Loftus	Member/	
Colleen Zarinsky	Member/	
Lucy Accardo	Member/	
Bernadette Beninnati	Member/	
Margaret Kane	Member/	
Sophia Stewart	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.

<b>Annual Goal #1</b> <ul style="list-style-type: none"><li>Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.</li><li><b>By June 2012 all students will produce a non-fiction writing piece resulting in a 60% increase in writing as measured by non-fiction rubric and depth of knowledge rubric.</b></li></ul>
<b>Comprehensive needs assessment</b> <ul style="list-style-type: none"><li>This goal was chosen to align writing with the CLS, in addition it is a city initiative. Students need to be immersed in thematic units to increase comprehension.</li></ul>
<b>Instructional strategies/activities</b> <ul style="list-style-type: none"><li>Teachers will meet during common planning 2x/wk for the 2011-2012 academic school year.</li><li>Teachers will meet during extended day 1x/wk to develop non-fiction tasks and rubrics the 2011-2012 academic school year.</li></ul>
<b>Strategies to increase parental involvement</b> <ul style="list-style-type: none"><li>Rubrics are sent home to facilitate learning and research</li><li>Tasks are sent home to facilitate learning and research</li><li>Texts and websites are sent home so parents can facilitate learning and research.</li></ul>
<b>Strategies for attracting Highly Qualified Teachers (HQT)</b> <ul style="list-style-type: none"><li>DOE Website</li><li>Teacher Finder</li><li>Job Recruitment Fairs</li></ul>
<b>Service and program coordination</b> <ul style="list-style-type: none"><li>N/A</li></ul>
<b>Budget and resources alignment</b> <ul style="list-style-type: none"><li>Title I funds: Books and technology</li><li>TL FSF funds: Paras, Coaches, Per Session</li></ul>

## 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.

<b>Annual Goal #2</b> <b>By June 2012, all students will participate in producing mathematical arguments and/or mathematical models showing an increase in mathematics as indicated by in house benchmarks.</b>
<b>Comprehensive needs assessment</b> <ul style="list-style-type: none"><li>This goal was chosen to align writing with the CLS, in addition it is a city initiative.</li></ul>
<b>Instructional strategies/activities</b> <ul style="list-style-type: none"><li>Teachers will meet during common planning 2x/wk for the 2011-2012 academic school year.</li><li>Teachers will meet during extended day 1x/wk to develop non-fiction tasks and rubrics the 2011-2012 academic school year.</li><li>All students will participate in producing mathematical arguments and/or mathematical models.</li></ul>
<b>Strategies to increase parental involvement</b> <ul style="list-style-type: none"><li>Rubrics are sent home to facilitate learning and research</li><li>Tasks are sent home to facilitate learning and research</li><li>Texts and websites are sent home so parents can facilitate learning and research.</li></ul>
<b>Strategies for attracting Highly Qualified Teachers (HQT)</b> <ul style="list-style-type: none"><li>DOE Website</li><li>Teacher Finder</li><li>Job Recruitment Fairs</li></ul>
<b>Service and program coordination</b>  N/A
<b>Budget and resources alignment</b> <ul style="list-style-type: none"><li>Title I funds: Books and technology</li><li>TL FSF funds: Paras, Coaches, Per Session</li></ul>

### 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**

**By June 2012, 90% of the teachers will continue to develop a curriculum on grammar and mechanics resulting in an increase in literacy, by 60% per in house benchmark assessments.**

#### **Comprehensive needs assessment**

- Teacher observations of student writing indicate the need to focus on grammar and mechanics in all student writing pieces.

#### **Instructional strategies/activities**

- Teachers and paraprofessionals will implement the following strategies /activities:
- Gum books
- Word Wisdom
- Program allotment for grammar/vocabulary
- Shared reading
- Guided reading.
- Teachers are involved in the decision making process regarding the academic assessments using observations of student writing, monthly assessments, center activities and the reading workshop.

#### **Strategies to increase parental involvement**

- Homework assignments and feedback on student writing pieces are sent home on a continuous basis.
- Teachers will continue to develop a curriculum on grammar and mechanics

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

- DOE Website
- Teacher Finder
- Job Recruitment Fairs

#### **Service and program coordination**

N/A

#### **Budget and resources alignment**

- Title I funds: Books and technology
- TL FSF funds: Paras, Coaches, Per Session

**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>	12	5	N/A	N/A	2	0	0	1
<b>1</b>	8	1	N/A	N/A	3	0	0	2
<b>2</b>	29	0	N/A	N/A	0	0	0	1
<b>3</b>	17	0	N/A	N/A	1	0	0	5
<b>4</b>	22	19	<b>18</b>	<b>20</b>	0	0	0	0
<b>5</b>	22	7	<b>20</b>	<b>5</b>	2	0	0	2
<b>6</b>	10	2	15	7	1	0	0	4
<b>7</b>	17	14	19	6	1	0	0	1
<b>8</b>	22	16	15	11	0	0	0	1
<b>9</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>10</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>11</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>12</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Small group instruction, StarFall, Reading Plus, Foundations, Study Island, Guided reading, 50 minutes extended day, Time to Know, Compass Learning
Mathematics	Small group instruction, Study Island, 50 minutes extended day, Time to Know, Compass Learning
Science	Study Island, Small group instruction
Social Studies	Study Island, Small group instruction
At-risk Services provided by the Guidance Counselor	Peer mediation, conflict resolution, 1:1 sessions, group sessions
At-risk Services provided by the School Psychologist	On an as needed basis
At-risk Services provided by the Social Worker	On an as needed basis
At-risk Health-related Services	Students see the health care provider for inhalers, nebulizers and medications

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

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

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**

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>Charles Amundsen</b>	District <b>24</b>	Borough <b>Queens</b>	School Number <b>087</b>
School Name <b>PS/IS 87Q</b>			

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

Principal <b>Caryn Michaeli</b>	Assistant Principal <b>Melissa Guarino</b>
Coach <b>Lucille Engel</b>	Coach <b>Lauren Fradella</b>
ESL Teacher <b>Stan Janusas</b>	Guidance Counselor <b>Fran Vella</b>
Teacher/Subject Area <b>Barbara Anderson -ELA</b>	Parent <b>Carlos Mercado</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Nick Dagnell</b>
Related Service Provider <b>Stan Janusas</b>	Other <b>Maria Russo, Clara Celentano</b>
Network Leader <b>Joanne Brucella</b>	Other <b>Myra Rivera, Lumineta Juapaj</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>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 education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>587</b>	Total Number of ELLs	<b>49</b>	ELLs as share of total student population (%)	<b>8.35%</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. 

When newly admitted students enter our school and begin the registration process, the parent or guardian is given an informal oral interview by the principal regarding the preferred language choice for their child. They are also given the Home Language Survey which requires the parent to answer several language choice questions regarding the major language for reading and writing, listening and speaking.

The LAP team members reflect the composition of the school community. The members are the Principal, Assistant Principal, Parent Coordinator, Guidance Counselor, para professionals(translators), classroom ELA teacher, parent and the ESL teacher. The principal conducts the informal oral interview for all newly enrolled students, the pupil personnel secretary gives the HLIS survey to the parent and help in interpreting the questions is given by the ESL teacher or translators available within the building. In our building we have three para professionals that are part of the LAP team. M. Rivera and C.Celentano speak Spanish. L. Juapaj speaks Albanian. The interpretation telephone service is utilized when an interpreter is unavailable in the building. Once it is established by the LAP team members that a child requires ELL services the LAB-R is administered to the newly arrived students within the first 10 days of school. If a LAP team member, usually the para professional translator determines that a newly admitted spanish speaking student requires the Spanish Lab then the LAB is administered by the ESL teacher in conjunction with the translator.

New identified ELL students use the following criteria before entering the ESL program at PS/IS 87:

- 1) The HLIS surveys are reviewed and informal interviews take place between the parent or guardian and the school personnel.
- 2) Students who are eligible for LAB-R are tested by the ESL teacher within the first 10 school days. Students scoring at or below the cut scores enter the ESL program and receive entitlement letters given by the ESL teacher.
- 3) A Parent meeting is conducted to educate parents in the Fall and enable them to fill out a program selection form. Translators are on hand to assist with the reading and description of available programs. We have another parent meeting in the Spring to speak with parents.
- 4) If the parent choice is ESL then the students are placed in the ESL program. If parent chooses TBE or Bilingual programs they are directed to another school in District 24 where a Bilingual or TBE class can more appropriately service their needs. The school does not have either one of the programs since we have very small numbers of ELLs speaking other languages.
- 5) After reviewing the program selections and parent surveys for the current school year, the trend that shows in our school is that the ELL parents prefer to keep their children in PS/IS 87, placing them in the ESL program. Based on parent letters for the current school year and the past four years reflect this trend.
- 6) Our school's program model of Free-standing ESL is aligned with our parental choice. In PS/IS 87, we have very small numbers of ELLs speaking other languages including: Polish, Spanish, Serbian, Albanian and Chinese. Therefore, we cannot open one uniform bilingual class on the grade and instead service our students according to the ESL program as per CR Part 154.

Parents of ELL students are informed of the TBE, Dual Language and Free Standing ESL program choices at the ELL orientation, parent conferences and during parent meetings. Currently only freestanding ESL is provided in our school. Parents who opt for TBE or

Dual Language services must transfer to schools who provide this this service. If TBE/or Dual Language is offered, parents are notified via email. Parent Coordinator collects parent emails including those of ELL students and creates a distribution list.

During the first ten days of the academic year, the one certified ESL teacher reviews the HLIS and the RLER for each of the new incoming kindergarten students, as well as any transfer students and new admits in any grade K through 8. The Assistant Principal runs the RLAB report on a weekly basis to see if there are any newly admitted students that require an interview/LAB. Also the Assistant Principal runs the RLAT report to determine NYSESLAT eligibility. The report is forwarded to the ESL teacher for his records. The Assistant Principal ensures that all four components are administered by the ESL teacher by utilizing a checklist. RLAT report is emailed to the Assistant Principal so it can be used for a checklist. All materials are locked in the Principal's office and are tracked through a check off sheet (RLAT). We do not have any ESL teachers without certification in the building. If the HLIS indicated LAB-R eligibility, then the student is administered an informal interview and if it is decided that the child's native language is most dominant then he/she is tested with the LAB-R English proficiency test. The Assistant Principal reviews the completed HILS to see whether the child is eligible for services and signs off on the HLIS. Parents are given video explanatory guides that explain NYC DOE procedures for parents of ELLs. They are then able to make an educated decision as to the language of instruction and program model for their child.

The parent letters and forms are sent home to the parents through the child's homework folder. Translated forms are given to ensure that each parent or guardian receives the information in their home language. The ESL teacher works with the classroom teachers to ensure that these letters and forms have been collected and returned to the school. Phone calls are made to those students homes to ensure that all forms are returned to school. The copies of the parent selection letters are placed in binders according to the student and housed in the Principal's Office. Continuation and Placement letters are distributed by the ESL teacher. Letters are brought back to the classroom teachers and then they forward them to the ESL teacher. All letters are then given to the Assistant Principal and placed in binders and housed in the Principal's office. Phone calls are made by te ESL teacher or Parent Coordenator to those students homes to ensure that all forms are returned to the school.

The ELL Breakdown for our Free Standing ESL Program is based on the number of students per grade in our push in/pull out program. We do not have ESL classes on each grade because parents tend to choose ESL not TBE/DL.

## 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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):

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	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Push-In</b>	0	4	10	5	5	8	5	2	10	0	0	0	0	49
<b>Total</b>	0	4	10	5	5	8	5	2	10	0	0	0	0	49

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	49	Newcomers (ELLs receiving service 0-3 years)	34	Special Education	29
SIFE	0	ELLs receiving service 4-6 years	13	Long-Term (completed 6 years)	2

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	34	0	18	13	0	10	2	0	1	49
<b>Total</b>	<b>34</b>	<b>0</b>	<b>18</b>	<b>13</b>	<b>0</b>	<b>10</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>49</b>

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

### C. Home Language Breakdown and ELL Programs

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

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

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	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	0	2	7	3	4	7	5	1	8	0	0	0	0	37
Chinese	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	0	0	2	1	1	0	0	0	1	0	0	0	0	5
Albanian	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Other	1	0	0	1	0	0	0	1	1	0	0	0	0	4
<b>TOTAL</b>	<b>1</b>	<b>3</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>8</b>	<b>5</b>	<b>2</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>49</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?

In our Free-standing ESL program, ELLs are primarily served by the push-in model and some students participate in a pull-out model where they are grouped according to their level of proficiency not necessarily their grade level. In this respect, our students receive full ESL support along with their regular class and in that framework. Collaborative planning between the classroom teacher and the ESL teacher is built into their programs so that the ESL teacher is supporting the curriculum with incorporating the ESL standards/strategies. This ensures that the ELL students fully participate in all aspects of the PS/IS 87 programs. During the 37 ½ minutes, all ELLs participate in the school-wide academic enrichment and tutoring. The schedule is created to reflect the CR Part 154 mandated number of units for each level of ELL proficiency. Beginners and Intermediate ELL students receive 360 minutes a week of ESL and Advanced ELL students receive 180 minutes a week of ESL.

## A. Programming and Scheduling Information

In order to annually evaluate ELLs in the classrooms they are administered running records every other month. Their reading levels are then shared with the ESL teacher. Skills lessons are provided on a daily basis in the classroom and the ELL students are afforded the same opportunities to participate in skills lessons and small group strategy lessons as well as guided reading lessons. We currently do not have a TBE/DL program in our school. In the ESL program the teacher uses the genre studies, reading skills and the school pacing calendar as well as grammar books G.U.M. and Word Wisdom for vocabulary building, Harcourt math grades K- 5, McDougal Littell grade 6-8. The ESL teacher has daily correspondence with the classroom teachers regarding any struggles the student is having. Teachers review student performance data on a regular basis and design units of study to meet the diverse needs of students while targeting grade-level/course standards. When a new ELL student arrives in our school and does not speak English we utilize the translators we have in the building. If needed, we test the student in his/her native language until he/she acquires enough of the English language to be tested in.

In our ESL program model, native language support is present but only in the very early stages of the student's career. Typically, a kindergarten Polish speaking student might orally translate nouns and commands to himself from the English just until comprehension and scaffolding vocabulary can replace this. In grades K-2 the ELL teacher is using rhymes, chanting and choral readings to help support language. Older age students are encouraged to use bilingual glossaries in their classrooms as well as when preparing for the state exams. Content area instruction is based on the Social Studies State Standards and the CLS . The skills are embedded into the curriculum to support the ELA standards. In content area instruction, teachers try to include references from the students' home country, customs, geography, politics etc. in order to tap into prior knowledge. The Middle School ELL, General Education and Special Education students are afforded the opportunity of taking Spanish as a language elective one period a day four times a week. All the required services support and resources correspond to the ELL's ages and grade levels. ELL students receive speech, OT, PT, special education services and guidance accordance to their IEPs.

We currently have no SIFE students in our program. In order to meet their needs, ESL instruction will revolve around leveled reading with language and grammar slightly above the student's reading level. Content area materials are used to aide in comprehension while teaching academically appropriate content. Skills and strategies are imbedded in each lesson so that ELL students do not miss these important learning components. SIFE students receive extended instructional time, which would be offered through after-school classes or tutoring, Saturday programs, and/or summer programs.

Newcomers in the school for less than three years are paired with advanced students in the class and group work. Dialogues and role play are implemented to build conversation and listening/speaking skills. These students remain in their classroom for the state mandated hours of ESL instruction. Audio materials as well as picture dictionaries help to bridge the language gap and speed up comprehension. In order to assist newly enrolled ELL students before the beginning of the school year the ELLs are recommended for summer school sites to offer assistance in the acquiring the English language. NCLB students as well as other ELL students are immersed in the Reading Plus computer program which assists with tracking as well as comprehension skills. Content area materials are used to aide in comprehension while teaching academically appropriate content.

ELLs that are in our ESL program for 4 to 6 years, follow the transition from intermediate to advanced proficiency. Their services are lessened to 4 times a week and they remain in their class while an ESL teacher pushes in to their class. Scaffolds employed at this level include: genre texts with simplified English, charts and pictures with vocabulary words clearly defined and used in their correct contexts. Grammar and writing materials are supplemented and Bilingual dictionaries utilized both in the classrooms as well as during ESL class. This ensures that there is continuity across the classes.

Long term ELLs receive reading and comprehension skills to raise their reading and writing abilities. The focus is on improving grammar, spelling, syntax and reading comprehension. (Skimming, scanning topic sentences, reading for meaning, critiquing act...)

Special needs ELLs receive ESL services in small group or CTT class. Their IEP's are closely reviewed to allow for accurate target instruction and planning that revolves around the students learning disability or particular area of difficulty. Visual aids and audio language tapes are employed as needed to aide in teaching the curriculum. Students, who reach NYSESLAT proficiency, continue to receive support from the ESL teacher as well as AIS support.

A majority of our ELL students are special education students which have been in the ESL program for many years and eventually become

## A. Programming and Scheduling Information

X-Coded because it is not a language problem but a learning problem instead. Those students who test out of ESL are then afforded the opportunity of receiving supports for an additional two years in testing modifications as well as the classroom teachers working with former ELLs in small group guided reading lessons, strategy lessons and skills lessons.

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

### Courses Taught in Languages Other than English

#### 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?
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?

Our school offers its ELL population a variety of targeted interventions. During ELA instruction, these students receive small group instruction focusing on the skill at hand. Guided reading groups meet throughout the ELA block to ensure that each student is moving upwards in both level and comprehension. In the content area instruction, teachers conduct small group strategy lessons with these ELLs to ascertain their comprehension and ability to carry out prescribed tasks. The leveled classroom library incorporates student books in their native language to help support their learning. Targeted interventions for Math, Science and Social Studies is incorporated through our computer programs: Study Island where teacher can create specific lessons according to what supports the student requires. Also Compass Learning computer program encompasses Math, Science and Social Studies tasks.

## 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.
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Proficient ELL students at PS/IS 87 are continually provided with the full range of ELL modifications during all tests. This mandate is applied to the ELLs for a full two years after they have exited the ESL program. Former ELLs are pulled into the classroom-small group instruction in order to give them the extra support during this transition period.

An improvement that will be considered for the upcoming year will be the alignment of the Common Core State Standards in Language Development and Speaking and Listening in the ESL program by incorporating public speaking and dramatic plays.

The ESL Academic Afterschool program has been cut from 4 days to 2 days and only one ESL teacher due to budgetary constraints. The program is available to all students in grades 1-8 who are currently participating in the ESL program. Parent letters are sent home to inform the parents of the ESL program and the days in which the program will run. The participation rate is based on the amount of letters returned to school. The program focuses on English Language Arts incorporating the ESL strategies. Teachers conduct strategy lessons to build comprehension. The teacher emphasizes vocabulary, reading fluency and writing skills through choral reading, rhymes, shared reading and chants in all grades. Poems and songs are incorporated into the program. Guided Reading is utilized to achieve fluency throughout the grade levels. One licensed ESL teacher provides instruction for the Title III Program. The program runs Tuesday and Wednesday. There are two groups which are based on abilities according to the NYSESLAT data. The ESL teacher provides instruction on Tuesday to the Beginners and Low Intermediate students. The same ESL teacher provides instruction on Wednesday to the High Intermediate and Advanced students. The hours are 3:15pm – 4:30pm.

The program was posted in order to obtain one highly qualified ESL teacher to teach the afterschool program. The program is 3 hours a week and runs for 20 weeks.

Our school offers an AIS program and an enrichment program as part of the 37 1/2 minutes on Tuesday and Thursday. If an ELL student scored a Level 2 or below in either ELA or Math they fully participate in the AIS program where there are no more than ten students in the class and receive skills and strategies to assist in lifting their level of learning whether it is math or ELA. Within the the ELA portion content areas such as Science and Social Studies non fictional texts are used. If an ELL student scored higher than a level 2 on either ELA or Math test then they fully participate in our enrichment program where they are able to choose from a menu of activities to participate in.

Our school has incorporated many technology based intervention programs. Our ELLs fully participate in such computer programs as: Study Island, Reading Plus, and Star Fall. The fourth grade ELL, General Education and Special Education students are utilizing Time To Know computer program and the fifth grade is utilizing Compass Learning computer program. Compass Learning and Time To Know both

## B. Programming and Scheduling Information--Continued

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

**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)?

We currently do not have a Dual Language Program.

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

**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.

The ESL teacher in PS/IS 87 attend several different types of professional development seminars. They are invited to participate in the ESL workshops run by District 24, ISC BESIS meetings and internal DOE workshops run by The Office of English Language Learners.

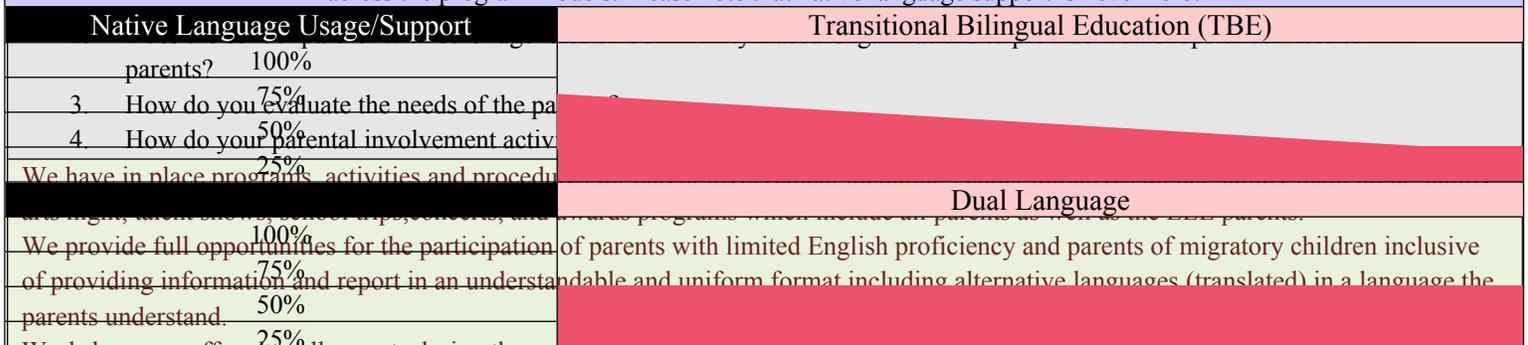
Our school runs in house professional development by the CFN and training sessions for new teachers of ELLs in the classroom. New teachers receive the instruction and support they need to better provide their ELL students with the skills they need to thrive in the classroom. Our professional development days are used to provide these teachers with the mandated hours (7.5 hours) they require for ESL training. The sign in agenda/attendance sheet is maintained to show the meeting of the requirement. Our staff continues to collaborate with the ESL teacher regarding the specialized instruction that will support our ELLs in their learning as they progress from the elementary to middle school years. Assistant Principals, Common Branch teachers, Paraprofessionals, Special Education teachers, Guidance Counselors, OT, PT, Speech Therapists, School Secretaries, and Parent Coordinators participate in professional development.

Assistant Principals, Common Branch teachers, Middle School teachers, Paraprofessionals, Special Education teachers, Guidance Counselors, OT, PT, and Speech Therapists, participate in common planning time on a weekly basis which encompasses the all the academic curriculum for all students including general education, special education and ELLs. All staff members receive professional development on the new CLS in all academic areas.

The Guidance Counselor participates in CAPP- Anti bullying activities with ELLs as well as general education students including diversity training using a sheet of paper students close their eyes and fold the paper in half and then in half again rip one corner then turn paper over and rip another corner- students open their eyes and see the different results using the same directions. Guidance Counselor also assists the ELLs with their high school applications to prepare them for secondary schools.

**Native Language Usage and Supports**

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



## **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?

We have in place programs, activities and procedures for parent involvement including gender initiatives nights, family math night, family arts night, talent shows, school trips, concerts, and awards programs which include all parents as well as the ELL parents.

We provide full opportunities for the participation of parents with limited English proficiency and parents of migratory children inclusive of providing information and report in an understandable and uniform format including alternative languages (translated) in a language the parents understand.

Workshops are offered to all parents during the year including parents of ELL students. Many of these workshops are in partnership with other agencies and CBO's i.e., NYC Police and Fire Department, NY Mets, NY Islanders, Museum of Natural History, Queens Public Library and the Middle Village Adult Center.

All of our workshops are offered and planned based on parent needs through parent surveys. Workshops promote their full partnership in their child's education, decision making and advisory committees to assist in the education of their children.

At least twice a year, mandated ELL meetings are held which introduce parents to the ELL programs, the school's goals and objectives, state standards, assessments (LAB-R and NYSESLAT), the core curriculum and essential ESL strategies. The ELL coordinator facilitates these meetings for newly enrolled ELL students and their parents. Data and documents are provided to the parents in a variety of language translations. The introductory video and DVD are also shown in the languages needed by our parent body.

Parents needs are evaluated through face to face parent meetings, inquiries to parents via our distribution network which is emails and parent mailings. Specific forms include DOE annual survey, school surveys, PA meetings, parent questionnaires all of which are distributed thru the Parent Coordinator. All documents that are sent home are translated into the parents home language. Translation services are sent up by the Parent Coordinator required.

Parents are also invited to register for Math and Reading technology workshops to monitor their children's online progress through ARIS.

## **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)?

## B. Programming and Scheduling Information--Continued

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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?

Our school offers its ELL population a variety of targeted interventions. During ELA instruction, these students receive small group instruction focusing on the skill at hand. Guided reading groups meet throughout the ELA block to ensure that each student is moving upwards in both level and comprehension. In the content area instruction, teachers conduct small group strategy lessons with these ELLs to ascertain their comprehension and ability to carry out prescribed tasks. The leveled classroom library incorporates student books in their native language to help support their learning. Targeted interventions for Math, Science and Social Studies is incorporated through our computer programs: Study Island where teacher can create specific lessons according to what supports the student requires. Also Compass Learning computer program encompasses Math, Science and Social Studies tasks.

Proficient ELL students at PS/IS 87 are continually provided with the full range of ELL modifications during all tests. This mandate is applied to the ELLs for a full two years after they have exited the ESL program. Former ELLs are pulled into the classroom-small group instruction in order to give them the extra support during this transition period.

An improvement that will be considered for the upcoming year will be the alignment of the Common Core State Standards in Language Development and Speaking and Listening in the ESL program by incorporating public speaking and dramatic plays.

The ESL Academic Afterschool program has been cut from 4 days to 2 days and only one ESL teacher due to budgetary constraints. The program is available to all students in grades 1-8 who are currently participating in the ESL program. Parent letters are sent home to inform the parents of the ESL program and the days in which the program will run. The participation rate is based on the amount of letters returned to school. The program focuses on English Language Arts incorporating the ESL strategies. Teachers conduct strategy lessons to build comprehension. The teacher emphasizes vocabulary, reading fluency and writing skills through choral reading, rhymes, shared reading and chants in all grades. Poems and songs are incorporated into the program. Guided Reading is utilized to achieve fluency throughout the grade levels. One licensed ESL teacher provides instruction for the Title III Program. The program runs Tuesday and Wednesday. There are two groups which are based on abilities according to the NYSESLAT data. The ESL teacher provides instruction on Tuesday to the Beginners and Low Intermediate students. The same ESL teacher provides instruction on Wednesday to the High Intermediate and Advanced students. The hours are 3:15pm – 4:30pm.

The program was posted in order to obtain one highly qualified ESL teacher to teach the afterschool program. The program is 3 hours a week and runs for 20 weeks.

Our school offers an AIS program and an enrichment program as part of the 37 1/2 minutes on Tuesday and Thursday. If an ELL student scored a Level 2 or below in either ELA or Math they fully participate in the AIS program where there are no more than ten students in the class and receive skills and strategies to assist in lifting their level of learning whether it is math or ELA. Within the the ELA portion content areas such as Science and Social Studies non fictional texts are used. If an ELL student scored higher than a level 2 on either ELA or Math test then they fully participate in our enrichment program where they are able to choose from a menu of activities to participate in.

Our school has incorporated many technology based intervention programs. Our ELLs fully participate in such computer programs as: Study Island, Reading Plus, and Star Fall. The fourth grade ELL, General Education and Special Education students are utilizing Time To Know computer program and the fifth grade is utilizing Compass Learning computer program. Compass Learning and Time To Know both

## B. Programming and Scheduling Information--Continued

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### 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)?

We currently do not have a Dual Language Program.

## 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.

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## 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)	0	3	1	0	2	4	2	0	2	0	0	0	0	14
Intermediate(I)	0	1	2	3	2	2	2	0	3	0	0	0	0	15
Advanced (A)	0	0	7	2	1	2	1	2	5	0	0	0	0	20
Total	0	4	10	5	5	8	5	2	10	0	0	0	0	49

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	1	0	0	0	0	0	0	0	0	0	0	0
	I	0	2	0	1	1	1	2	0	2	0	0	0	0
	A	0	0	9	2	4	5	2	2	3	0	0	0	0
	P	0	1	1	2	0	2	1	0	5	0	0	0	0
READING/ WRITING	B	0	3	1	0	2	4	2	0	2	0	0	0	0
	I	0	1	2	3	2	2	2	0	3	0	0	0	0
	A	0	0	4	2	1	2	1	2	3	0	0	0	0
	P	0	0	3	0	0	0	0	0	2	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	0	0	0	1
4	2	0	1	0	3
5	4	2	1	0	7
6	3	2	0	0	5
7	0	2	0	0	2
8	3	6	1	0	10
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			1						1
4	1	0	1	0	2	0	0	0	4
5	3	1	2	0	2	0	0	0	8
6	1	1	3	0	0	0	0	0	5
7	0	0	1	0	1	0	0	0	2
8	3	0	5	0	1	1	0	0	10
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	3	0	4	0	0	0	8
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)								
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

## 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

**School Name:**

**PS/IS 87Q**

**School DBN: 24Q087**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Caryn Michaeli	Principal		10/26/11
Melissa Guarino	Assistant Principal		10/26/11
Nick Dagnell	Parent Coordinator		10/26/11
STan Janusas	ESL Teacher		10/26/11
Carlos Mercado	Parent		10/26/11
Barbara Anderson	Teacher/Subject Area		10/26/11
	Teacher/Subject Area		10/26/11
Lucille Engel	Coach		10/26/11
Lauren Fradella	Coach		10/26/11
Fran Vella	Guidance Counselor		10/26/11
Joanne Brucella	Network Leader		10/26/11
Maria Russo	Other <u>school secretary</u>		10/26/11
Myra Rivera	Other <u>paraprofessional</u>		10/26/11
Lumineta Juapaj	Other <u>paraprofessional</u>		10/26/11
Clara Celentano	Other <u>paraprofessional</u>		10/26/11

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 24Q087      **School Name:** PS/IS 87

**Cluster:** 2      **Network:** CFN 210

**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**

---

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.

The parents requiring language assistance is determined within the required 30 day period from the date of enrollment. The ATS system is coded accordingly to reflect language assistance as well as the student emergency blue card. In addition, periodic surveys are conducted to determine if parents prefer notices in their native languages. Parents of ELL students are provided with notifications in both English and their native language. Oral interpretations are provided through school staff, parent volunteers and the translation unit. These translation services are arranged and provided through the Parent Coordinator.

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.

. Findings are reported to our school Leadership Team, as well as our Title 1 Committee and our School Based Support Team. In addition, this information is disseminated by constituent members and also conveyed to our faculty and parents at Parent Association meetings.

## 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.

Written translation services are provided through our Parent Coordinator by in-house staff, parent volunteers and the Translation & Interpretation Unit for the D.O.E. Languages at our school include Spanish, Polish, Chinese and Albanian. Notices are sent with translated attachments via our parent email distribution list and backpacked with students to communicate effectively.

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.

Oral translation services are also provided through our Parent Coordinator by in-house staff, parent volunteers, and the Translation & Interpretation Unit of the D.O.E. Languages at our school include Spanish, Polish, Chinese and Albanian.

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 are provided the Bill of Parent's Rights and Responsibilities in their preferred language to include their rights for Translation & Interpretation Services. Notices are conspicuously posted at our main entrance in covered languages stating the availability of translations and interpretation services. In addition, the D.O.E. website is provided to all parents whose preferred language is other than English on how to access information in their language and how to access the Translation & Interpretation Unit of the D.O.E.

## 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: PS/IS 87Q	DBN: 24Q087
Cluster Leader: Charles Amundsen	Network Leader: Joanne Brucella
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

## 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:

The school presently has an enrollment of 49 ELLs out of a total population of 587 students in the building. 76% of our ELLs are Spanish speaking, 10% are Polish, 2% are Chinese, 4% are Albanian and 8% are composed of lower incidence languages. PS/IS 87Q recognizes the needs of its English Language Learners. We have a Language Acquisition Policy and a supportive staff who are dedicated to delivery and instruction with academic rigor. The curriculum utilized in ELL classes is aligned with the NYS standards in ESL. All ELLs are serviced by licensed teachers. We service our students through a push-in and pull-out combination model. As per CR-Part 154, all students are receiving the minimum number of minutes of ESL weekly instruction.

The ESL Academic Afterschool program has been cut from 4 days to 2 days and only one ESL teacher due to budgetary constraints. The program is available to all students in grades 1-8 who are currently participating in the ESL program. Parent letters are sent home to inform the parents of the ESL program and the days in which the program will run. The participation rate is based on the amount of letters returned to school. The program focuses on English Language Arts incorporating the ESL strategies. Teachers conduct strategy lessons to build comprehension. The teacher emphasizes vocabulary, reading fluency and writing skills through choral reading, rhymes, shared reading and chants in all grades. Poems and songs are incorporated into the program. Guided Reading is utilized to achieve fluency throughout the grade levels.

One licensed ESL teacher and a General Education teacher provide instruction for the Title III Program. The General Education teacher provides support to the ELL students along with the ESL teacher. The program runs Tuesday and Thursday. There are two groups: Grades 1 – 4 meet on Tuesday and Grades 5 – 8 meet on Thursday. Within the class the students are broken up into small groups based on their NYSESLAT scores according to their abilities. The teacher works on preparing the students for the NYSESLAT as well as small group strategy lessons implementing the ESL strategies. The hours are 3:15pm – 4:30pm. The program was posted in order to obtain one highly qualified ESL teacher and one highly qualified General Education teacher to teach the afterschool program. The program is 3 hours a week and runs for 20 weeks.

The following supplies will be purchased with Title III funds to enhance the After School Program:

- Books on tape
- Book bins
- Leveled Books?????

### 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: Our school runs in house professional development by the CFN and training sessions for new teachers of ELLs in the classroom. New teachers receive the instruction and support they need to better provide their ELL students with the skills they need to thrive in the classroom. Our professional development days are used to provide these teachers with the mandated hours (7.5 hours) they require for ESL training. Our staff continues to collaborate with the ESL teacher regarding the specialized instruction that will support our ELLs in their learning as they progress from the elementary to middle school years. Assistant Principals, Common Branch teachers, Paraprofessionals, Special Education teachers, Guidance Counselors, OT, PT, and Speech Therapists participate in common planning time once a month which encompasses the all the academic curriculum for all students including general education, special education and ELLs.

The ESL teacher in PS/IS 87 attends several different types of professional development seminars. He is invited to participate in the ESL workshops run by the CFN 210, District 24 ISC BESIS meetings and internal DOE workshops run by the Office of English Language Learners.

### Part D: Parental Engagement Activities

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

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

Begin description here: We have in place programs, activities and procedures for parent involvement including gender initiatives nights, family math night, family arts night, talent shows, school trips,concerts, and awards programs which include all parents as well as the ELL parents.

We provide full opportunities for the participation of parents with limited English proficiency and parents of migratory children inclusive of providing information and report in an understandable and

#### Part D: Parental Engagement Activities

uniform format including alternative languages (translated) in a language the parents understand.

Workshops are offered to all parents during the year including parents of ELL students. Many of these workshops are in partnership with other agencies and CBO's i.e., NYC Police and Fire Department, NY Mets, NY Islanders, Museum of Natural History, Queens Public Library and the Middle Village Adult Center.

All of our workshops are offered and planned based on parent needs through parent surveys. Workshops promote their full partnership in their child's education, decision making and advisory committees to assist in the education of their children.

At least twice a year, mandated ELL meetings are held which introduce parents to the ELL programs, the school's goals and objectives, state standards, assessments ( LAB-R and NYSESLAT), the core curriculum and essential ESL strategies. The ELL coordinator facilitates these meetings for newly enrolled ELL students and their parents. Data and documents are provided to the parents in a variety of language translations. The introductory video and DVD are also shown in the languages needed by our parent body.

Parents needs are evaluated through face to face parent meetings, inquiries to parents via our distribution network which is emails and parent mailings. Specific forms include DOE annual survey, school surveys, PA meetings, parent questionnaires all of which are distributed thru the Parent Coordinator. All documents that are sent home are translated into the parents home language. Translation services are sent up by the Parent Coordinator required.

Parents are also invited to register for Math and Reading technology workshops to monitor their children's online progress through ARIS.

**Part D: Parental Engagement Activities**

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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: \$

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>		
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>		