



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: P.S. 87
DBN (i.e. 01M001): 11x087
Principal: DONNA ANAMAN
Principal Email: DANAMAN@SCHOOLS.NYC.GOV
Superintendent: ELIZABETH WHITE
Network Leader: LISA PILASKI

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Donna Anaman	*Principal or Designee	
Antonio Jacobs	*UFT Chapter Leader or Designee	
Farnaz Ali	*PA/PTA President or Designated Co-President	
Susan Occhiuto	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Patsy Quashie	Member/ Assistant Principal/Data Specialist	
Sia Harvey	Member/ Teacher	
Jaime Carbonaro	Member/ Teacher	
Colville Webb	Member/ Parent /Title 1 Chairperson	
Angela Lawrence	Member/ Parent/PTA Co-President	
Jessica Jones	Member/ Parent	
Ann Marie Thomas	Member/ Parent	
Natasha Howell	Member/ Parent	
	Member/	

**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 which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
x	School Leadership Team Signature Page
	The SCEP Overview
	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
x	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

School Information Sheet for 11X087

School Configuration (2013-14)					
Grade Configuration	0K,01,02,03,04,05	Total Enrollment	636	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	29	# SETSS	N/A	# Integrated Collaborative Teaching	11
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	24	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	74.2%	% Attendance Rate			92.8%
% Free Lunch	82.9%	% Reduced Lunch			6.9%
% Limited English Proficient	1.0%	% Students with Disabilities			15.3%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	3.8%	% Black or African American			72.2%
% Hispanic or Latino	17.3%	% Asian or Native Hawaiian/Pacific Islander			4.4%
% White	0.3%	% Multi-Racial			2.0%
Personnel (2012-13)					
Years Principal Assigned to School	4.01	# of Assistant Principals			2
# of Deans	N/A	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	5.0%	% Teaching Out of Certification			7.5%
% Teaching with Fewer Than 3 Years of Experience	15.0%	Average Teacher Absences			7.7
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	19.7%	Mathematics Performance at levels 3 & 4			21.6%
Science Performance at levels 3 & 4 (4th Grade)	82.0%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
<p>During the 2012-13 school year, our Focus School designation with increased funding allowed P.S. 87 to provide "in school" targeted interventions through the implementation of the Great Leaps Academic Intervention Program during the school day and serve more students during Saturday Academy, Extended Day and the READ program in Grade 1 after school.</p> <p>The reorganization of the prep schedule so that teachers in Grades 1-5 had a DAILY common prep and back-to-back professional prep once a week created a professional learning environment where teachers were provided with multiple opportunities to meet and plan together during the week. In addition, each Wednesday from 2:35 p.m. to 3:25 p.m. Teacher Teams met to plan and work on aligning two units in ELA and Math to the Common Core State Standards. Teachers were given the responsibility of taking leadership roles during these team meetings. Tuesdays was designated as Professional Development Day. All consultants were scheduled to support teachers during grade level meetings and give "in class" support. Time was provided in the schedule for consultants to meet with teachers for two periods, as needed, to plan curriculum, analyze student data and plan next steps.</p> <p>2012-13 marked year two of the implementation of the Positive Behavior Intervention System (PBIS) in our school and our data showed a marked decline in the number of reportable incidents due to the fidelity in implementing this program by school staff.</p> <p>Parents were kept informed about the new Common Core Learning Standards, instructional shifts and social and emotional dispositions that promote student success through two half-day Parent Academies and several workshops at various times during the school day and throughout the school year.</p>			
Describe the areas for improvement in your school's 12-13 SCEP.			
Ensuring that students have access to a Common Core aligned curriculum in ELA and Math and the use of differentiated instructional practices to meet the needs of all learners in the classroom are areas in need of improvement.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
<p>The absence of a full time literacy and math coach was a challenge as the school took on the challenge of learning about the demands of the Common Core Learning Standards and the instructional shifts. Although a literacy and math consultant was used to support teachers throughout the year, the day-to-day support was missing. As a result, following through with teachers on the professional development they were receiving, modeling of instructional strategies and monitoring the impact on instruction was challenging.</p> <p>The absence of a curriculum that was fully aligned to the Common Core in ELA and math was also challenging. A great deal of time was spent cross walking the Everyday Math curriculum with the major work of the grade and aligning tasks in ELA and math to the Common Core Learning Standards. This was new work for staff and very challenging without in-house staff developers with content expertise whose time was dedicated to support this work,</p> <p>The 2012-13 school year was the first year of the Shared Pathway to Success initiative. Executing and making accommodations in our staffing, schedule and instruction to service incoming students with special needs who were zoned for our school was a challenge requiring professional development and resources to accommodate students' varying needs. This additional mandate was not written into our SCEP.</p>			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
The 2012-13 CEP was successfully implemented because many goals were multi-year initiatives requiring shifts in curriculum, instructional practices and school culture. These goals are a work in progress and take time to actualize. During the 12-13 school year, a difficult year for schools due to the NYS ELA and Math test being fully aligned to the CCLS, our school moved from a "C" rating to a high "B" on the New York City Progress Report.			
Were all the goals within your school's 12-13 SCEP accomplished?			x
		Yes	No
If all the goals were not accomplished, provide an explanation.			

Did the identified activities receive the funding necessary to achieve the corresponding goals?	x	Yes		No
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Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP

Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.

The anticipated barriers and challenges in developing and implementing the 2013-2014 CEP are:

- *Navigating two new curricula and new teacher evaluation system
- *Supporting teachers to embed the instructional shifts into teacher practice
- *Large class sizes due to increases in enrollment
- *Meeting the needs of incoming special needs students in the lower grades
- * Supporting and mentoring 4 new teachers to the profession and two second year teachers
- *Meeting the goal of 75% of students in all grades reading on grade level by June 2014

List the 13-14 student academic achievement targets for the identified sub-groups.

Targets:
 Level 3 and 4 Performance for all students will increase by 8% in Math from 21.6% to 29.6% and in ELA from 19.8% to 27.8%
 Level 3 and 4 Performance for Hispanic or Latino students will increase in Math by 5% from 21.8% to 26.8% and in ELA from 17% to 22%
 Students with Disabilities in Level 1 in math will be decreased by 5% from 73.7% to 68.7% and in ELA from 85.7% to 80.7%

Describe how the school leader(s) will communicate with school staff and the community.

School leaders communicate with staff through email, Monthly Faculty Conferences, Weekly Team Meetings, Googledocs Teacher Page and a Weekly Instructional Curriculum Bulletin to all staff outlining the instructional agenda for the upcoming week.

Describe your theory of action at the core of your school's SCEP.

The theory of action at the core of this SCEP is to:

- 1) provide rigorous Common Core aligned instruction in ELA and math to all students through the use of ReadyGen ELA and Go Math curricula K-5 during the school day. This is an enormous school wide task and teachers will require support to unpack both curricula, work together to identify gaps in students' learning and planning to meet the needs of all learners in our school.
- 2) address the increase in the number of students scoring below proficiency in the ELA and Math exams that were aligned to the CCLS by providing multiple opportunities through a combination of "in school" and after school academic intervention programs for all students in Grades 1-5. The goal of the Academic Intervention Programs is to support students in meeting these new and higher standards and bridging the gaps in their knowledge as we transition from New York State Standards to the Common Core.
- 3) provide support for students' social and emotional needs and targeted interventions for students identified as Tier 3 and create more opportunities for students to engage in leadership opportunities.
- 4) continue to build a culture of collaboration and participation with parents.
- 5) implement the new Advance teacher evaluation and development system and provide feedback that moves teacher practice.

Describe the strategy for executing your theory of action in your school's SCEP.

- 1) Hire an "in house" literacy staff developer and ELA and Math AUSSIE consultants to support teachers in implementing the Common Core aligned curriculum in ELA and Math. Create in the school schedule time for teachers to plan lessons around the new curricula.
- 2) Hire "F" Status teachers to provide "in house" academic intervention and use data from multiple sources to target specific needs of students during Saturday Academy Grades 3-5 and After School Academies Grades 1-5 and a specifically designed Extended Day program in Grade 2 designed to provide close reading practice.
- 3) Hire a Dean/Crisis intervention teacher to provide social and emotional support to students and implement Year 3 of the Positive Behavior Intervention Systems (PBIS) program and create a Peer Leadership program with Grade 4 and 5 students.
- 4) In addition to workshops on various aspects of students' educational and social growth and development, engage fathers in meaningful way in their children's education through monthly Fatherhood in the 21st Century breakfasts.
- 5) Work with schools' designated Talent Coach and with Network support to align teacher observation and feedback to the Danielson rubric.

List the key elements and other unique characteristics of your school's SCEP.

- 1) Support of an "in house" literacy coach and ELA and Math AUSSIE consultants with a focus on implementing a rigorous curriculum and improving teacher practice.
- 2) The development of a professional learning community where teachers are engaged in professional collaborations in grade teams.
- 3) Crisis Intervention Teacher and school wide support of our PBIS initiatives.
- 4) Collaborative and effective PTA and Title 1 Parent Leadership and parent body

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

The addition of an "in house" literacy coach with the support of AUSSIE consultants in ELA and Math, teacher leaders who attend

Citywide training in the new ELA and Math curriculum and the increased opportunities for teachers to plan together provides evidence that the school can meet the instructional/curriculum goals in this improvement plan. Focus School funds increases our ability to service all our students through in-school and afterschool academic intervention programs. The hiring of a Dean/Crisis Intervention Teacher and scheduling of weekly RTI and PBIS meetings ensures that students' social and emotional needs are supported. The current organization of the school allows supervisors to spend more time in classrooms observing instructional practices and giving teachers actionable feedback based on the research based Danielson Framework for Teaching.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

Use the observation of classroom teaching with a research-based, common teaching framework and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers. 4.1

Review Type:	NYC Quality Review	Year:	2012-13	Page Number:	7	HEDI Rating:	Developing
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Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) 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.

x	2.2 School leader’s vision	x	2.3 Systems and structures for school development
x	2.4 School leader’s use of resources	x	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

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

By June 2014, 90% of teachers will possess a normed understanding of the competencies in the Danielson Framework for Teaching and improved pedagogy by focusing on the following competencies:

- Using Questioning and Discussion Techniques (3b)
- Design Coherent Instruction(1e)
- Use Assessment in Instruction (3d)

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

Strategy: All teachers will participate in professional growth practices that will shift classroom practices.

1. Activity - Provided professional development and feedback to all classroom teachers using the Danielson Framework and on the new Advance system (SOP 2.5)
2. Activity - Create and hire a Dean/Crisis Intervention Teacher to provide increased opportunities for administrators to spend more time in classrooms to observe teacher practice and give feedback using the Danielson Framework for Teaching (SOP 2.4)
3. Activity - All teachers will complete a self-assessment based on the Danielson rubric, and receive feedback on a minimum of 4 classroom observations and feedback with particular attention to DF 3b, 1e and 3d. (SOP 2.5)
4. Work with Advance Talent Coach and Network staff to calibrate and conduct observations and review feedback (SOP 2.5)

Conduct professional development on artifacts

2. Key personnel and other resources used to implement each strategy/activity

1. Principal, Assistant Principal, DOE Advance Coach and Network staff
2. Principal
3. Teachers, Principal and Assistant Principal
4. Principal, Assistant Principals, Advance Coach

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By June 2014 provide all teachers with ongoing professional development in aligning classroom practice to the Danielson Framework for Teaching
2. By September 2013 hire Dean/Crisis Intervention Teacher
3. By October 2013 all teachers will complete a self-assessment on the 22 competencies in the Danielson Framework and review in January and April
4. DOE Advance Coach will meet monthly with Principal and Assistant Principals to support the implementation of Advance Teacher Evaluation and Development

4. Timeline for implementation and completion including start and end dates

1. By June 2013 all staff will receive professional development and feedback on classroom practice using the Danielson Framework
 2. By September 2013, the position of Dean/Crisis Intervention Teacher will be filled
 3. Self-assessments will be completed three times a year beginning in October and ending in June
 4. Principal and Assistant Principals will meet monthly (every 6 weeks) with DoE Advance Coach
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Enlist the support of Network to delivery 6 hours of professional development on the Danielson Framework (May/June 2013)
 2. Provide Dean/Crisis Intervention teacher with professional development in PBIS, crisis intervention and peer leadership
 3. Schedule 1:1 meetings with teachers to discuss observation options and self-evaluation
 4. Work with Advance Coach to provide professional development and support for Cabinet

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	x	Tax Levy		Title IA	X	Title IIA		Title III	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS	x	PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

"Enhance the alignment of units and tasks to the standards so that students are exposed to more demanding expectations and are well prepared for the challenges of their next level of learning." (1.1)

Review Type:	NYC Quality Review	Year:	2012-2013	Page Number:	5	HEDI Rating:	DEVELOPING
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) 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.

x	3.2 Enact curriculum	x	3.3 Units and lesson plans
x	3.4 Teacher collaboration	x	3.5 Use of data and action planning

Annual Goal #2

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

(By June 2014, staff will implement a rigorous and coherent K-5 curriculum aligned to the Common Core that will expose students to more demanding expectations as well as prepare them for higher levels of achievement and progress in ELA and Math **and** provide comprehensive academic interventions during the school day and after school to support struggling students meet these higher expectations. Students in grades 4 and 5 are required to receive Academic Intervention Services in ELA and Math as per the New York State Department of Education recommendation during the school day and in After School and Saturday Academies.

To improve student performance and progress in Math and ELA.
 By June 2014, P.S. 87's ELA and Math scores in Grades 3, 4 and 5 will increase by 8% as evidenced by the New York City State Tests.
 By June 2014, 75% of K-2 students will meet grade level reading benchmarks in June as evidenced by iStation and Fountas and Pinnell Data
 By June 2014, 75% of K-2 students will score at the 75th percentile in the End-of- Year Go Math Benchmark Assessment

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding

subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Strategy: Adopt a Common Core aligned curriculum in ELA and Math. Adjust curricular and instructional decisions at the team and classroom level by looking at student work (LASW) in order to identify gaps in learning outcomes, demonstrate student mastery and is accessible to all learners and use a variety of student performance data to determine additional instructional supports during the school day and after school.

- 1) Activity - Support teacher planning, pacing and adapt ReadyGen and Go Math curricula to meet the needs of all students (SOP 4.2)
- 2) Activity - Support teachers through professional development cycles to include: Coaching, co-teaching, debriefing and goal setting (SOP 2.3)
- 3) Activity - Develop a "lab site" in each grade for demonstration lessons and sharing of best practices (SOP 3.4)
- 4) Activity - Engage per diem teacher (s) to support teacher planning with coaches and their attendance at demonstration lessons and Citywide professional development in ReadyGen and Go Math. (SOP 2.4)
- 5) Activity - Hire "F" status 3x a week teacher to support increased common planning periods and provide academic interventions during the school day (SOP 2.4)
- 6) Activity - Students scoring in the bottom 1/3 in grades 3-5 will be provided with academic interventions during 37 ½ minutes on Mondays and Tuesdays and attend Saturday Academy (19 weeks) and Extended Day Programs (14 weeks) (SOP 3.5)
- 7) Activity - Students in Grade 1 scoring in the bottom 1/3 on Fountas and Pinnell assessments will be provided with academic interventions 3x a week for 15 weeks through the READ program (SOP 3.5)
- 8) Activity - Identified students in grades 1-5 will be provided with 1:1 intervention in reading through the Great Leaps program (SOP 3.5)
- 9) Activity - Identified Grade 2 students will be provided with academic interventions through a Grade 2 Academy (4 weeks) (SOP 3.5)

B. Key personnel and other resources used to implement each strategy/activity

1. Literacy Coach, AUSSIE Consultants in ELA and Math Teachers
2. Literacy Coach, AUSSIE Consultants in ELA and Math
3. Literacy Coach, Principal and Assistant Principals
4. Per Diem teacher (s)
5. "F" Status Teacher 3 days a week
6. Principal, Assistant Principals, Data Specialist, teachers, coach
7. Principal, Assistant Principals, Data Specialist, teachers, coach, READ Tutors
8. Principal, Assistant Principals, Data Specialist, teachers, coach, para professionals, "F" Status teacher, Per Diem Teacher
9. Principal, Assistant Principals, Data Specialist, teachers, coach

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

6. September 2013 to June 2014 teachers will meet weekly in grade level teams and weekly on Wednesdays (2:35 p.m. to 3:25 p.m.) with literacy coach, AUSSIE consultants and Assistant Principals to support teacher planning, professional development and ongoing revision of pacing calendar and use of data and assessments in instruction
7. Cycles of teachers will receive coaching, modeling and support in goal setting with feedback for next steps
8. By November 2013 a lab site for demonstrations will be established in each grade for demonstration lessons, ongoing teacher feedback and observations of effective practices. These effective practices will be highlighted the weekly Curriculum Bulletin and a Demonstration Protocol will be developed and implemented
9. By October 2013 and ongoing through June 2014, per diem teacher (s) will support teacher planning and attendance at Citywide professional development in Go Math and ReadyGen
10. September to June "F" status teacher will support holdovers and students at risk of being referred with Academic Interventions using Great Leaps academic intervention program in ELA with progress monitoring
11. Beginning in October 2013 to March 2014 implement a Saturday Academy and Extended Day Program. Based on these interventions, there will be increased performance on interim and end of year assessments in ReadyGen Units and End of Module Tests, Go Math End of Chapter Tests and NYC Enhancements Performance Assessments, Go Math BOY, MOY and EOY assessments and Ready simulations 2x a year
12. December 2013 to March 2014 implement the READ program for Grade 1 students with benchmark, mid-year and end of year progress monitoring
13. Weekly meetings of "F" Status teacher and paras involved in delivering Great Leaps intervention program in ELA to monitor students' progress. October 2013 and ongoing to May 2014.
14. Data Specialist will conduct an analysis of Grade 2 ELA and Math assessments to determine admission to Grade 2 Academy from March to June.

D. Timeline for implementation and completion including start and end dates

1. Weekly planning meetings are ongoing from September to June 2014
2. On- going coaching, modeling cycles determined by administrator observations, teacher goal setting October to June
3. Lab sites established November to May
4. October to June per diem teacher (s) will be used to support teachers' attendance at planning, professional development and demonstration lessons
5. September to June "F" status teacher will support holdovers and students at risk of evaluation
 1. Saturday Academy (October 2013 to March 2014) Extended Day (December to March)
 2. READ December 2013 to April 2014
 3. Great Leaps October 2013 to June 2014
 4. Grade 2 Academy March 2013 to June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Full time ELA Coach and ELA and Math AUSSIE Consultants for 20 days each
 2. Full time ELA Coach and ELA and Math AUSSIE Consultants for 20 days each
 3. Full time ELA Coach and ELA and Math AUSSIE Consultants for 20 days each
 4. Per diem rate teachers for coverage
 5. "F" status teacher 3x a week
 6. Implement data driven Saturday Academy (Per session 12 teachers, 1 coach and 1 supervisor) , Extended Day Programs (12 teachers and 1 supervisor) per session and 37 ½ minutes
 7. Teacher Per session (2) Assess students in Grade 1 for the READ program
 8. No cost associated with this activity not covered elsewhere
 9. 6 teachers per session and 1 supervisor and 1 coach
- Strategy 9 – Using Fountas and Pinnell performance data, identify students in Grade 2 for the Grade 2 Academy

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	x	Tax Levy	x	Title IA	Title IIA	Title III	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Saturday Academy - October 26-March 29: 19 weeks x 14 teachers x 3.5 hours daily x per session rate
 After School AIS-December 16-April10: 14 weeks x 12 teachers x 1.5 hours daily x twice a week x per session rate
 READ Program – December 9 – April 30: 15 weeks x 2 teachers x 3 times a week x 1.75 hours daily + 2 hours professional development x per sessions rate
 Grade 2 After School – March 2014: 4 weeks x 8 teachers x 2 times a week x 1.5 hours daily x per session
 Supervisor of After School Programs: 120 hours x per session
 Literacy Coach's salary funded 10% with Priority Focus Funding
 Substitute Teacher funding to support profession develop funded by Tax Levy
 After School PD for Teachers working in the Extended Day Program - 10 teachers x 3 sessions x 2 hours each session x per session rate
 Saturday PD for READ Teachers – 2 teachers x 1 session x 6 hours x per session rate
 Supplies: Workbooks, folders, 300 workbooks and 10 ipads to support small group instruction

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

x	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core
x	PF ELT		PF Inquiry Teams	x	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	x	PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Extend the repertoire of teaching practices so that lessons provide sufficient supports and opportunities for high level thinking to promote greater student interaction and mastery of challenging tasks. 1.2

Review Type: NYC Quality Review	Year: 2012-2013	Page Number: 5	HEDI Rating: DEVELOPING
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) 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.

x	4.2 Instructional practices and strategies	x	4.3 Comprehensive plans for teaching
x	4.4 Classroom environment and culture	x	4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

By June 2014, 100% of classroom teachers and administrators will develop a shared understanding of instructional excellence which meets the needs of students so that lessons provide sufficient supports and opportunities for high level thinking to promote greater student interaction and mastery of challenging tasks.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Strategy: Use the Danielson Framework for Teaching rubric and targeted professional development to strengthen the repertoire of teaching practices that lead to increased student engagement, promote high level thinking and mastery of challenging tasks.

1. Activity - Provide professional development for teachers in the use of **formative assessments** and **frequent checks for understanding** so that adjustments to teaching can be made during the lesson
2. Activity – Coach and consultants work with teacher teams to develop **common grading practices** and facilitate norming
3. Activity – Coach and consultants work with teacher teams to increase **students’ ability to assess their own work** against established criteria and embed **student reflections** as part of their daily practice.
4. Activity – Coach and consultants work with teacher teams to **select and plan questions** that provide opportunities for high level thinking
5. Activity – Coach and consultants work with teacher teams on **planning for integrating discussion** in lessons using accountable talk to promote greater student interaction
6. Activity – Use the Danielson Framework as a leverage tool to strengthen teacher pedagogy in the following components:
 1e and 1f (Designing student assessments); Component 3b (Using questions and discussion techniques)
 3c (Engaging students in learning) and 3d (Using assessments in instruction) and;
 CCLS Mathematical Practice#3 and Construct viable arguments/Critiquing the reasoning of other

B. Key personnel and other resources used to implement each strategy/activity

1. Coaches, Consultants, Administrators
2. Coaches, Consultants, Administrators
3. Coaches, Consultants, Administrators
4. Coaches, Consultants, Administrators
5. Coaches, Consultants, Administrators, Advance Coach, Network Staff

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By December 2013 professional development will be provided for teachers in the use of formative assessments and systematic observation tools to check for understanding
2. By January 2014 teacher teams will develop common grading practices
3. By December 2013 teacher teams will imbed student reflections as part of their daily practice
4. September and ongoing – teacher teams will work to plan questions that promote high level thinking

5. October and ongoing – teacher teams will plan for the integration of discussion questions in lessons
6. Supervisors will use the Danielson observation tool to assess the implementation of professional development in classrooms and deliver feedback to support growth in teacher practice.
D. Timeline for implementation and completion including start and end dates
6. By December 2013
7. By January 2014
8. By December 2103
9. September and ongoing
10. By October and ongoing
11. By October and ongoing
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1-5 Coach & Consultants will provide professional development in the development and use of systematic observation tools and formative assessment grading practices
6 Administrators will use of Danielson rubric to conduct classroom observations to ensure the implementation of grading practices, formative assessments and rubrics, in the classroom and use NYC Advance Observation tool to evaluate trends and make adjustments in professional development

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	PF Set Aside	x	Tax Levy	x	Title IA	x	Title IIA		Title III	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											
Rollover funds used for teacher per session for onsite Go Math professional development August 2013											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
x	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core				
	PF ELT	x	PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI	x	PF Supporting Great Teachers & Leaders				

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
1.4 Maintain a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults			
3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them			
Review Type:	NYC Quality Review	Year:	2012-2013
Page Number:	14	HEDI Rating:	N/A

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) 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.			
x	5.2 Systems and partnerships	x	5.3 Vision for social and emotional developmental health
x	5.4 Safety	x	5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By 2014, P.S. 87 will maintain a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults as evidence by a decrease in incidents in Online Occurrence Report System (OORS).	

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.	
A. Strategies/activities that encompass the needs of identified subgroups	

Strategy: Implement Year 3 of the Positive Behavior Intervention System (PBIS) and Tier 3 Intervention Plans

1. Create position for Dean/Crisis Intervention Teacher
2. Schedule Weekly PBIS meetings
3. Develop check in/check out system for students in secondary level of PBIS
4. PBIS Team will monthly assemblies and highlight different character traits and academic and social behaviors needed to be college and career ready each month
5. Strengthen the office referral process and data collection of classroom behaviors
6. Strengthen the referral process to SBST
7. Develop a system whereby teachers are kept informed about students that are discussed at SBST with an identified case manager and next steps for students, teachers and parents in the process
8. Hire a crisis intervention para for students who are in crisis and need 1:1 support while going through the evaluation process

B. Key personnel and other resources used to implement each strategy/activity

1. Dean
2. Dean and Assistant Principal
3. Dean, Network Staff, PBIS Consultant
4. PBIS Team, Assistant Principal
5. SBST, Dean, Cabinet, Social Worker
6. SBST, Dean, Cabinet, Social Worker
7. SBST, Psychologist , Dean
8. Principal

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By September 2013 hire Crisis Intervention Teacher/Dean to support the PBIS system
2. Weekly Agendas and minutes of PBIS meetings
3. By December 2013 work with Network and PBIS coach to develop check in /check out system
4. Assemblies will be planned for the first Monday in each month beginning in October
5. By October 2013 provided PD on the Office Referral Process. Review the Office Referral Process and reflect with staff periodically to make adjustments when needed
6. By January 2014 provide PD on the SBST Referral Process
7. A case manager is assigned to each case discussed
8. By September 2013, hire a crisis intervention paraprofessional to support students while going through the referral process

D. Timeline for implementation and completion including start and end dates

1. September 2013
2. Weekly until June 2013
3. By December 2013
4. Monthly beginning in October 2013 to June 2014
5. Weekly meetings beginning October 2013 to June 2014
6. Weekly meetings beginning October 2013 to June 2014
7. By October 2013
8. September 2013

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- 1 Posting position for Dean/Crisis Intervention Teacher
- 2 One period per week dedicated to PBIS meetings
- 3 Network and PBIS staff support Team in implementing Check in/Check out
- 4 Monthly Assemblies scheduled for the first Monday of the month
- 5 Review Office Referral System with staff and input data into SWISS
- 7 At the conclusion of the SBST/RTI/SIT meetings, a case manager from the team is assigned to follow up on each student discussed

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	PF Set Aside	x	Tax Levy		Title IA		Title IIA		Title III	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .											
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core				
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
x	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders				

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

In the 2012-13 Learning Environment Survey, 88% of parents responded that P.S. 87 communicates with them what their children need to do to prepare for college, career and success in life after high school.

Review Type:	Learning Environment Survey	Year:	2012-2013	Page Number:	6	HEDI Rating:	N/A
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) 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.

x	6.2 Welcoming environment	x	6.3 Reciprocal communication
x	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

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

By June 2014, increase the number of parents from 88% to 91% who respond on the Learning Environment Survey that P.S. 87 communicates with them what their children need to do to prepare for college, career and success in life after high school.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

Plan events that are designed to foster the progress of students on their path to college and career readiness such as:

1. Parent Leadership Conference three times a year to plan and monitor the achievement of PTA goals
2. Conduct 1:1 conversations with parents whose children scored a Level 1 or 2 in ELA and or Math
3. Monthly Fatherhood in the 21st Century breakfasts to encourage fathers to meaningfully participate and engage in their children's schooling and build stronger ties between fathers and other members of the school community
4. Conduct 2 Grade level Book Talks with teachers and parents connected to the ReadyGen ELA curriculum
5. Conduct curriculum workshops on the following: Common Core Learning Standards, Expectations of the NYS Test in ELA and Math, Go Math Curriculum, ReadyGen ELA curriculum, Science Fair, Parent and Child Math Night, Grading Policies and Interim Assessments
6. Parent and Child Veteran's Day Breakfast to support families on active duty in the military
7. New York Botanical Gardens Gardening Program parent volunteers
8. Lion King and All That Jazz workshops for parents to support grade 1 and 2 students' involvements in the performing arts.
9. Provide workshops on Students with Special Needs and Shared Path to Success and the resources that area available within the school and community

10. Provide family workshops in the arts facilitated by Studio in a School art partner
11. Provided opportunities for parents and students to play together through two Family Game Time
12. Provide opportunities for parents to support students in the all-girls Colgate Games Track and Field Event and New York Road Runners Bronx Flash Track Team
13. Provide parents with information regarding the technology initiatives within our school and computer based program available at home for extensions in learning

B. Key personnel and other resources used to implement each strategy/activity

1. Parent Coordinator & Principal
2. Substitute Teachers to cover for 1:1 30 minute extended conversations with students who scored Level 1 or 2
3. Principal and Community Facilitator
4. School Staff
5. School Staff, Literacy Coach
6. Grade 3 Class, PBIS Team, Principal, Parent Coordinator
7. Parent Volunteers, two second grade teachers
8. Parent Coordinator, Music for Many
9. Parent Coordinator, members of the SBST
10. Parent Coordinator, Studio in a School, Teachers
11. Parent Coordinator, PE Coach, Teachers
12. Parent Coordinator, PE Coach, Teachers
13. Parent Coordinator and Technology Teacher

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By October 2013 the first Parent Leadership Conference will be completed – 3 will be completed by June 2014 to set goals and develop a plan for parent participation and engagement
2. 1:1 conversations with students who scored Levels 1 and 2 will be conducted by end of January 2014 to develop a plan to support students in meeting standards
3. By December, at least 2 Fatherhood in the 21st Century Breakfasts will be completed with a total of 6 by June 2014 to increase the involvement of fathers in their children's schooling
4. By January 2014 – all grades would have had at least one Book Talk event for parents and students and by June each grade would have at least 2 Book Talks to demonstrate/model for parents who to use questioning and discussion techniques to develop higher level thinking in their children
5. By June 2014, all curriculum related workshops will be completed to inform parents of the new CCLS and how they can support their child
6. Veteran's Day Breakfast in November to support students whose parents are on active duty in the military
7. Parent volunteers in the P.S. 87 school garden in collaboration with the New York Botanical Gardens will strengthen parent involvement in the school community and also connect them to the resources available to them at the Bronx Botanical Gardens
8. Parent volunteers will support the development and production of the Lion King in Grade 1 and All That Jazz in Grade 2 through costume making workshops to increase parent involvement
9. At least two workshops will be provided to inform parents about the referral process and resources and supports available for students with special needs
10. Parents will engage in two family workshops facilitated by Studio in a School to familiarize them with the visual arts program at P.S. 87 and attend with their children one school trip to an art museum connected to the art form they are studying. This will inform parents of the importance of the arts in their children's' lives but also the cultural resources available to them in the City.
11. Family Games bring both parents and children together to enjoy playing in organized activities to build stronger bonds between parents and children and the school
12. Increase the participation of girls in physical activity through the Colgate Games and both boys and girls through the NYC Track Events. One parent will escort their children to all these events to increase parent participation and also connect them to resources in the City
13. Parents will become familiar with the technology initiatives available and the school programs that can be accessible from home

D. Timeline for implementation and completion including start and end dates

1. November to June

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

The school through the Parent Coordinator will work together with PTA and Title 1 Committee to implement the following:

1. Staff facilitation of workshops
2. Coach, Teachers and Administrators
3. Outreach to families and fathers

4. Work with coach to structure Book Talks to increase parent's knowledge and ability to discuss books with their children
5. Work with coach and teachers to plan workshops on the CCLS
6. Work with PBIS team and Parent Coordinator to outreach and plan Veteran's Breakfast
7. Coordinate volunteers for P.S. 87 garden with Grade 2 Teachers
8. Plan meetings with Music for Many to structure workshops in costume making
9. Work with SBST and Parent Coordinator to gather resources and plan workshops
10. Plan and schedule with Studio in a School artist and liaison two workshops and work with Parent Coordinator to integrate two trips
11. Work with PE teacher to plan Family Game Night
12. Work with PE teacher and Parent Coordinator to coordinate resources
13. Technology Teacher will plan with Parent Coordinator

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	x	Tax Levy	Title IA	Title IIA	Title III	Grants
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List any additional fund sources your school is using to support the instructional goal below.

1. 12 staff members x 3 hours x per session rate
- 2.5 teachers x 6 hours x per session rate
- 3.1 Parent Coordinator – flexible time schedule
4. Coach x 3 hours x per session rate
5. Coach and teachers x 3 hours x per session rate
6. Breakfast for 20 parents and students
7. N/A
- 8.8 teachers x 6 hours x per session rate and vendor funds for costume and set making
9. N/A
10. Studio artist and Parent Coordinator
11. 1 teacher x 3 hours x per session rate
12. Bus to Colgate Games
13. 1 technology teacher x 3 hours x per session rate

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	x	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	<p>ReadyGen Small Group Work</p> <p>Great Leaps ELA Grade 1 to 5 Wilson K-2 Foundations K-2 READ Grade 1 Saturday Academy- 3-5 Extended Day – 3-5 Grade 2 Academy – Grade 2</p> <ul style="list-style-type: none"> • Wilson is used in grades 3 - 5 in small groups, one to one interventions and in tutoring. It is used in the 50 minute Extended Day and individual tutoring sessions. • Foundations is used in the lower grades, K-2, in individual, small group and tutoring sessions • Students in Grade 1 and 2 are provided with academic intervention during the 50 minutes Extended Day Program two times a week. Student needs are determined by an analysis of ECLAS-2 and E-PAL pre and post tests data. • Grade 3- 5 students are offered Extended Day two days a week for 50 minutes. Student receive small group instruction using assessment and intervention program in ELA • Grades 3 - 5 at risk students participate in Saturday Academy and After School Academy and are provided with small group instruction. 	Small Group 1:1	During the school day and after the school day.
Mathematics	*Go Math Response to Intervention	Small Group	During the school day and after the school day

	<ul style="list-style-type: none"> • Grades 1-2 students who are at risk are provide with small group and individualized instruction in math based on Go Math assessments. • Grades 3 -5 students participate in the Extended Day, 2 days a week for 50 minutes small group instruction using the Buckle Down assessment and intervention program in Math • Grades 3 - 5 students attend Saturday Academy and After school Academy based on academic need 		
Science	Repeated reading and hands on work P.S. 87 provides additional science instruction during the 50 minute Extended Day program for students determined to be most at risk.	Small Group	During the school day
Social Studies	Social Studies content is delivered in the ELA block and through designated Social Studies blocks where students are introduced to informational texts	Small Group	During the school day
<i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	At weekly RTI/AI meetings students are identified for At-risk services by the Guidance Counselor, School Psychologist and Social Worker	1.1	During the school day

**Title I Information Page (TIP)
For School Receiving Title I Funding**

7. All elements of the *All Title I Schools* section must be completed*.
5. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
6. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
P.S. 87 strategically hired in the past two year's teachers who have dual certifications in General Education and Special Education to accommodate the increasing number of students with special needs zoned for our school.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
All staff receives in-house job embedded professional development by a literacy coach and AUSSIE math and literacy consultants. Professional development is also provided through the DoE during the summer and ongoing throughout the school year.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The Parent Coordinator works with families of STH to make sure that designated funds are spent in accordance with their needs.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Each year, the Parent Coordinator facilitates visits and tours by local preschools to our school.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
From May to September, a committee of teachers and supervisors met to determine the Measures of Student Learning (MOSL) that would be selected for the 2013-14 school year. Members of the committee were chosen by the Principal and UFT

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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;
- providing monthly opportunities for fathers to participate in their child's education through monthly Fatherhood in the 21st Century Breakfasts;
- providing parents with opportunities to be involved in the school's arts and gardening program.

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-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. A Parent Leadership Conference will be held 3 times a year to develop goals and action plans and monitor progress. 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, 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 in a Common Core era; 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;

- 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;
- communicating with parents through, written communication between /teacher and the home, telephone calls and School Messenger regarding school activities and student progress and behavior and to the extent practicable in the languages that parents can understand;

P.S. 87 SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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 30 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

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

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Donna Anaman	Assistant Principal Loydie Vertus
Coach n/a	Coach type here
ESL Teacher Wilma Martinez	Guidance Counselor
Teacher/Subject Area type here	Parent Farnaz Ali
Teacher/Subject Area type here	Parent Coordinator
Related Service Provider J. Perry	Other type here
Network Leader(Only if working with the LAP team) type here	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	643	Total number of ELLs	12	ELLs as share of total student population (%)	1.87%
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Part II: 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														
Pull-out	2	2	2	2		4								12
SELECT ONE														0
Total	2	2	2	2	0	4	0	0	0	0	0	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	12	ELL Students with Disabilities
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6+ years)

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 SWD. [?](#)

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	12									12
Total	12	0	0	0	0	0	0	0	0	12

Number of ELLs who have an alternate placement paraprofessional: 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
TOTAL	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: ____	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	2	2	1	1		1								7
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic			1											1
Haitian						1								1
French				1		2								3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	2	2	2	2	0	4	0	0	0	0	0	0	0	12

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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		2									4

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					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									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1								1
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

We use Fountas and Pinnell as the assessment tool for assessing the early literacy skills of our ELLs. Fountas and Pinnell tells us students' instructional Reading levels in English. It allows us to determine where to begin instructionally. The data helps us to plan using the appropriate approach, strategy, or program. We use guided reading, partner reading, read alouds, vocabulary development, and comprehension development through Close reading, a myriad of vocabulary strategies, and Text-Dependent Questions. We currently do not have a bilingual program and our ELL population is relatively small. We do utilize monolingual classes and supplement instruction with our pull-out ESL program.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
We currently have 11 ELLs at the beginning level and one ELL that is at an advanced level.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Annual Measurable Achievement Objectives (AMAO) are the federal accountability measures in the same way Adequate Yearly Progress (AYP) is for Title I. Through the AMAO tool, we estimate students' Title III AMAOs 1 and 2 information. The AMAO data allows us to focus on the progress towards proficiency of subgroups of ELLs and to design stronger and more effective ELL instructional programs. Some of the data that we look at from the AMAO tool includes students' grade level, years of ELL service, ELA and math performance and progress, attendance, age, credit accumulation, and SIFE status. An early warning indicator calculates risk factors that we can then use in planning to meet the needs of our ELLs.:

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The ESL population in our school is very small (12 students) but consists of a diverse group of students spread out across grades K-4 and who are at various levels of development. The Fountas and Pinnell reading assessment is used to assess students' literacy skills and determine their levels for instruction. Students also take an online reading assessment (iStation) that provides additional information on students' reading progress. Analysis of their scores gives us important information to use when planning instruction 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.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

A Response to Intervention Framework is utilized to support our ELLs. We offer a strong a Tier 1 academic program, offer targeted additional supports for some of our students at the tier 2 level, and a few students require more rigorous, targeted intervention at the Tier 3 level. Many of our ELLs are pulled out for small group instruction by our AIS (Academic Intervention Services) teacher. She follows the framework for grades K-5 to ensure that our ELLs second language development is considered in instructional decisions. Teachers are trained to use ESL methodologies in their classes to support their teaching. For example, the use of visuals, computers, videos, manipulatives, role playing, language dictionaries, partners with peers that speak the same home language, etc. Our Common Core Aligned ELA and Math curriculum provide ongoing assessment opportunities along with our computer based assessments. Fountas and Pinnell benchmark assessment is used to determine Tier 2 and 3 targeted interventions.

6. How do you make sure that a child's second language development is considered in instructional decisions?
The goal of our core program is to promote competency in reading, writing, listening, and speaking using a workshop model. Teachers use modeling and class discussion to help students build background knowledge, deconstruct complex texts, acquire academic writing skills through different writing purpose, genres, and formats and teaching specialized vocabulary.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?

- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

n/a:

- 8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Our ELLs pass through a successful transition from beginners, intermediate, advance to proficient. Success is measured by meeting AYP for our ELLs.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
At the time of first time enrollment, a trained pedagogue, which usually is our ESL teacher, administers a home language identification survey (HLIS). The HLIS, which is filled out by parents, is used to determine the language the student speaks at home. If a language other than English is spoken at home, then our ESL teacher conducts an informal interview and, if needed, administers the LAB-R to determine English proficiency level. If students are Spanish speaking, they are administered the Spanish speaking LAB. When students scores below proficiency on the LAB-R, then they are eligible for ELL services. If students are transferred from another school, we view their exam history in ATS for class placement and services. In addition, the ESL teacher conducts informal oral interviews when the Home Language Surveys are filled out. Formal interviews and initial assessments are conducted by the ESL teacher. Students are instructed in the skills of listening, speaking, reading and writing, which prepares them for the NYSESLAT assessment in the spring of each year. The process is taken care of within 10 days.
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.
We hold an orientation meeting for parents to understand all three choices of programs. We show parents and families of English Language Learners a video during orientation. This video from the Department of Education, in 13 different languages and in the languages that our ELLs speak at home. All of the materials, the video, the use of translators, is for the goal of our parents to understand the three programs that are available for English Language Learners in the Department of Education. Parents who have chosen a TBE/DL program are identified and the school contacts the Office of English Language Learners. The parent is contacted when a program becomes available.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
We ensure that entitlement letters are distributed and parent surveys and program selection forms are returned. At our program orientation meeting, parents receive the necessary forms and we ask them to complete the forms to indicate their choice of three programs. We provide translated versions of parent letters and have translators available. We follow-up with parents by making phone calls and send out reminder letters to ensure that parents return all forms. Parents choose the program to meet their child's personal and educational needs. If the parent's choice is not available at our school, the parent is given an opportunity to attend another school. We contact the Office of English Language Learners to support our parents in finding the parent's choice of programs.
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.
During the intake process, either an assistant principal who is also a certified teacher or the ESL teacher will administer the Home Language Survey and the informal oral interview with the student to determine the approximate level of English literacy. We

provide parents with information regarding the three different programs available for ESL students, which includes the Transitional Bilingual, Dual Language, and Free Standing ESL program. We provide translation services to parents as they learn about the available ESL programs. During the intake process, parents will be conferred in their native language to determine the students' level of formal education outside of New York City and to determine if the child is a Student with Limited or Interrupted Formal Education (or SIFE). We provide continued entitlement letters for students who did not score at proficiency on the NYSESLAT. Finally, we input information for parent choice into ATS, which is the ELPC. This is done within 20 days.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

All identified students take the NYSESLAT each year based on the schedules put forward by NYS. The RELC report in ATS is used to determine NYSESLAT eligibility. All four components are administered. If a student is absent for the test they are given a second opportunity during the NYS designated make up period.

6. 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.) 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. 
- The trend in program choices have been toward our ESL program. We offer parents assistance should they desire to select another school that has the programs they desire. If PS 87 ever receives enough parents' requests to start a Bilingual or Transitional Bilingual Education program, then our school would begin the process of starting one of these other programs. Again, the trend has been for parents to choose a Freestanding ESL program. In the past, all parents have selected the ESL program in our school and the same is true of this past year.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - 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])?
 - A. We offer an ESL pull-out program.
 - B. The program model is heterogeneous (mixed proficiency levels) one.
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)?

Students who are identified as Beginners and Transitional receive 360 minutes of ESL services. Students who are identified Advance receive 180 minutes per week delivered by our ESL teacher. Students also receive 180 minutes of ELA instruction per week as required under Part 154.
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 foster language development and meet the demands of the Common Core Learning Standards.

Content area subjects are taught in English and supplemented by technology, visual aids, role playing, TPR, manipulatives, and other activities. An emphasis is placed on academic vocabulary, close reading and students using evidence from the text to support their answers.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

We assess throughout the school year. Our ELLs have access to glossaries and dictionaries in students' native languages.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Progress is evaluated using formative assessments during the school year such as running records by classroom teachers, monthly iStation reading data and Fountas and Pinnell beginning of the year, middle of the year and end of year reading benchmark.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

ELL students are offered the full range of academic supports that are provided in our school such as RTI during the school day, Extended Day 2x a week, Saturday Academy, After School and the READ 1:1 tutoring for first grade students. Newcomers are paired with a student who speaks the same home language to support their adjustment to school and the available technology in the building is used to support their adjustment. A staff member who speaks the same home language is also identified to "check in" and "check out with the student daily. Through periodic assessments in ELA, students are monitored and paired with the Academic Interventions that meet their needs whether 1:1 or small group. ELLs continue to receive support by the ESL teacher after testing proficient and receive testing accommodations for up to two years.

7. 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?

Our school uses ReadyGen for English Language Arts instruction K-5. Teachers plan weekly with coaches and consultants to "unpack" this program to make sure it is meeting the needs of our ELL-SWDs. It is a rigorous program providing tiered support and strong vocabulary development.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our school offers a diverse model of support for ELL-SWDs from pull out SETTS, push in SETTS, ICT classes, mainstreaming to 12:1:1 environments.

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

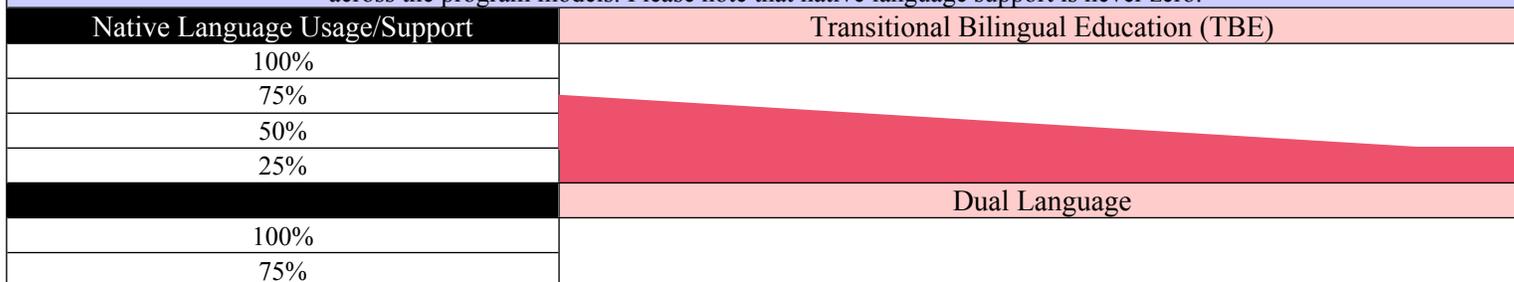
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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

9. 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.
- ESL students who are identified as SIFE, newcomers, or who are in need of extra support, are provided additional remediation through our Extended Day program, After-School, and Saturday Academy program that focuses on building literacy and math skills to prepare students for the Common Core aligned State assessments. Sessions are held in small groups of 10 students who are strategically grouped based on needs that have been identified through the use of data. Students in Grades 3 and 4 receive two periods of "hands on" science in the Science Lab in addition to three periods of Science with the classroom teacher. Students are engaged in content area reading in designated periods for social studies but are also engaged in content area reading during the literacy block. Non-fiction books are also used in small group guided reading instruction in the classroom
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Students continually progress through the different stages on the NYSESLAT from Beginners, Intermediate, Advance and Proficient. ELL students also score well on the NYS Science exam.
11. What new programs or improvements will be considered for the upcoming school year?
- This is our first year in using a Common Core aligned ELA curriculum. We will evaluate the effectiveness of this program in the progress of our ELLs.
12. What programs/services for ELLs will be discontinued and why?
- At this time, none of our programs will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are an integral part of the school community and are included in all programs. These programs include residencies in theatre and dance, trips, chorus, and performances. There are many classroom and school-wide celebrations that include attendance celebrations, book celebrations, book fairs, assemblies, and the Science Expo. Parents of ELL's have access to translators during Parent Teachers Conferences and as needed to communicate with pedagogues and staff members. Other types of programs in our school community include extended day afternoon intervention programs, and Saturday Academy. The goal of the afterschool programs is to have the children progress to the next language proficiency level and be able to perform at a proficient level on standardized assessments.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- P.S. 87 was part of the iZone initiative and all classrooms have smartboards and laptops. All classrooms have access to the technology lab once a week. Students have access to Raz Kids, iStation and Great Leaps intervention program. In the content area of Science, our school follows the NYC DOE Scope and Sequence and our focus on hands-on experimental learning. Students are exposed to inquiry and all ELL's participate in the school wide annual Science Expo. In the content area of Mathematics, the school follows the standards of the CCLS and uses the program GO Math. In addition, all ELL's participate in the arts through our various residency programs and with our Art teacher. Technology is woven into our school culture. Our ELL's have equal access to these resources. Every classroom has access to a laptop cart and desktops and all classrooms have smartboards that are used on a daily basis to provide an interactive learning environment.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- The only native language support provided is the use of peers with the same native language. There are staff in our school speak both Spanish and French. Students are supported through the use of bilingual dictionaries, glossaries etc.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Access to resources is school wide. Support and resources are tailored to meet the needs of ELL's developmental ages and grade levels. The required services support the ELL's ages and grade levels. As stated earlier, the students are grouped based on grade level and language proficiency. Resources are tailored to meet the needs of the ELL's ages and grade levels. Materials used by the classroom teachers and the ESL teachers are age appropriate.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- At present, there are no activities offered to newly enrolled ELLs during the summer due to our very small population. However, once enrolled ELL students and families are welcomed to our school and participate in the rich academic and social/emotional programs offered at P.S. 87. Before the beginning of the year all Kindergarten parents are invited to a Kindergarten orientation. During Kindergarten screening, the ESL coordinator is present to assist children and their parents with the process. Our parent

coordinator reaches out to provide services as needed. As students are registered in the building throughout the school year, the ESL coordinator meets the parents and explains the identification process.

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

n/a.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

P.S. 87 has a very stable staff that have completed Jose P. training in the past. Every effort is made by our ESL teacher to confer with the classroom teachers to discuss the strengths and weaknesses of our ELL students to help them progress socially and academically. The ESL teacher attends workshops and training to keep abreast of new policies, materials and strategies to support our ELL population of students.

Educational consultants also offer their services and training on different topics pertaining to our instructional program. These strategies include modeling, bridging, contextualization, schema building, text representation, and metacognition. The professional development that has been offered from September 2013 to November 2013 includes the following:

- ReadyGen and Go math overviews and components
- Sample templates that are aligned to Universal Design for Learning
- Differentiation for ELLs and Special Education (Interventions/Extensions based on data)
- Small group expectations and possibilities
- Setting up rotations for Guided Reading
- Data Analysis of formative and summative assessments
- Create goals for groups of student

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.

The ESL teacher attends periodic training offered by the Network and Jose P training has been scheduled for January 2014 for new teachers.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

The Parent Coordinator and ESL teacher hold a Parent Orientation workshop for parents of children who are eligible for ESL services. Translations are provided where needed. Literacy, mathematics, 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 students taking the standardized tests. Parents are invited to special activities, such as author celebrations, student performances, and accompany their children on field trips. P.S. 87 is proud of its partnerships with Studio in a School for visual arts, Music for Many for theatre performances and with the Bronx Botanical Gardens.

The Parent Coordinator works with families to support parents in navigating the school system and providing support to families in understanding the academic and social expectations of our school. The Parent Leadership meets three times a year to determine the needs of parents through surveys and other tools and evaluate the programs offered.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
D. Anaman	Principal		11/1/13
L. Vertus	Assistant Principal		11/1/13
	Parent Coordinator		11/1/13
W. Martinez	ESL Teacher		11/1/13
Farnaz Ali	Parent		11/1/13
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
J. Perry	Other <u>Related Service</u> <u>Prov</u>		11/1/13
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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.

Each year, our school re-assesses the needs of our families in regards to their written translations and oral interpretation needs. Although we have a very small population of ELLs in our school, Spanish and French are the two languages spoken by most of our parents. To ensure that all parents are provided with appropriate and timely information in their home language, P.S. 87 reviews the Home Language Survey to assess their oral and written language preference. Letters from Central are translated and staff on hand who speak different languages. Four new staff members have been added to our organization including a school secretary to assist with inquiries by telephone in the main office.

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 has a small population of ELL students (12). However, letters of importance are translated into languages other than English. This includes letters and notices. The findings of the interpretation needs are reported to the school community at Grade Meetings, PTA meetings and Faculty Conferences. Last year, we provided translation support services using our in-house translators for four parents. In house translators were also available for parents at Parent Teacher Conferences and PTA meetings. The Parent Coordinator working with the ESL teacher informs the school community of parental needs.

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.

We have school staff who speak and write in different languages so written translations are available. The Parent Coordinator works closely with the office staff and ensures that letters are sent out with the translated version.

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 uses all its resources to make sure that parents are informed. School staff (teachers, school aides, paras, secretary) are always available to assist. When a parent registers who speaks a language other than one spoken by our staff, we enlist the language and interpretation services offered by the DOE.

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>.

P.S. 87 will:

- Communicate information about the school's academic program and participation
- Provide information about a child's academic performance and approaches to increasing achievement
- Translate NCLB mandated communications
- Inform parents regarding all the resources available to them to support their children's academic growth and development
- Work to increase parent participation in school activities.