

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

03M087

School Name:

PS87 WILLIAM SHERMAN SCHOOL

Principal:

MONICA BERRY

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 03M087
School Type: Community School Grades Served: PreK-5
School Address: 160 West 78th Street, New York , NY 10024
Phone Number: 212-678-2826 Fax: 212-678-5886
School Contact Person: Monica Berry Email Address: mberry@schools.nyc.gov
Principal: Monica Berry
UFT Chapter Leader: Lauri Posner
Parents' Association President: Wendy Schnierow and Jaime Abrams
SLT Chairperson: Myra Lotto and Laura Scanlon
Student Representative(s): _____

District Information

District: 3 Superintendent: Ilene Altschul
Superintendent's Office Address: 154 WEST 93 STREET, MANHATTAN, NY 10025
Superintendent's Email Address: IAltsch@schools.nyc.gov
Phone Number: 212-678-5857 Fax: 212-222-7816

Cluster and Network Information

Cluster Number: 1 Cluster Leader: Chris Groll
Network Number: 103 Network Leader: Yuet Chu

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Monica Berry	*Principal or Designee	
Lauri Posner	*UFT Chapter Leader or Designee	
Wendy Schnierow	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Myra Lotto	Member/ parent	
Stacie Fenster	Member/ parent	
Lisa Katzenstein	Member/ parent	
Lora Martinez	Member/ parent	
Katie Miller	Member/ parent	
Emma Paske	Member/ parent	
Maud Sachs	Member/ parent	
Diane Berman	Member/ teacher	
Zack Howard	Member/ teacher	
Laura Scanlon	Member/ teacher	
Kazue Takenaga	Member/ teacher	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> • Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. 	
<ul style="list-style-type: none"> • Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> • Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. 	
<ul style="list-style-type: none"> • Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. 	
<ul style="list-style-type: none"> • Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> • Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and 	

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

PS 87 is a PK/K-5 primary school serving families on the Upper West Side. The school itself is a draw for families moving into the area, not only because it offers a first-rate public education to its students, but also because the school retains a strong and vibrant sense of community in spite of the changing population it serves.

The core values of our school have always been, and will continue to be, a *commitment to diversity* and to *differentiated instruction*: although seemingly unrelated, we believe they go hand-in-hand. As a school, we recognize that in order to advance each student through their individuated instructional path, we must teach—and know—the whole child. Thus, by teaching tolerance and awareness, we show our children that when we acknowledge *difference*, we can both promote inclusion and improve education.

To this end, our mission is to build a stimulating and inclusive environment in which every student develops academically, socially and emotionally.

We are committed to:

- Creating a safe and supportive school culture, which promotes academic risk-taking by students and teachers.
- Encouraging diverse learners to become self-directed, creative, and independent through inquiry and exploration.
- Fostering critical thinking through a grade-by-grade thematic curriculum centered on experiential learning, always striving towards academic excellence.

Our school strengths are illuminated in the 2014 *School Quality Guide*: we have achieved excellence in Student Progress and Student Achievement on State English and math tests, and have exceeded our target in Closing the Achievement Gap. Our significant improvement over the 2012 and 2013 numbers suggest that our school's investment and methodologies are working. By most measures, we are an extremely successful school.

However, our 2013-2014 School Quality Guide reveals that our School Environment rating is Approaching Target, exposing a weakness with which we are familiar. This rating reflects parent and teacher dissatisfaction with PS 87's Instructional Core and existing Systems for Improvement, and so our chief goal this year will be to improve in these areas.

In remediating our school's weaknesses, our challenge will be to accommodate the diversity of teaching methods and eclecticism that the school embraces as the hallmark of its community. Standardization and unity may lead to better Systems for Improvement, but for a school that prides itself on celebrating *difference*, it is key that the direction of the school remain pliable enough so as to accommodate the diversity of teaching and learning styles practiced within the building.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The PS 87 School Quality Guide and School Quality Snapshots for 2013-2014 highlight the many achievements of our school’s English Language Arts (ELA). Most notably, Student Progress in ELA significantly improved from the previous year, from 48% in 2013 to 85% in 2014, as a percent of peer range, and from 56% in 2013 to 98% in 2014, as a percent of city range.

As a school with such successful ELA instruction, our focus is always on improving student progress, although the data does not currently convey an obvious need. We instead turn to the school’s 2013-2014 Instructional Core rating of “Approaching Target,” which presents significant room for improvement:

- **17%** of teachers answered that they *disagree* that PS 87 “uses assessments that are relevant to my daily instruction”
- **24%** of teachers *disagreed* or *strongly disagreed* that teachers “use multiple forms of student achievement data to improve instructional decisions”

The data suggest a need to assess student achievement on an individualized basis, since growth and improvement can look different for each child. We believe that our Instructional Core rating reflects a need to ensure that all of our children are progressing across multiple levels of learning over the school year. To that end, we will undertake a holistic approach of assessment that includes diverse measurements of student achievement relevant to daily instruction, used to improve instructional decisions.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 80% of students in grades K-5 will meet grade level benchmarks in reading and writing.

In reading, progress will be measured by end-of-year reading assessments, including running record assessments (Fountas and Pinnell).

In writing, student progress will be measured by grade-wide performance tasks, class-specific on-demand and published writing pieces, and individualized assessment conducted at different stages of the writing process.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be</i>	Timeline <i>What is the start and</i>	Key Personnel <i>Who is responsible for implementing</i>

<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
<p><u>Individualized Assessment</u></p> <ul style="list-style-type: none"> • <i>Conduct assessments</i> of each student, to provide for progress measurement and continued analysis across the school year • <i>Establish individualized ELA goals for each child</i> and identify strategies to achieve those goals. • <i>Examine student progress</i> throughout the year, sharing individualized ELA goals for each student at parent/teacher conferences and making recommendations for ways to support these goals at home. While we acknowledge that many teachers already do this type of assessment, we aim to create grade-wide standards from existing best practices. 	All students	September 2014-Early June 2015	Classroom Teachers, literacy coaches, reading intervention specialists, and Administration
<p><u>Second Item: Targeted Intervention</u></p> <ul style="list-style-type: none"> • <i>Identify students</i> who would benefit from intervention. • <i>Administrate</i> the <i>Boost-Up</i> Intervention program (ongoing). • <i>Evaluate children quickly</i> so as to determine which students will not benefit from <i>Boost-Up</i> 	Bottom 3 rd in Reading	Early June 2015	Classroom Teachers, Intervention Specialists, Literacy Coaches
<p><u>Third Item: School-wide Collaboration on Writing Tasks</u></p> <ul style="list-style-type: none"> • <i>Standardize expectations for student writing</i> proficiency by repeating Common Core ELA performance tasks from the year prior (two tasks per grade) • <i>Standardize the content, rubric, grading,</i> and administration of grade-wide performance tasks • <i>Collect and share</i> exemplary writing pieces 	All Students	End of May 2015	Classroom Teachers, Literacy Coaches, Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Continued use of the school’s literacy room
- Hiring and ongoing employment of Intervention Specialists for Boost-Up
- Participation of all classroom teachers to administer student assessments and to determine ELA for each student
- Dedicated time for grade-wide meetings to establish common rubrics

- Support from the Principal and Assistant Principals in aggregation and analysis of data collected from student assessments
- Support from the Principal and Assistant Principals in facilitating the above-mentioned meetings

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
---	----------	--	---------------	--	-----------	--	-----------	--	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

The PS 87 Parents Association will provide funding for the *Boost-Up* Intervention program.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

- Grade-wide writing tasks and rubrics to be planned by **January 30, 2015**
- Reading and Writing, performance tasks and assessments will be completed by **February 13, 2015**
- Administration and teachers to meet by **March 1, 2015** to identify all students who are below grade level standards
- We aim to be “Meeting Target” on the Instructional Core rating of the 2014-2015 School Quality Report

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Although we frequently observe and report a happy and supportive school environment, our 2013-2014 School Survey reveals some concerns with respectful behavior and attitudes: 21% of parents *agree* or *strongly agree* that students harass or bully other students; while another 18% reported they “didn’t know.”

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Our goal is to create a culture of respect, improving the way all constituents (teachers, students, administration, and parents) interact. By June 2015, 75% of parents will disagree or strongly disagree with the School Survey statement about bullying.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Members of the SLT will engage in soliciting, compiling, and drafting a school-wide Respect for All code with these aims: <ul style="list-style-type: none"> • To draft and publish a set of Community Standards to be introduced and referred to throughout the year • To standardize the language with which we discuss bullying and respectful behavior (language employed in our Community Standards) • To formalize and publish a Reporting Procedure for incidents of bullying and harassment, observed or experienced in the school. • To support the PS 87 Respect for All Code, the Administration will establish a team of faculty and 	All Students, Staff, Parents, and Administration	November 2014-June 2015	SLT Respect for All Committee and Administration

administration trained in conflict mediation, responsible for responding to and following up with students, parents, and staff reporting incidents of bullying and harassment.			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Space on the school website to publish the **Community Standards** and **Reporting Procedure**
- Substitute Teachers to cover staff for professional development provided by outside agency specializing in Respect for All initiatives.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
---	----------	--	---------------	--	-----------	--	-----------	--	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

The Parents Association of PS 87 will provide funding to pay for professional development.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

7. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
8. Specify a timeframe for mid-point progress monitoring activities.

- A record of reported incidents of bullying will be kept and examined in December, April, and June. We hope to see reported incidents decrease in number and severity as the school community becomes familiar with our **Community Standards**, and as the rules and language they formalize become part of our community’s vernacular.
- First draft of **Community Standards** will be completed by the end of February 2015.
- **Reporting Procedures** will be finalized and published by January 2015

Part 6b. Complete in **February 2015.**

9.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
----	--	--	-----	--	----

10. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

--

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

With the adoption of the Common Core Standards, we have found it necessary to change our curriculum so as to better prepare our students to meet the new standards. Two years ago, we started using the enVisions math program. We did see gains in the number of students who scored on or above grade level in math as a school, however, we feel is imperative that we evaluate the effectiveness of the program as many teachers have stated that they supplement quite a bit to make sure the students are meeting all of the standards for the grade. We also administered a Needs Analysis Survey in the spring of 2014 where teachers identified a need for: early intervention for students not meeting grade level benchmarks, time to meet and plan with colleagues, and professional development opportunities. In addition, parents have expressed a need for more information regarding the new curriculum and ways they can support their children.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of classroom teachers will work collaboratively to support and challenge students by: identifying areas of student need, assessing the enVisionMATH curriculum, providing targeted intervention, participating in professional development and providing parent workshops.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 11. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 12. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 13. Strategies to increase parent involvement and engagement 14. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Identify Areas of Student Need: In all grades, teachers will work collaboratively to identify areas of student need. Based on the Common Core Standards, all teachers will create and implement mathematical tasks for each grade level. Lessons will be designed such that all students will participate in academic conversations and tasks that deepen their understanding of mathematical concepts and improve reasoning skills. In addition, third, fourth and fifth grades, teachers will use the results of the NY State Math Test from previous years to identify content	All students	September 2014- June 2015	Classroom Teachers, Administration

areas in which students can benefit from additional support. Teachers will use this information to develop pre and post assessments of skills and concepts within the targeted strands.			
Targeted intervention will be provided during and after the school day for students identified as needing additional support in mathematics. After school intervention will be offered to support students in the upper grades. Second grade students identified as needing additional support will participate in the Boost Up! mathematics intervention program.	Lowest third in Mathematics	January 2015-May 2015	Administration, Intervention specialist
Professional Learning -Teachers will participate in study groups and professional development. Teachers will collaboratively study student work and analyze problem-solving strategies so as to continually refine instructional practices in response to student needs. Assess enVisionMATH curriculum and ensure its alignment with the Common Core Standards: Classroom teachers will meet and work collaboratively to assess enVisionMATH and ensure its alignment with Common Core Standards. Teachers will gather and share additional resources to support the curriculum as needed.	All Students	January-2015-June 2015	Administraton and Teachers
Parent Workshops Based on parent feedback, teachers and administrators will provide workshops that enrich parent understanding of the math curriculum and provide ways to support their children's math learning.	Parents	January-2015-June 2015	Administraton and Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Teachers will need access to other materials aligned to the CCLS
- We will need to hire an intervention Specialist
- We will need to establish relationships with outside agencies specializing in math teaching and learning to analyze student work.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
The Parents' Association on PS 87 will fund the f-status position of Math intervention specialist and pay for the professional develop of the outside agency.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

15. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
16. Specify a timeframe for mid-point progress monitoring activities.

- Math intervention specialist will be hired by January 2015
- Teachers will have analyzed and decided on supplements for the first to topics of study in the program by February 2015

Part 6b. Complete in February 2015.

17. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
--	--	-----	--	----

18. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

--

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The 2012-2013 Quality Review indicated the administration needs to improve on “effectively using the research based framework to support professional growth and reflection through frequent observations and feedback that clearly identifies next steps.” While the administration has been working on getting into classrooms more frequently to observe, teachers have stated, “there is a lack of regularity in the feedback they receive.” This inconsistency has ‘impeded the growth’ of teachers within the building. In both the Quality Review and the Principals’ Performance Review feedback in the fall of 2014, the areas in which teachers need the most support are questioning and discussion techniques and assessment. With more consistency in the observation cycle, teachers’ professional growth will be better supported which in turn will raise the level of student performance in the school.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Administration will conduct observations and provide teachers with regular and consistent feedback that focuses on improving teaching strategies in the areas of questioning and discussion and assessment. By June 2015, 90% of teachers will earn an effective or highly effective rating in these areas.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
19. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 20. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 21. Strategies to increase parent involvement and engagement 22. Activities that address the Capacity Framework element of Trust			
Administration will conduct professional learning communities around questioning and discussion techniques and assessment. <ul style="list-style-type: none"> • Teachers and administration will have an opportunity to unpack these areas through the use of videotaped lessons. • Teachers will practice taking low inference notes and using the Danielson Rubric to evaluate these skills. • Teachers will discuss one another and the administration 	Teachers	September 2014- January 2015	Administration

how these skills can be implemented in their classrooms			
Administration will have a tracking system to ensure that all teachers are evaluated and receive feedback on a more regular basis. <ul style="list-style-type: none"> Administration will create a system to track the number of observations each administrator conducts as well as when the feedback has been given to a teacher 	Teachers	October 2014-May 2015	Administration
Administration will analyze observation results to target professional development. <ul style="list-style-type: none"> Administration will give small group and individual support to teachers depending on their ratings. 	Teachers	October 2014-May 2015	Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Access to professional development videos and knowledge of professional development opportunities directly associated with the Danielson Framework.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
23. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
24. Specify a timeframe for mid-point progress monitoring activities.				
Two cycles of observations will be compiled by February 2015. Administration will review observation data and ascertain areas in need of development by January 30, 2015.				
Part 6b. Complete in February 2015.				
25.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
26.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

As discussed in the school description section, PS87 prides itself on a long history of being an inclusive and nurturing community for diverse families. As such, we were disappointed with the participation rate on the 2014 School Survey; as well as the below average satisfaction with “Systems for Improvement” and the overall “developing” rating for School Environment on the School Quality Snapshot.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Parent and teacher participation on the 2014 – 2015 NYC School Survey will increase as we believe that a more robust sample of parents and teachers will yield more accurate positive results. By spring 2015, participation of parents and teachers on the School Survey will increase by at least 5%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
27. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 28. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 29. Strategies to increase parent involvement and engagement 30. Activities that address the Capacity Framework element of Trust			
Implement monthly meetings open to all parents of the school to discuss school community affairs.	Parents	September 2014 - June 2015	Administration, Parent Association Executive Board, SLT
Incorporate staff-led workshops and/or discussions into monthly Parent Association meetings.	Parents, teachers, school staff,	September 2014-June 2015	Administration, Parent Association Executive Board, SLT

Increase school involvement in community service projects.	All Students	September 2014-June 2015	PS 87 Community Service Committee, Teachers, Administration, SLT

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Support from administration, teachers, parents, and the community at large.
- Outside organizations to partner with our Community Service Committee in order to facilitate projects for classroom community service projects.
- Vehicles for communication to promote our action plan (for example: newsletters, e-mail, flyers, bulletin board, PS 87 website, Backpack News, etc.).
- Schedule adjustments for all school personnel in order to allow personnel to attend meetings to build the community at large.
- Scheduled time for families and school personnel to meet and discuss community affairs.
- Incentives for the school community to attend meetings and participate in the NYC School Survey.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA		Title III	x	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
PTA grants will support communications efforts and events.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

31. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
32. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, PS87 will have conducted:

- at least one monthly meeting open to all parents of the school to discuss community affairs.
- at least one meeting between representatives of the school staff and the Community Service Committee.
- at least one Parent Association meeting featuring a discussion or workshop led by teachers.

Part 6b. Complete in **February 2015.**

33.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
34.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Teacher assessments	Guided Reading Strategy groups	Small group one-to-one	During school day
Mathematics	Teacher assessments / ECAM	Remediation and reinforcement of concepts/subskills required to learn grade level content	Small group one-to-one	During school day
Science	Teacher assessments	Reading comprehension and content- skills reinforced through pre- and re- teaching and adapted instructional materials as needed.	Small group one-to-one	During school day
Social Studies	Teacher assessments	Reading comprehension and content- skills reinforced through pre- and re- teaching and adapted instructional materials as needed.	Small group one-to-one	During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor / teacher referral	Talk, play and art therapy, addressing emotional issues and developing social interpersonal skills.	Small group one-to-one	During school day

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I
--	---------------------------------	--	---	----------	--------------------

Part 2: All Title I Schools

2a. 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.

2b. 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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The 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 the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the 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 School 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 the school 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 the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

[School name], 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by 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 Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 03	Borough Manhattan	School Number 087
School Name Sherman William		

B. Language Allocation Policy Team Composition [i](#) 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 Monica Berry	Assistant Principal Barbara Kissane
Coach Jacqueline Morrison	Coach type here
ESL Teacher Allison Hawke	Guidance Counselor Jacque Hernandez
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Margaret Lerner
Related Service Provider type here	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	1	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	5	Number of certified NLA/foreign language teachers	6	Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		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	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	914	Total number of ELLs	34	ELLs as share of total student population (%)	3.72%
--	------------	----------------------	-----------	---	--------------

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)	1	1	1	1	1									5
Freestanding ESL														
Pull-out														0
SELECT ONE														0
Total	1	1	1	1	1	0	0	0	0	0	0	0	0	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	34	Newcomers (ELLs receiving service 0-3 years)	30	ELL Students with Disabilities	8
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language	6									6
ESL	24		3	4		4				28

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	30	0	3	4	0	4	0	0	0	34
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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	
	ELL	EP	ELL	EP																
Spanish	3		2		1														6	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	3	0	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	6	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
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					3	3								6
Chinese		2	1											3
Russian	1	1			1									3
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French	1													1
Korean														0
Punjabi														0
Polish														0
Albanian	1													1
Other	4	3	3	2	2									14
TOTAL	7	6	4	2	6	3	0	28						

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)	3	3	2	1	1	1								11
Intermediate(I)	1	1	1		1									4
Advanced (A)	6	4	2	1	4	2								19
Total	10	8	5	2	6	3	0	0	0	0	0	0	0	34

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	3			6
4		2			2
5	1	1			2
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	4				1				5
4	1		1						2
5	2				1				3
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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)					0	0	0	0
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
In the ESL program, Fountas and Pinnell as well as a variety of assessments created in our school, are used as assessment tools. We have found that our ELLs, while many of them start the year slightly below grade level, most of them are on grade level by the end of the school year.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 What is revealed by data patterns? Despite the change in testing content and format on the April/May 2013 NYSESLAT, 19 of our students taking the NYSESLAT made significant measurable progress in the acquisition of English. Nine of our students, in grades K through 3, went up two levels. Four students went from being absolute beginners to being advanced; five students went from being beginner or intermediate to proficient. Six students went up one level. One child in third grade, who had flat lined at the intermediate level at his previous school and was new to ours, moved to the advanced level. Four students in grades 4 and 5, three of whom have I.E.P.s remained at the advanced level. The fourth student, in 5th grade, was new to the country, so while she remained at the advanced level, her previous testing experience in the U.S. had been the LAB-R and this was her first NYSESLAT. Two students in kindergarten experienced a downward movement in levels, going from advanced on the LAB-R to beginning and intermediate levels. Part of the reason for this downturn can be attributed to the different natures of the tests: since the LAB-R is an oral exam, their difficulties in writing were not exhibited. Both of these children have I.E.P.s. One of these children has left the state and the other remains in our school. Writing and increasing her familiarity with phonemes/letter identification and writing, will be a focus for this child.
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](#))
 With the exception of a student in first grade in the Dual Immersion program who was reticent to speak unless her utterances were grammatically perfect, all the other ELLs, in both the ESL and Dual Immersion programs, performed highest on the speaking modality and lowest on the writing modality . We will orient our instruction around these results. Instruction, aligned with Common Core Learning Standards, in the writing modality will be a focus. Depending on student age and level, students will engage in activities such as writing non-fiction descriptive and informational texts. They will develop their understanding of narrative structure and sequencing, and build their understanding of initial, middle and final phonemes in individual words. Additionally, as reading is another important focus, students will improve their ability to ask and answer both informational and inferential questions that are based on a variety of texts (for example, non-fiction procedural, folk tales and poetry). They will also increase their understanding and use of academic vocabulary. These results will guide our formation of Annual Measurable Achievement Objectives and we will use rubrics to assess students' progress.
4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- C. As the ELL Periodic Assessment is not a mandated assessment, PS 87 uses a combination of assessments. One assessment is a writing assignment that is graded by an in-house created rubric which is modelled after the descriptive writing (nonfiction) rubric used in the NYSESLAT. Students are taught what the parameters are for obtaining a 1, 2, 3 or 4. They are then asked to grade sample essays and to learn which type of essay generates a 1,2, 3 or 4. Then the students assess their own essays. The teachers grade the essays as well. Students are given the opportunity to rewrite their essays to improve their outcome and to further their understanding of essay writing
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](#).)
 In order to meet ELLs needs, the ESL, D.I. and regular classroom teachers become familiar with the students' linguistic background including their home cultures. Additionally, information is gained about their prior schooling experiences and their previous exposure to English. Our ELLs receive rigorous Tier 1 instruction. When students demonstrate persistent difficulties and challenges, they are evaluated. When necessary they are given Tier 2 and Tier 3 interventions from a variety of sources, including our literacy support and reading intervention specialists, SETTs teachers, our ESL teacher during the additional support time at the end of the school day and our physical, occupational and speech therapists as well as our guidance counselor.
6. How do you make sure that a child's second language development is considered in instructional decisions?
 We make sure that a child's second language development is considered in instructional decisions through a variety of ways. First of all, the instruction of the entire ESL program is oriented towards a child's second language development. In the regular classroom environment, teachers engage in differentiated instruction to aid a child's second language development. Some ways that they do this are by modifying content, using realia and considering a child's home background.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Results on nyseslat, rubric graded writing assessments, compilation of portfolio work, integration into regular classroom,

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](#).)
 1. The initial identification of students who may be ELLs is made by the parent coordinator in conjunction with a pedagogue. After testing eligibility via the HLIS has been determined, the students eligible for LAB-R testing are tested within the first ten days of their arrival at the school by our certified ESL teacher. The dates that they are tested are recorded on the LAB-R answer documents. Newly identified English Language Learners who are also Spanish speakers are given the Spanish LAB by a Spanish speaking certified teacher. Entitlement letters, sent in the home language when necessary, are sent to the families of eligible students. The ESL teacher also contacts parents of new ELLs, sends out the parent letters and arranges and leads the New Parent Orientation Meetings. The families of students whose NYSESLAT scores indicate continued ESL eligibility are also notified (again using their home language when necessary) and invited to contact the ESL teacher if they have any concerns. Families of students whose LAB-R or NYSESLAT scores indicate proficiency in English are also notified. All testing results, the names of the students tested, and the letters sent out are stored in the 2013-2014 English Language Learner Compliance Binder.
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.
 2. At the Parent Orientation Meeting, which is held within the first ten days of school, the ESL teacher presents the choices to the families and shows them the Parent Orientation video. Parent Orientation Brochures from the DOE website are also given to the parents and are available in their home language. If the need has been indicated, a translator is also present at the meeting. Parents are also given the opportunity to watch the Parent Orientation Video in their home language as well as in English. The Spanish and Chinese Parent Orientation Videos have frequently been watched by parents in our school. In addition, the Parent Brochure, as well as the program selection form and the parent survey are also made available in the home language. If the Program Selection Form and Survey are not returned by a given date, a reminder is sent to all parents. Along with the reminder, parents are also given the opportunity to attend another New Parents Orientation. If parents are unable to attend any Parent Orientation Meeting, they are given an opportunity to conference with the ESL teacher on the phone or to email her regarding any questions that they may have regarding the choices available to them.
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 [\[see tool kit\]](#).)
 3. The entitlement letters/Parent Survey and Program Selection forms are distributed directly to the students by the ESL teacher. Whenever a family has indicated a preference for the information to be sent in their home language, that preference has been respected and the information sent in their home language. The returned forms are stored in the 2013-2014 Compliance Binder which is accessible to the administration and other teachers and is located in the ESL classroom.
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.
 4. Parents are informed of the choices of programs available at our school. Decisions regarding ELL placement in the Dual Immersion program and the ESL program are made in conjunction with the parents' stated request on the Program Selection form and with their informed consent.
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.
 5. Before the NYSESLAT is administered, letters and brochures explaining what the NYSESLAT is and the time period in which it is to be given are sent home. When necessary, the information is presented in the home language. The ESL teacher also invites to a

meeting held by the ESL teacher in which she explains the NYSESLAT period and helps parents prepare their children for the exam. Letters briefly explaining the NYSESLAT and its time period are also sent to classroom teachers. Next the ESL teacher creates a chart with all of the ELLs names and all of the testing modalities. A testing schedule is also created. As children are tested in each modality, the date of the administration is recorded on the chart. Testing is complete when all have been recorded as having taken the NYSESLAT in all four modalities.

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. [i](#)
6. The program models offered at our school are completely aligned with parent requests. Of our 33 ELL families, 27 have chosen the ESL program and 6 have chosen the Dual Immersion program. None have indicated that the Transitional Bilingual Education Program is the choice that they would like for their child.

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])?
1. The organization model used in the ESL program is the Pull-Out model. Within the Pull-Out ESL class, students are placed in heterogeneous and homogenous groups. Students' needs, based on their LAB-R and NYSESLAT scores, are identified. Students are then grouped accordingly. There is one group of children in grades 3-5 that is homogenous; they are all at the advanced level. Within these groups, instruction is differentiated so that various needs of the students are met and so that it is aligned with the Common Core Learning Standards. The ESL teacher also works closely with the classroom teachers to integrate the curriculum and to discuss student progress, development and ELL student interaction with EP students.
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)?

2. The staff is organized to meet the mandated minutes of ESL instruction by having a full-time certified ESL teacher. In addition, the certified five Dual Immersion teachers are also full time. As per CR Part 154, the children in the beginning and intermediate levels of English proficiency receive 360 minutes of ESL per week. Children at the advanced level receive 180 minutes of ESL per week. They receive the mandated minutes of ELA in the regular classroom setting.

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.

3. In the ESL setting instruction and content are determined by each group's level of comprehensible input. Mini-units, aligned to the CCLS and oriented towards improving students' critical thinking skills and academic vocabulary, are custom-designed to be cognitively challenging and to meet the needs of each group. The students' prior knowledge and experiences are also considered. In every unit, students are engaged in improving their skills in all modalities. For example, when students embark on a non-fiction study of the socialization of animals; they are asked to highlight important facts, to explain how they determined the importance of these facts and to explain what thoughts these facts caused them to think. They then write non-fiction descriptive accounts, using their newly acquired academic vocabulary, that compares and contrasts two given animals. At the end of the unit, the students are given a self-assessment with an established criteria on which to measure themselves. The ESL teacher provides feedback and assessment by measuring students on the same rubric. In regards to reading, students are provided a forum in which they can discuss and analyze text that they have read. The students read a variety of texts: they read classic narratives, non-fiction narratives, non-fiction information texts, graphic texts (for example maps), folk tales and poetry. They enhance their speaking skills by generating and asking information based and inferential questions. They improve their use of socio-pragmatic functions and develop their academic vocabulary. They also improve their listening skills by listening to recording text and video clips. Importantly, learning is contextualized and home background and culture are considered in instructional practices. Students engage in purposeful and deliberate conversations. Lastly, native language is used as an instructional support to help them in the understanding of subject content.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

4. ELLs in the Dual Immersion program are evaluated by in-class assessments and the ELE exams. Due to the variety of languages spoken in our school and the lack of native speaking teachers of those languages, (for example Danish), we can not evaluate children in their home languages.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

5. Students are given a variety of assessments which are used to evaluate their acquisition of English in all four modalities. Students are given rubrics outlining a certain criteria which they use to assess themselves, the ESL teacher also provides feedback by completing the same rubric for the child, students are given Fountas and Pinnell based reading assessments on-demand assessments. They also create a portfolio of work, which has teacher feedback on it, which they use to reflect upon progress they have made and to remind them of areas which need improvement.

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).

6a. The school does not have any SIFE students.

6b. The vast majority of our students, 30 children out of 34, are newcomers. Of these, 18 students were new to our school this year. Of the 18 new students, on the LAB-R, six tested in at the advanced level, two tested in at the intermediate level (though the mandated minutes for intermediate level students is the same as beginner) and the remaining students tested in at the absolute beginner level, meaning that they scored under a 10 on the LAB-R. Of these absolute beginners, five scored a 0 on the LAB-R. For the students who are absolute beginners, our immediate primary focus is to enable them to: express their basic needs in class, follow basic classroom instructions, to identify and use elemental vocabulary and to express their ideas and thoughts using simple sentence structures. Attention is also paid to the transferability of students' literacy and writing skills from their home language into English and to the development of their metacognitive skills. One way to accomplish these goals is to develop instructional plans that tap into the students' previous experiences in their home country. These plans have literacy and writing elements and can involve skills such as sequencing, summarizing, and making inferences.

Additionally, for the newcomer students who tested in at the intermediate or advanced level of English proficiency, classroom instruction is spent developing their academic English and improving their ability to respond to an increasingly complex level of text.

Instructional plans have also been made regarding formalized testing for newcomers who have received one year of services. Since NCLB requires that newcomer ELLs be tested after having received services for one year, test preparation is included in instructional planning. Some of these students are not familiar with the testing procedures used in the United States. They also may lack the required

vocabulary for taking the tests successfully and they may not understand the structure of the questions. These needs are addressed through targeted vocabulary lessons, introduction to testing procedures, the use of practice tests and the practice of other test related skills. Instruction is aligned with the CCLS.

6c. Our school has four ELLs receiving 4 to 6 years of ESL services. All four of these ELLs have IEPs and have been placed in ICT classes. On the NYSESLAT, they all tested at higher in the speaking and listening modalities than on the reading and writing modalities. Instruction is tailored to meet their reading and writing needs. Extensive amounts of time are spent reading and analyzing various forms of text, as well as developing their writing skills. Targeted instruction is also provided in writing conventions and various grammar points.

6d. The school does not have any long-term ELLs.

6e. The ESL teacher informs the classroom teacher that he/she has a former ELL in his/her classroom. The ESL teacher and the classroom teacher discuss the students' educational needs and goals. Additionally, students are provided with the testing modifications that they receive as former ELLs.

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?

7. PS 87 uses research based intervention and instructional strategies. The Wilson Program and Foundations are among those used as well as the Lively Letters program for the kindergartners. Instruction is also differentiated to meet the individual needs of each child.

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?

8. PS 87 employs a diverse range of interventions to enable ELL-SWD students to achieve their IEP goals and to attain English proficiency within the least restrictive environment. The school uses Response to Intervention and provides ICT classes for students who require a collaborative environment. The ESL and classroom teachers develop an understanding of the students' learning profile. The teachers become aware of: the family background and culture, the learning style (visual, auditory, tactile, kinetic) and the grouping preference (whether the students prefer to work individually, in pairs or in a group) of their ELL-SWD students. Instruction is differentiated to meet the needs of the student as they are described on the student's IEP. Four students receive intervention in our Integrative Collaborative Teaching (I.C.T. program). Additionally, they receive speech therapy, occupational therapy, physical therapy and S (S.E.T.T.s). These children are also meet with our literacy coach. The 4-6 Year ELLs, of which there are four, all in I.C.T. classes. They also receive speech services. Additionally, two of these students receive S.E.T.T.s. All of these services are provided by certified teachers and therapists. Counseling services are available through our guidance counselor when necessary.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

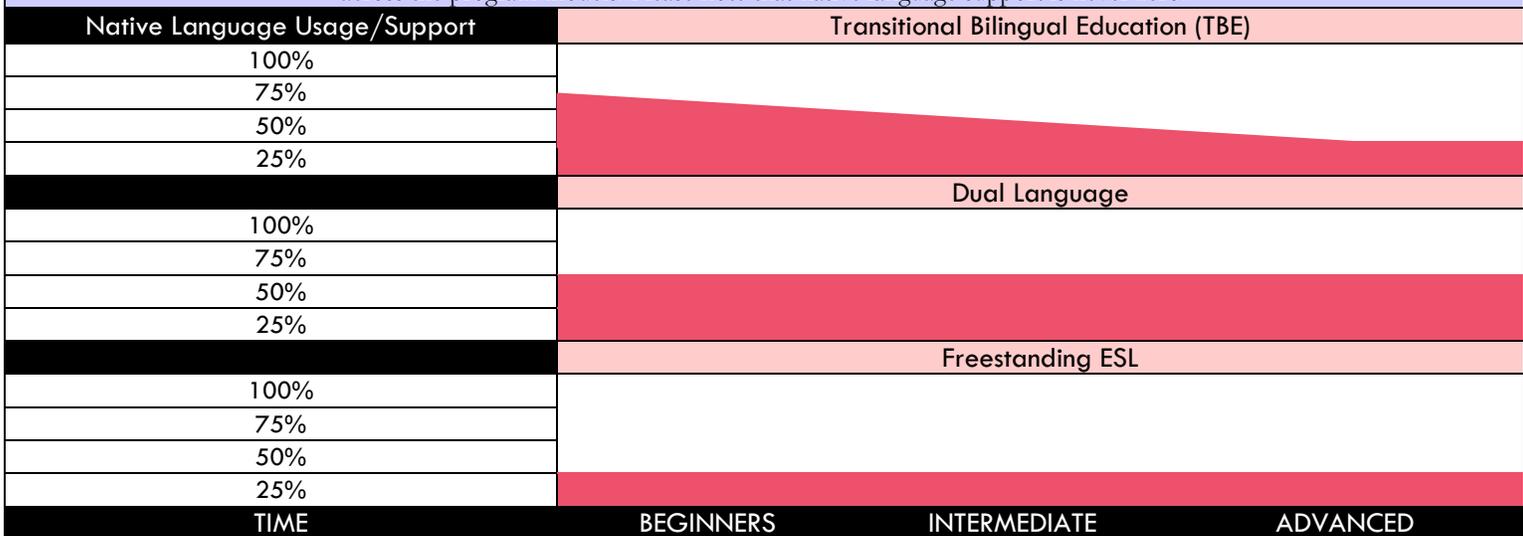
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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.
9. Our school offers targeted intervention for ELLs of all levels. For our newcomer ELLs and 4-6 Year ELLs have the opportunity to meet with our school's reading intervention and literacy coaches. Additionally, they can receive "at risk" services in ELA and math by our S.E.T.T.s teachers. The Newcomer ELLs and the 4-6 Year ELLs also meet with the ESL teacher during the extended instructional support time at the day to learn specific skills to increase their vocabulary, improve their reading comprehension, develop their writing skills, and to prepare for state tests.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
10. PS 87 very effectively meets the needs of our ELLs in language and content development. Our ELLs have shown consistent and strong growth in English language proficiency as evidenced by their advancement on the NYSESLAT. Additionally, 30 out of our 34 ELLs are newcomers; we have no long-term ELLs. The four students have been in the program for more than 3 years are ELLs-SWDs. Through collaboration with the classroom teachers, the ESL teacher ensures that content is not only grade appropriate but also individually appropriate. Both she and D.I. teachers create curricula that is aligned with the CCLS.
11. What new programs or improvements will be considered for the upcoming school year?
11. In our ESL program, we will be integrating the fiction and non-fiction writing techniques and reading strategies promoted by Tony Stead and Stephanie Harvey to enhance our program.
12. What programs/services for ELLs will be discontinued and why?
12. We have no plans to discontinue any programs/services for ELLs in our schools.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. Our school has a wide selection of after school programs that are equally available to all students. All of our ELLs have the possibility of joining these programs. The ESL teacher offers additional instructional support during homeroom time at the end of the day. Additionally our Dual Immersion coordinator works with individual students to provide them with extra support.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. A vast array of instructional materials are used to support our ELLs. Instructional materials include: Fountas and Pinnell leveled library books, guided reading books, chapter books, realia and manipulatives, visuals, graphic organizers, charts, maps, video clips, books on CD, sentence starters, whiteboards, alphabet charts, small word walls. The students also have access to the school-provided iPad. Some of the applications the students use are: Dragon Dictation, Speak it!, Notability, Story Builder, Story Buddy, SparkleFish, Interactive Alphabet, WriteWords, SentenceMagic, Word Magic and Animal Planet.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
15. In the ESL program, native language support is delivered by the use of translate.google.com, which provides content in the students' native language. When possible, students are given books to read in their native language. Additionally, at the Parent Orientation Meeting, the ESL teacher explains to parents the accessibility of books in their native language by showing them how to access the New York Public Library website to request books. Lastly, when applicable, students are provided math and science tests in their native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
16. The required services support and correspond to ELLs' ages and grade levels. PS 87 has separate literacy coaches for lower and upper grades. We also have two different SETTs teachers for the lower and upper grades. When the speech and PT/OT therapists group their ELL students, they consider the students' ages and grade levels.
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.
17. In the spring prior to the next school year, our school invites all new to kindergarten to attend a morning of kindergarten. On this day, the children have the opportunity to experience what kindergarten will be like: they're introduced to teachers, classrooms, class materials and school routines. Throughout the year, whenever possible, newly enrolled ELLs are introduced to other ELLs or English-dominant students who speak their home language and or share their home culture. The ESL teacher also tries to introduce families sharing language/home culture so that they may connect outside of school
18. What language electives are offered to ELLs?
18. Our schools offers a comprehensive Spanish Dual Immersion Program to students in grades from K to 4. Students in grade 5 may opt to join a Spanish lunch club, led by Jacqueline Morison, which builds upon the foundation of the children's previous experiences in Spanish.

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)?

Paste response to questions here:

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.

1. The professional development plan for all ELL personnel at the school, including classroom teachers, is to increase their understanding of the cultural, linguistic and socio-economic backgrounds of the ELLs, to increase their understanding of the needs of ELLs and to learn what strategies can be implemented to further their abilities in all four modalities.

2. Our ESL teacher has attended and will attending through out the year, a PD entitled "Reading and Writing Nonfiction for ELLs Institute: Scaffold for Success," which is being presented by Tony Stead and Stephanie Harvey and which is designed to align ESL curricula to the CCLS. She has also attened a compliance workshop with Sileni Nazario. The five Dual Immersion teachers, and classroom teachers working with ELLs have also had professional development on the enVision Math program and on curriculum mapping.

3. Teachers go on tours of middle schools so that they may inform their students about each school. Additionally, representatives from middle schools come to our school and discuss the profile of the student that they are looking for. Furthermore, teachers are given access to our parent coordinator who provides information on the middle school process.

4. We plan to have ELL training on the designated Chancellor days. Topics for ELL training will be: the ESL Process: How Students Are Designated ELLs, How They Enter and Leave the Program and the Program Choices Available to Them, Second Language Acquisition and the English Language Learner, Strategies for Teaching Content and Vocabulary to the Newcomer ELLs, Cultural and Linguistic Differences and School Environment: .

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?
 1. At our various Parent Orientation Meetings at the beginning of the year, the ESL teacher explains to parents how they can get involved at school. ELL parent involvement is also fostered at a community level. At the end of September, our school hosts a dinner and dance called "One Family Under the Stars. " This evening celebrates and supports our diverse cultural backgrounds by providing food and dance from the cultures of our students. Parents of ELLs are encouraged to bring in a dish representative of their culture. In May, our school celebrates our Hispanic culture by having "Semana Latina" which allows the families of ELLs, other Spanish speaking families, as well as non-Spanish speaking families the ability to enjoy the culture and heritages of the students from our various parts of the world. Finally, throughout the year, the ESL teacher connects families with similar language and cultural backgrounds with each other. Finally, parents are invited to participate in their child's classroom by inviting them to class publishing parties, inviting them to volunteer to go on class trips, or by inviting them to present their cultures to their child's class.
 2. The school refers parents of ELLs to the various resources available within our larger community.
 3. Our parents have shared their needs with the ESL teacher, the D.I. teachers and the classroom teachers. Parents are given the email of the ESL teacher and are encouraged to email her or set up a meeting with any questions or concerns that they may have. Parents express their needs directly to her.
 4. Our parents have expressed the need to feel connected to the PS 87 community and a yearning to understand how to get involved and meet other families. Our school-based activities allow them to meet those needs. Additionally, some parents seek support or guidance in regards to various school matters from the ESL and Dual Immersion teachers. By email, phone or individual meetings, the teacher confer with the parents and help guide them.

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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 03m087 School Name: William T. Sherman

Cluster: 1 Network: 103

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: PS 87	DBN: 03M087
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 28
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 1
of content area teachers: 4

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The after school program consists of 5 teachers working with the ELL population focusing on math/ela instruction to get them ready for the types of questions they would see on the CCSS aligned state tests with the support from the ESL teacher. There are 5 teachers working the after school because we have a section for 3rd graders (CB & Bilingual teacher co-planning & co-teaching), a section for 4th graders and a section for 5th graders (CB teacher in with each group, ESL teacher rotating to provide language development support). Our teachers are planning and coplanning with the ESL and our bilingual teachers. We are targeting the students for intense math/ela instruction so that they are completely ready for the tests. The afternoon program will start on January 28-April 18th Wednesday and Thursday. Wednesday focuses on Math and Thursday focuses on ELA. The session runs from 3:30-5:00. Two administrators will be supervising the program. One on Wednesday and one on Thursday. We have two supervisors because we need to have an administrator present for an after school program. Our regular after school program is separate from our school. Focusing their attention on using graphic organizers, and other teacher created materials as well as helping them with the various strategies of test taking as well as content will motivate them to succeed in all areas.

Part C: Professional Development

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

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

Begin description here:

The teachers will work closely with the ESL to ensure the success of the students. Workshops will be conducted by our ESL teacher and the literacy staff developer to look closely on how ELL's learn and comprehend materials. The ESL teacher is fully licensed and the literacy staff developer works closely with our dual language teachers and the upper grade teachers. Twice a year workshops will occur giving teachers time to meet with Allison and review the progress of the students. The workshops will be catered to our entire staff since ELL's are in most our classrooms. The PD will focus on the common core standards and how we address the ELL's in their studies. Workshops will be focused on building teacher capacity to accelerate language acquisition and content area learning for ELLs. The workshops will be held in March at the staff meeting(the whole staff since ELL's are almost in every classroom) on March 4th and again in April during grade meetings(more intense grade specific strategies for the ELLs-the week of April 8th). We will have a follow up grade meetings in May-the week of May 6th. The Title III will allow for a study group to be conducted with our staff developer on a Saturday for 6.5hrs with 6 teachers. The study group will focus on studying professional texts/journal articles around instructional practices or research for ELLs (Scaffolding Learning/Scaffolding Language, ELL Considerations for CCSS

Part C: Professional Development

Bundles, New Language Progressions from NYSED). It will allow more time for teachers to look at student work and share best practices within the program. Our PD presenter is a staff developer who works closely with our dual language teachers during the day and provides literacy instruction to our upper grade teachers.

Part D: Parental Engagement Activities

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

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

Begin description here: Our parent body is extremely active in all parent areas. We conduct literacy workshops as well as math workshops. We are all inclusive to all parents including the parents of ELL's. Translation/interpretation services will be offered (by in-house staff) to parents of ELLs, both to inform them of the workshops, and to allow them to participate in a meaningful way. At the same time, we will hold several meetings through out the year just for our ELL students and their parents (March around the conferences(2) and again in June(1)). Workshops will be held after school once a month on the day (Wednesday) we have the after school program and the following topics will be discussed: Homework advice March presentation, share the common core standards with the parents-language development with parents March presentation, Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions and planning June presentation.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$6,051.83+1,511.28=\$7,563.11	Study Group on a Saturday with 6 teachers plus literacy coach 8:30-3:30 =6.5 hours x \$41.98=\$251.88 x 6=\$1,511.28 12 week session x 5 teachers x 2 administrator x 1 ESL Teacher Per Session rate is \$50.19 and Admin Per Session Rate is \$52.52 Total Per Session is \$6,051.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development 	Total \$503.76	Literacy coach will provide workshops to our parents as well as teachers after school. 12 hours x 41.98=\$503.76

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
contracts.		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	Total: \$1822.03 Buckle Down-28 copies each for Math/ELA=\$1,146.08 Crosswalk Coach 28 copies each for Math/ELA=\$543.95 \$700 for professional book. Professional Book for Teachers Scaffolding Learning/Scaffolding Language 6 books (6x\$22= for study group	Resources include the following: Buckle Down to the Common Core Standards Math/ELA-28/28 Crosswalk Coach for the Common Core State Standards Math/ELA 28/28 Common Core Clinics 28 Math/ELA
Educational Software (Object Code 199)	5 sets x \$179.95=\$899.75	Improve Your English Software 5 sets
Travel	_____	_____
Other	_____	_____
TOTAL	\$11200	_____