



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: P.S 87

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 11x087

PRINCIPAL: DONNA ANAMAN

EMAIL: DANAMAN@SCHOOLS.NYC.GOV

SUPERINTENDENT: ELIZABETH WHITE

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Donna Anaman	*Principal or Designee	
Sandra Sullins	*UFT Chapter Leader or Designee	
Etta Smith	*PA/PTA President or Designated Co-President	
Susan Occhiuto	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	
Sia Harvey	Member/Teacher	
Kalilah Brown	Member/Paraprofessional	
Diana Thomas	Member/Parent	
Farnaz Allie	Member/Parent	
Floyd Griffith	Member/Parent	
Patsy Quashie	Member/Assistant Principal	
Carmen Nararro	Member/Parent	
Tamara Taylor	Member/Parent	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 Tax Levy Title IA Title IIA Title III Set Aside Grants

x Other-describe here: _Title 1 Priority

 Focus _____**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Per Diem money for Team Leaders to meet with Cabinet and Network staff for Professional Development

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

While the school collects data from multiple sources, there is limited evidence of a systematic approach to data analysis across grade levels. There is limited evidence that data analysis is consistently used as a tool to identify school-wide, grade, class and individual student needs to inform curriculum, support instruction and improve student outcomes (P.2)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

100% of classroom teachers will use a school wide protocol for capturing and organizing student achievement data to inform planning for “in school” and after school academic interventions.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.
- During grade level team meetings, teachers will be provided with professional development on how to effectively analyze data from multiple sources
- School Cabinet will meet to analyze data from multiple sources to determine grade level and schoolwide trends, professional development needs of teachers and schoolwide academic intervention supports
- Supervisors and coaches will meet with teachers to review current student data as it is available and develop action plans to inform instruction.
- Supervisors, during formal and informal observations, will use the Danielson rubric to assess instructional practices that demonstrate evidence of the use of data.
- Professional Development will be provided for teachers in the use of individual conferencing data to improve student reading outcomes
- Professional Development will be provided for paraprofessionals in Great Leaps Academic Intervention Program
- Hire “F” Status teachers to provide “in school” Academic Intervention Services
- Teacher Teams and Cabinet will develop and implement protocols for systematic use of data to inform instructional decisions
- Based on data, provide AIS services for Grade 1 students after school

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

x

 Tax Levy Title IA Title IIA Title III Set Aside Grants

x Other-describe here: _ Title 1 Priority

 Focus _____**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Hire an "F" status teacher for "in school" Academic Interventions
- Per Diem coverage for teacher team professional development
- Per Diem coverage for para professional development in Great Leaps
- Purchase Great Leaps ELA and Math Program
- READ afterschool Academic Intervention for Grade 1 students (Per session activity)
- READ afterschool Academic Intervention - Vendor
- After School Academic Intervention program for Grades 2-5 students (Per session activity)
- Supervisor per session activity
- Saturday Academy for grades 3-5 students (per session activity)
- Making Meaning Professional Development in the use of IDR conference data (Per diem to cover teachers and cost of Making Meaning coach)
- Ed Para bulk

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

In observed classrooms, the review team found limited evidence of differentiated instruction in content, process or product. While teachers did have students working individually, in pairs, and all groups, there was limited evidence that teachers used differentiated instruction among students groups or matched instructional materials according to the different abilities of students.

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Administrators will use the observation process to assess the degree to which the enacted curriculum reflects the principals of Universal Design for Learning (UDL) and differentiation that were planned for in two common core aligned units, and will give teachers actionable feedback to strengthen in-classroom implementation.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation
- Increase time for teachers to plan together through a reorganization of the prep schedule so that teachers in Grades 1-5 have a common prep daily and back to back common prep and professional prep once a week. Teacher Teams will also meet for planning on Wednesdays for 50 minutes
- Provide professional development for teacher teams using Network support on designing and planning instruction to meet the needs of all learners using the principals of Universal Design for Learning and Cabinet professional development
- Provide professional development for Teacher Teams in the use of student work data to drive differentiated instruction
- Targets: Each unit plan/template will include UDL strategies based on student work data and aligned to the Common Core State Standards
- Each unit will include interim assessments within the unit
- Completed work products from students including students with disabilities that show improvement from the pre assessment to the post assessment.

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

x

 Tax Levy Title IA Title IIA Title III Set Aside Grants

x Other-describe here: __ Title 1 Priority

 Focus _____**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Per diem coverage for teachers during professional development
- Teacher per session
- Prep period coverage
- Professional Development Vendor - AUSSIE/Editure, Developmental Center/Making Meaning, School Improvement Network PD 360
-

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Due to the high number of reported incidents, NYS has asked the school to create an Incident Reduction Plan

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

- | | | |
|----------------------------------------------------------------------------------------------|---|------------------------------------------------------------|
| <input type="checkbox"/> 5.2 Systems and partnerships | x | <input type="checkbox"/> 5.4 Safety |
| <input checked="" type="checkbox"/> 5.3 Vision for social and emotional developmental health | | <input type="checkbox"/> 5.5 Use of data and student needs |

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2013, P.S. 87 will reduce the number of Level 3 (Disruptive Behavior) OORS incidents by 15% from 46% to 40%.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.
- **Fully implement Year 2 of the Positive Behavior Intervention System (PBIS) in the school**
- **Develop monthly Character Traits and lesson plans for teachers and students**
- **Implement monthly assemblies to build community and launch each character trait**
- **Use SWISS data system to collect, analyze and monitor student Office Referrals and interventions**
- **Conduct Mid-Year survey of teacher and students**
- **Mid-Year OORS results**
- **Conduct five meetings with School Aides during the school year to review procedures and incidents in the lunch room**
- **Work with the Network to ensure appropriate assessment and reporting of incidents.**

Budget and resource alignment

- Indicate your school's Title I status: XSchool Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

- | | | | | | | |
|----------------------------------------------|-----------------------------------|------------------------------------|------------------------------------|------------------------------------|---------------------------------|-----------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Tax Levy | <input type="checkbox"/> Title IA | <input type="checkbox"/> Title IIA | <input type="checkbox"/> Title III | <input type="checkbox"/> Set Aside | <input type="checkbox"/> Grants | x Other-describe here: <input checked="" type="checkbox"/> Title 1 Priority |
| | | | | | | <input type="checkbox"/> Focus_____ |

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Per diem coverage for PBIS Network Training
- Funds to replenish School Store

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Per session for teachers presenting workshops
- Refreshments
- Non –Contractual services/parent involvement
- Materials

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA Grade 1-5	Ready STARS (2-5)	Small group	During the school day
	Great Leaps (K-5)	1:1	During the school day
	READ (Grade 1)	1:1	After School
	Wilson	Small group	During the school day
	Foundations (K-2)	Whole Class	During the school day
Mathematics	Ready STAMS (2-5)	Small group	During the school day
	Great Leaps Math (1-5)	1:1	During the school day
Science	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	N/A	N/A	N/A

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

All teachers at P.S. 87 are Highly Qualified.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the 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-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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

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 will 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 prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's 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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Sumita Kaufhold	District 11	Borough Bronx	School Number 087
School Name P.S. 87			

B. Language Allocation Policy Team Composition

Principal Donna Anaman	Assistant Principal Loydie Vertus, Patsy Quashie
Coach type here	Coach type here
ESL Teacher Wilma Martinez	Guidance Counselor Gina Salemi
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Susan Garcia
Related Service Provider James Perry	Other type here
Network Leader Sumita Kaufhold	Other type here

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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	570	Total Number of ELLs	9	ELLs as share of total student population (%)	1.58%
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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. 

See response to questions 1-6 here

- 1) ELL's are assessed for placement at P.S. 87 through the LAB-R and NYSESLAT scores for English language proficiency levels (Beginner, Intermediate and Advanced). Working with the Pupil Personnel Secretary, the ESL teacher (who is certified) conducts informal oral interviews when the Home Language Survey is filled out. New parents fill out the HLIS and according to their responses concerning their primary language, students are tested with the LAB-R in English first and on another language accordingly. Formal interviews and initial assessments are conducted by our ESL teacher in English and Spanish. If necessary, translators from the Department of Education are used for other languages. To evaluate our ELLs annually, the NYSESLAT is given every Spring (April-May).
- 2) At P.S. 87, we only offer a free standing ESL pull out program to our bilingual population, which is very small. Parents are given the choice to register their children in neighborhood schools that offer other programs like Bilingual, Transitional Bilingual or Dual Language if necessary. The ESL teacher explains these choices to parents at the Parent Orientation meeting which is held at the beginning of the school year. Parents are invited to a special meeting held by the Principal, the Parent Coordinator and the ESL teacher. At this meeting, parents are presented with the Orientation Video, the Guide for Parents of ELLs, the Entitlement letters, a Parents' Survey and Program Selection Forms. Translations are available if necessary. Placement for ELLs in our ESL Freestanding (pull out) program is done within 10 days of school opening.
- 3) To ensure that Entitlement letters are distributed and Parent Survey and Program Selections are returned, parents receive these forms personally at the orientation meeting. Forms are signed at the meeting and stored at the school.
- 4) The criteria we used to place identified ELLs in our Free Standing ESL pull out program depends on parental choice. All choices that are available to parents in and outside of our school are explained. School translators or DOE translators are used. Periodically, we review our parent choice letters in the event that we have 15 or more students for a Transitional Program, we will consider opening this program in our school.
- 5) After reviewing the Parent Survey and Program Selection forms for the past few years, our parents have preferred to leave their children here at P.S. 87, where we only offer a Free Standing pull out ESL program; even though we do explain to them the other program choices in neighborhood schools.
- 6) The program models offered at our school are aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	8	Special Education	1
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	7	0	1	1	0	0	0	0	0	8
Total	7	0	1	1	0	0	0	0	0	8

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

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

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	
TOTAL	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: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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

A. Programming and Scheduling Information

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?

Paste response to questions 1-7 here

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

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

2a) P.S. 87 has a very small ELL population of 9 students and only offers a Free Standing ESL Pull Out Program. Due to this fact, we do not have a full time ESL teacher. Our ESL teacher, who works on "F" status, services students on Tuesdays and Wednesdays. Beginner students receive 180 minutes per week, Intermediate students 180 minutes per week and Advanced 180 minutes per week. Classroom teachers extend the ESL services in their subject areas using ESL methodologies like Total Physical Response, visual aids, videos, computers, smart boards, role modeling and manipulatives. As per CR Part 154, our Advanced students receive 180 minutes per week of ELA instruction by their classroom teacher.

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

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

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

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

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

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

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

Courses Taught in Languages Other than English *①*

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:			

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

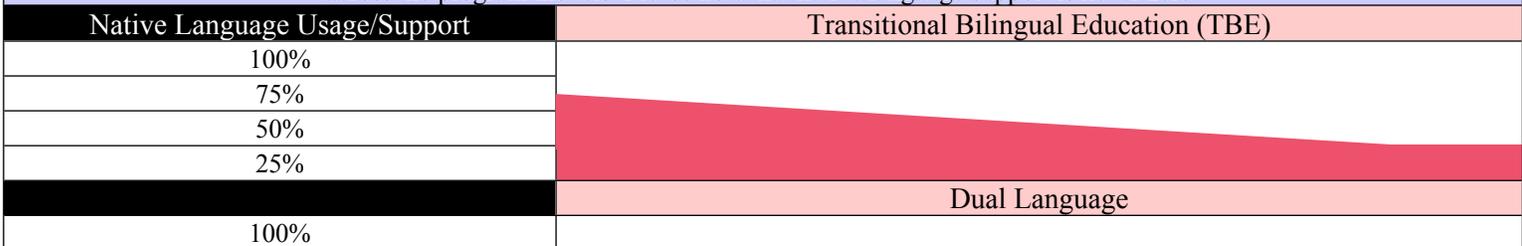
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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.



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.			

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?

Paste response to questions 8-17 here

- 8) At P.S. 87, we provide intervention programs through our Extended Day programs and Saturday Academy for our Ells to help them improve in ELA/Reading, Math, Social Studies and Science. These services are provided and taught in English. ELL students also participate in a range of enrichment activities such as dance, dram, art, musical performances and trips to cultural institutions around the City. They are also provided with glossaries, dictionaries, library materials during class time and also to take home.
- 9) For our continuing transitional support for ELLs reaching proficiency on the NYSESLAT we offer them the same activities listed above. We also provide testing accommodations when taking the City and State exams. For example, extended time, separate locations and bilingual dictionaries or glossaries are offered if needed. Our ESL teacher continues to work with students for supplemental reading and writing.
- 10) So far, we have implemented Raz Kids an online reading program in Grades K-2 and 5 that students can access from home.
- 11) As of today, our plan is to continue to deliver quality services to our ESL population in our school. We are not planning to discontinue this service.
- 12) Our After School services, Extended Day activities and Saturday Academy are open to all our ELLs in need of extra services in English. We will happily accommodate these students in any special programs so they can succeed in all content areas, academically and socially.
- 13) Instructional materials used by ELLs include:
- * laptops and desktop computers - Grades 3 and 4 are part of the Chancellor's iZone Digital Teaching Platform pilot
 - * Math Everyday Math, Math Steps
 - * ELA – Junior Great Books, Making Meaning, Reading and Writing Curriculum supported by Classroom Libraries
 - * Social Studies – Scott Foresman Series
 - * Science – Harcourt School Publishers
 - * ESL – Intro English – Hampton Brown, SRA Reading LAB, Signatures (Harcourt-Brace), New Heights, NYSESLAT (Attanasio and Co)
- 14) At P.S. 87, we do not offer Native Language Arts (NLA), but we do provide students with dictionaries, glossaries, library books, cultural materials, test translations if necessary, and translators from DOE if needed.
- 15) All our support and resources correspond to our ELLS ages and grade levels. ELLs are also served according to their LAB-R or NYSESLAT levels: Beginners, Intermediate or Advanced in their ESL program.
- 16) Some of the activities that we offer in our school to assist newly enrolled Ells before the beginning of the school year are: parent meetings while students are being registered, open tours of the school building, playground and community park and an explanation of the programs and experiences that are offered by the school that support both students and parents.
- 17) Our school is an elementary school from K-5, so we do not offer language electives to ELLs.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

- 1) Our professional development plan for all ELL personnel at P.S. 87 is offered through conferences, study groups, professional development meetings or trainings out of school. Teachers of ELLs are sent to workshops around the City. Educational consultants also offer their services and training on different topics pertaining to our instructional program.
- 2) To assist ELLs as they transition from the elementary school to middle school, we offer the services of our Guidance Counselor for advice, tours of new schools at the end of the year and are informed of support services in their new schools.
- 3) P.S. 87 has a very stable staff that has completed Jose P. training in the past. Every effort is made by our ESL teacher to confer with classroom teachers to discuss the strength and weaknesses of our ELLs to help them progress socially and academically.

E. Parental Involvement

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

Paste response to questions 1-4 here

- 1) Our ESL program extends to our ESL home. Leap Frog and Quantum Leap Pad kits were purchased and are offered to parents of students who can benefit from the use of these materials. Parents and students work together at home without feeling the pressure of times since the kits are kept at home until June. These kits provide the student and parent with the opportunity to develop vocabulary, spelling grammar, silent or read aloud opportunities, pronunciation and comprehension activities that will help them advance in their reading and comprehension skills in English. Literacy, mathematics, social studies and science workshops are held throughout the year to assist parents in understanding the programs that are offered at P.S. 87 and the expectations for ELLs on the standardized tests.
- 2) Our school partners with Learning Leaders who provide a range of workshops for our parents.
- 3) The needs of our ELL parents are evaluated through a parent survey that is taken each year by the PTA. Due to our small numbers personal communication is possible.
- 4) P.S. 87's parental involvement is very important to us and we reach out to parents through telephone calls, School Messenger and letters. Parents are invited to special activities within our school such as author celebrations, student performances, Book Fairs, parent meetings and workshops in the different content areas and also accompany their children on trips to cultural institutions around the City. Translations are available.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4					1				1
5	1		1						2
6									0
7									0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	1	0	1	0	2
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)									

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
Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English 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.

Paste response to questions 1-6 here

- The ESL population in our school is very small but consists of a diverse group of students spread out across grades K-4 and who are at various levels of development. ECLAS-2, Fountas and Pinnell and WRAP assessments are used to assess students' literacy skills and determine their levels for instruction. Analysis of their scores gives us important information to work out an instructional plan for them focusing on the areas of weakness. Overall, our ELLS need more time spent in Reading and Writing and are given extra support during on Extended Day and Saturday programs.
- The data patterns across proficiency levels on the LAB-R and NYSESLAT shows that our ELLs pass through a successful transition through the stages from Beginners to Intermediate to Advance and then Proficient.
- ELLs are served the same way as our monolingual population following the City and State curriculum and standards. Instructional decisions will be made, based on the data (ESL data and other school wide soft and hard data), regarding further support in listening, speaking, reading or writing modalities. Our school wide focus this year is on writing.
- Our student results indicate that as student move up the grade levels from Kindergarten to Grade 4 they become increasingly more proficient in English. Currently our Beginner students are in Kindergarten and our Advanced student is in Grade 4. Our ELLs do not take tests in their native language and are prepared for tests in English only.
- We do not use the ELL Periodic Assessment at P.S. 87
- We do not provide a Native Language program for our ELL students.
- At the moment, we do not offer the Dual Language Program at P.S. 87.
- At the end of the year we evaluate out ELLs based on the results of summative standardized tests but also on their progress in formative assessments and progress in Reading, Writing, Math and Social Studies during the school year. Progress is monitored at specific intervals during the school year and adjustments made to the curriculum and support where necessary. The social and emotional adjustment of our ELLs in our school is also another indicator of success.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: P.S. 87

School DBN: X087

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Donna Anaman	Principal		2/9/12
Loydie Vertus	Assistant Principal		2/9/12
Susan Garcia	Parent Coordinator		2/9/12
Wilma Martinez	ESL Teacher		2/9/12
	Parent		1/1/01
James Perry	Teacher/Subject Area		2/9/12
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Gina Salemi	Guidance Counselor		2/9/12
Sumita Kaufhold	Network Leader		2/9/12
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 11x087 **School Name:** P.S. 87

Cluster: 1 **Network:** 108

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.

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

a. P.S. 87 will provide each parent whose primary language is a covered language, and who requires language assistance, with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document will be obtained as needed from, [http://schools.nyc.gov/Parents/NewsInformation/Bill of Rights.htm](http://schools.nyc.gov/Parents/NewsInformation/Bill%20of%20Rights.htm).

b. P.S. 87 will post in a conspicuous location at or near the primary entrance to the school a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. Translated signs, in the covered languages, will be obtained from <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.

c. P.S. 87's safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from

reaching the school's administrative offices solely due to language barriers.

- d. P.S. 87 has less than one percent (1%) of its students speaking a primary language that is neither English nor a covered language.
- e. P.S. 87 will inform parents that the Department of Education's website provides information in each of the covered Languages concerning the rights of parents to translation and interpretation services and how to access such services.