

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: PS/IS 87 Q
DBN (i.e. 01M001): 24Q087
Principal: CARYN MICHAELI
Principal Email: CMICHAE@SCHOOLS.NYC.GOV
Superintendent: MADELINE CHAN
Network Leader: JOANNE BRUCELLA

School Leadership Team (SLT) Signature Page

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

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Caryn Michaeli	*Principal or Designee	
Marie Elias	*UFT Chapter Leader or Designee	
Bernadette Beninati	*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	
Colleen Zarinsky	Member/ Teacher	
Edith Svezia	Member/ Teacher	
Julianne Castro	Member/ Psychologist	
Marie Caffrey	Member/ Parent	
Teresa Hubert	Member/ Parent	
Melissa Ciorciari	Member/ Parent	
Eileen McDonegh	Member/ Parent	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, analysis of small group mathematics data and analysis of student mathematics work will result in a 5% increase for students in grades K-8 as indicated on the Math MOSL.

Comprehensive Needs Assessment

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

Strengths

- Attendance Rate year to date is 93.5%
- Academic confidence is instilled in students.
- Teachers and administrators have in depth knowledge of students' academic and social, emotional needs.
- Continuity of curriculum, CLS aligned and spiraled from grade to grade.
- Staff implements instructional focus geared to college and career readiness.
- Emphasis on learning styles and brain function in order to maximize learning of students.

Priority need

- Math scores in grades 3, 7 and 8 showed a decline in the 2013-2014 school year.
- Special attention needs to be focused on mathematics, literacy in mathematics, and fluency in mathematics.

Instructional Strategies/Activities

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

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

- Teacher Team Meetings to analyze Math data and student work with a focus on Mathematics
- Monthly Administrative/Teacher meetings focused on small group data to which strategies work for students
- Instructional focus in Mathematics to highlight key concepts and identify relevant information
- Parent workshops focused on Mathematics and Instructional focus to assist in understanding Math strategies
- AIS in Mathematics for General Education students that received a Level 1 on the NYS Exam

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

- Teachers
- Administrators and Teachers
- Coaches and Teachers
- Parent Coordinator and Teachers
- SETSS Teacher

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

- Interim Math benchmarks, every two months to ascertain student movement in Mathematics
- Teacher Team Meetings to analyze at risk students in Mathematics and devise different ways of presenting information
- Observations will focus on mathematics and the implementation of the Instructional focus highlighting, chunking and writing in the margins
- Data Analyst will analyze cumulative data across grades every two months to ascertain mathematical mastery

- AIS/SETSS teacher will focus on areas of misconception in Math

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

- Teacher Team Meeting focus on Math once a month
- Administrators and teachers meet once a month to discuss strategies
- September 2014- June 2015
- October 2014- March 2015
- October 2014- March 2015

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

- Coaches provide support
- Teachers have Team Meetings and carry out instructional focus and revise strategies
- Administrators monitors small group instruction and data
- Data Analyst analyzes the trends
- SETSS Teacher provides AIS

Strategies to Increase Parent Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Rubrics are sent home to facilitate learning and research
- Tasks are sent home to facilitate learning and research
- Texts and websites are sent home so parents can facilitate learning and research.
- Parent Workshops in Math

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June, 2015, there will be an increase of 5% in students in grades K-8 as indicated by Math Benchmarks as a result of Professional Development for teachers in Mathematics lesson delivery.

Comprehensive Needs Assessment

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

Strengths

- Attendance Rate year to date is 93.5%
- Academic confidence is instilled in students.
- Teachers and administrators have in depth knowledge of students' academic and social, emotional needs.
- Continuity of curriculum, CLS aligned and spiraled from grade to grade.

- Staff implements instructional focus geared to college and career readiness.
- Emphasis on learning styles and brain function in order to maximize learning of students.

Priority need

- Math scores in grades 3, 7 and 8 showed a decline in the 2013-2014 school year.
- Special attention needs to be focused on mathematics, literacy in mathematics, and fluency in mathematics.

Instructional Strategies/Activities

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

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

- Monday Professional Development/ Extended Day focus on mathematical strategies
- Lead teachers/Coaches/Mentors will model math lessons and design lessons in mathematics
- Colleague inter-visitations to view math lessons
- Weekly meetings with Assistant Principals for select teachers /New Teacher Workshops
- Paraprofessionals will receive professional development from the UFT teachers and coaches in all subject areas
-

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

- Administrators/Coaches
- Lead teachers/Coaches/Mentors
- Teachers/Lead Teachers
- Administrators
- Paraprofessionals

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

- Coaches and teachers will design and implement activities
- Data analyst will analyze trends among and across grades
- Teachers will share best practices and allow for job embedded professional development
- Administrators will provide one to one supports through professional development and strategy analysis
- Paraprofessionals will receive professional development from the UFT teachers and coaches in all subject areas

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

- September 2014- June 2015

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

- Coaches will provide support on an as needed basis
- Teachers will provide professional development to one another
- Teachers/Lead Teachers will mentor their co teachers

- Administrators will monitor data and professional development needs
- Paraprofessionals will attend professional development on Mondays

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Rubrics are sent home to facilitate learning and research
- Tasks are sent home to facilitate learning and research
- Texts and websites are sent home so parents can facilitate learning and research.
- Parent workshops on CLS and state exams

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June, 2015, 100% of the teachers will continue to engage in professional development to improve pedagogy as measured by Charlotte Danielson Framework for Effective Teaching as evidenced by a 5% increase in effective mathematics observations.

Comprehensive Needs Assessment

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

Strengths

- Attendance Rate year to date is 93.5%
- Students pay attention and work hard during lessons.
- Academic confidence is instilled in students.
- Teachers and administrators have in depth knowledge of students' academic and social, emotional needs.
- Continuity of curriculum, CLS aligned and spiraled from grade to grade.
- Staff implements instructional focus geared to college and career readiness.
- Emphasis on learning styles and brain function in order to maximize learning of students.

Priority need

- Math scores in grades 3, 7 and 8 showed a decline in the 2013-2014 school year.
- Special attention needs to be focused on mathematics, literacy in mathematics, and fluency in mathematics.

Instructional Strategies/Activities

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

- **Strategies/activities that encompass the needs of identified subgroups**

- Monday Professional Development based on teacher needs and observed needs
- Teacher support meetings for select teachers with Assistant Principals
- New Teacher Workshop for teachers teaching less than one year at PS/IS 87
- Observations every other month to identify professional needs
- Inter-Visitations for job embedded professional development

• **Key personnel and other resources used to implement each strategy/activity**

- Coaches
- Assistant Principals
- Principal
- Administrators
- Mentors/ Lead Teachers

• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- Observations every other month for each teacher
- Professional development feedback sheets from PD provided
- Professional development needs assessment from all staff
- Observations every other month to see PD implementation
- Danielson Framework checklist for inter-visitations

• **Timeline for implementation and completion including start and end dates**

- October 2014 – April 2015

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

- Common planning 2/3 times a week for elementary and 5 times a week for middle school
- Extended day Monday professional development

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Rubrics are sent home to facilitate learning and research
- Tasks are sent home to facilitate learning and research
- Texts and websites are sent home so parents can facilitate learning and research.
- Parent workshops on CLS and state exams

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- 1. Strategies/activities that encompass the needs of identified subgroups**
1.
- 2. Key personnel and other resources used to implement each strategy/activity**
1.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
- 4. Timeline for implementation and completion including start and end dates**
1.
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
6.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- Strategies/activities that encompass the needs of identified subgroups**
1.
- Key personnel and other resources used to implement each strategy/activity**
1.
- Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
- Timeline for implementation and completion including start and end dates**

1.
 - Describe programmatic details and resources that will be used to support each instructional strategy/activity

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Level 1 ELA General Ed. AIS services	Small group instruction	During the school day
Mathematics	Level 1 Math General Ed AIS services/Push In model	Small group instruction	During the school day
Science	Tier I RTI	Small group instruction	During the school day
Social Studies	Tier I RTI	Small group instruction	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Peer mediation and conflict resolution	1:1 sessions, group sessions	During the school day and on an as needed basis

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

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).

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

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.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Parent Involvement Policy (PIP)

PS/IS 87 Q agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents including the following: supermarket blitz, gender night, ELL parent program, family math, family literacy, awards ceremonies, monthly family festivals, family outings, talent show, and plays.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. PS/IS 87Q will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA through the school’s leadership team, executive board meetings, general PA meetings, and parent workshops.
2. PS/IS 87 Q will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: New curriculum workshops, open school week, monthly progress reports, parent/teacher conferences, and through the Parent Coordinator.
3. PS/IS 87Q will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as:
 - i. the State’s academic content standards in social studies and science.
 - ii. the State’s student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators.
 - b. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as using technology through parent workshops.
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools through school leadership meetings and PA meetings.

- d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy at PS/IS 87Q involves parents :

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents;
- In order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times.
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Caryn Michaeli, Principal. This policy was adopted by the PS/IS 87Q on 06/26/06 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 25, 2013.

SCHOOL-PARENT COMPACT

Part B: School-Parent Compact

PS/IS 87Q, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2014-2015.

Required School-Parent Compact Provisions

School Responsibilities

PS/IS 87Q will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards.
2. Hold parent-teacher conferences.
3. Provide parents with progress reports, goal letters, ARIS training.
4. Continue with open door policy for parent visitations and meetings.
5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities.
6. Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.

8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading as long as data is provided by the state on a timely basis.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

Describe the ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Attend school regularly and arrive 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.

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

- I. :
- ;
-



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: PS/IS 87 Middle Village	DBN: 24Q087
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
Total # of ELLs to be served: 32
Grades to be served by this program (check all that apply):
<input 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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 1
of content area teachers: 2

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The school presently has an enrollment of 32 ELLs out of a total population of 563 students in the building. 66% of our ELLs are Spanish speaking, 19% are Polish, 3% are Chinese, 12% are composed of lower incidence languages. In addition, our ELL population is comprised of 20 special education students out of our 32 ELL students. PS/IS 87Q recognizes the needs of its English Language Learners. We have a Language Acquisition Policy and a supportive staff who are dedicated to delivery and instruction with academic rigor. The curriculum utilized in ELL classes is aligned with the NYS standards in ESL. All ELLs are serviced by a licensed teacher. We service our students through a push-in and pull-out combination model. As per CR-Part 154, all students are receiving the minimum number of minutes of ESL weekly instruction.

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

One licensed ESL teacher and two General Education(Common branch and 1 content area) teachers will provide instruction for the Title III Program. The two General Education (1 Common branch and 1 content area) teachers will provide support to the ELL students along with the ESL teacher. The program runs on Wednesday and Thursday. There are two groups: On Wednesday from 2:20pm - 4:20pm, Grades 1 – 4 of no more than 20 students will meet with the ESL teacher and General Education (common branch) teacher in the same classroom. On Thursday from 2:20pm - 4:20pm, Grades 5 – 8 with a group of no more than 20 students with the two teachers (a general education (content area) teacher and one ESL teacher) in the same classroom.

Within the class the students are broken up into small groups based on their NYSESLAT scores according

Part B: Direct Instruction Supplemental Program Information

to their abilities. The two teachers will be coteaching in the classroom and breaking students into smaller groups such as speaking and listening being one group and reading and writing another group. Within those groups teachers will focus on Listening skills such as hearing a brief conversation and finding the corresponding pictures, listening to conversations and answering questions. The Reading skills will consist reading passages/questions and finding the corresponding pictures on students instructional reading levels so that the texts will be differentiated. In the younger grades teachers will incorporate poems, chanting, songs and interactive writing. For those students who are non english speaking the teachers utilize basic english vocabulary with flash cards, pictures, gestures and the total physical response. Both teachers work on preparing the students for the NYSESLAT as well as small group strategy lessons implementing the ESL strategies. The program was posted in order to obtain one highly qualified ESL teacher and two highly qualified General Education teachers to teach the afterschool program. The program is 2 hours a week and runs for 29 weeks from November to June.

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

Books on tape - fiction and nonfiction texts

Book bins

Leveled Books - titles will include fiction and nonfiction books on all reading levels, Introduction to English books

Supplies

Computer software/hardware - the school purchased Compass Learning which includes ELA, Math, Social Studies and Science curriculum. The ELL students are given their own username and the teachers are able to tailor make assignments for each student so that the work is on their own level of learning. All teachers including the ELL teacher participate in professional development to further incorporate this technology into their classes.

Part C: Professional Development

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

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

Begin description here:

Our school runs in house professional development by the CFN and training sessions for new teachers of ELLs in the classroom. New teachers receive the instruction and support they need to better provide their ELL students with the skills they need to thrive in the classroom. Our professional development days are used to provide these teachers with the mandated hours (7.5 hours) they require for ESL training. Our staff continues to collaborate with the ESL teacher regarding the specialized instruction

Part C: Professional Development

that will support our ELLs in their learning as they progress from the elementary to middle school years. Assistant Principals, Common Branch teachers, Paraprofessionals, Special Education teachers, Guidance Counselors, OT, PT, and Speech Therapists participate in common planning time and professional development which is delivered by the coaches, lead teachers and mentors every Monday from 2:20pm - 3:40pm. Some of the topics will focus on Language Development, vocabulary development, math strategies, differentiated instructions, scaffolding instruction, CLS and lesson planning, questioning techniques, Math strategies: From concrete to abstract, Guiding questions, and Formative Assessments. This encompasses all the academic curriculum for all students including general education, special education and ELLs which will effectively instruct students in the Title III program.

In addition the ESL teacher in PS/IS 87 attends several different types of professional development ran by the CFN 210 as per the Professional Development Calendar, District 24 ISC BESIS meetings and internal DOE workshops run by the Office of English Language Learners as per their email offerings. The ELL teacher attended several PD sessions last year:

*9/12/13 LAP Training with Olga and Tatiana (District)

*9/13/13 Nuts and Bolts with Vlad (District)

*10/3/13, 2/7/14 Reading and Writing Nonfiction for ELLs Institute: Scaffold for Success with Tony Stead (District)

*10/28/13 Developing Advanced Literarcy Skills in Middle Grade ELLs with Emily Phillips Galloway (District)

*2/10/14 Content Strategies for ELLs with Antionette and Pat (CFN)

So far this year the ELL teacher has participated in the following PD sessions:

*10/8/14 ESL Meeting with Antionette and Pat (CFN) Covered Title III technical assistance and beginning of the year procedures for ELL students

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

Part D: Parental Engagement Activities

Begin description here:

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

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

Workshops are offered to all parents during the year including parents of ELL students. Many of these workshops are in partnership with other agencies and CBO's i.e., NYC Police and Fire Department, NY Mets, Learning Leader Workshop, Queens Public Library and the Middle Village Adult Center and Greater Ridgewood Youth Council.

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

At least twice a year, mandated ELL meetings are held which introduce parents to the ELL programs, the school's goals and objectives, state standards, assessments (LAB-R and NYSESLAT), the core curriculum and essential ESL strategies. The ELL Coordinator, Parent Coordinator and Guidance Counselor facilitate these meetings for newly enrolled ELL students and their parents. Data and documents are provided to the parents in a variety of language translations. The introductory video and DVD are also shown in the languages needed by our parent body. The ELL Orientation was held on October 11, 2014 and will be held again in the Spring if it is needed. It is given to parents on an as needed basis throughout the school year.

Parents needs are evaluated through face to face parent meetings, inquiries to parents via our distribution network which is emails and parent mailings. Specific forms include DOE annual survey, school surveys, PA meetings, parent questionnaires all of which are distributed thru the Parent Coordinator. All documents that are sent home are translated into the parents home language. Translation services are set up by the Parent Coordinator as required. In January 2015 the Parent Coordinator will have a parent meeting to review the ELL program that we offer as well as the assessments (NYSESLAT) that is administered in the Spring. Parents are informed about Title III parental activities in their preferred language by in house translators, Interpretation and Translation Services and translated letters that are sent home.

Parents are also invited to register for Math and Reading technology workshops to monitor their children's online progress through ARIS which will be held in February 2015. The Gender Initiative Night will be held in April 2015. A Math Workshop will be held in March 2015 with the Parent Coordinator and the Math Coach in which they will explain the Math Test requirements for ELLs, General Education and Special Education students. In April 2015 there will be a Special Education meeting with the IEP teacher and Parent Coordinator.

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 	\$8653.68 will be used for direct instruction	After School Title III Program Total 3 teachers 1 teacher x 4hrs x 29 weeks x \$51.51=\$4326.84 1 teacher x 2hrs x 29 weeks x \$51.51=\$2163.42 1 teacher x 2hrs x 29 weeks x \$51.51=\$2163.42
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$1329.88	Books on tape Book Bins Leveled books Computer Programs Supplies
Educational Software (Object Code 199)	\$1216.44	Computer Programs
Travel		
Other		
TOTAL	\$11200.	

**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 24	Borough Queens	School Number 87
School Name Middle Village School		

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 Caryn Michaeli	Assistant Principal Melissa Guarino
Coach Lucille Engel	Coach Lauren Fradella
ESL Teacher Diane Merkel	Guidance Counselor Fran Vella
Teacher/Subject Area type here	Parent Christine Pirrello
Teacher/Subject Area type here	Parent Coordinator
Related Service Provider Claudia Katz	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	541	Total number of ELLs	37	ELLs as share of total student population (%)	6.84%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Pull-out	2	3	2	4	10	2	6	4	4	0	0	0	0	37
SELECT ONE														0
Total	2	3	2	4	10	2	6	4	4	0	0	0	0	37

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	37	Newcomers (ELLs receiving service 0-3 years)	17	ELL Students with Disabilities	21
SIFE	1	ELLs receiving service 4-6 years	17	Long-Term (completed 6+ years)	2

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	18	1	0	17	0	0	2	0	0	37

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	18	1	0	17	0	0	2	0	0	37
Number of ELLs who have an alternate placement paraprofessional: <u>2</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	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	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																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	1	2	2	7	2	5	4	3	0	0	0	0	27
Chinese	0	0	0	0	1	0	0	0	1	0	0	0	0	2
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	1	0	1	0	0	0	0	0	0	2
Albanian	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Other	0	2	0	1	0	0	0	0	0	0	0	0	0	3
TOTAL	2	3	2	4	10	2	6	4	4	0	0	0	0	37

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	0	1	1	0	2	2	0	0	0	0	0	0	7
Intermediate(I)	0	2	1	1	5	1	3	0	2	0	0	0	0	15
Advanced (A)	0	1	0	2	5	0	1	4	2	0	0	0	0	15
Total	1	3	2	4	10	3	6	4	4	0	0	0	0	37

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B	0	0	0	1	0	1	2	0	0	0	0	0	0

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	6	3	0	0	9
5	0	0	0	0	0
6	4	1	0	0	5
7	4	0	0	0	4
8	3	1	0	0	4
NYSAA Bilingual (SWD)	0	0	0	0	0

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
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	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and	0	0	0	0
Geography	0	0	0	0
US History and	0	0	0	0
Foreign Language	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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 order to annually evaluate ELLs with Fountas and Pinnell the first running record is administered. Reading levels are then shared with the ELL teacher. Skills lessons are provided on a daily basis in the classroom and the ELL students are afforded the same opportunities to participate in skills lessons and small group strategy lessons as well as guided reading lessons. The ESL teacher has

daily correspondence with the classroom teachers regarding any struggles the student is having. Teachers review student performance data on a regular basis and incorporate CLS based literacy skills to meet the diverse needs of the students. This data helps to inform our school's instructional plan by providing strengths and weaknesses for ELL students to the classroom teacher as well as the ESL teacher. The data reveals that our self contained ELL students are significantly delayed which is the reason they were placed in small classes because it is a learning disability not a language issue. The ELL students who are in the general education classes are significantly higher only functioning 1 or 2 years below their grade level.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
-The data patterns that are revealed by the LAB-R is that those students who tend not to be proficient are the kindergarten students. The data pattern that is revealed by NYSESLAT is that in grade 3, 5 and 6 the students achieved a proficient level in the listening and speaking portion. Grades 1, 4, 7 and 8 achieved an advanced level of proficiency in the listening and speaking portion. Grade 2 students were either intermediate or beginner level of proficiency in the listening and speaking portion. In the reading and writing portion the data reveals that the students in all grades fall between the intermediate and advanced levels. PS/IS 87 only has four beginner students. The data also reveals that 21 of our ELL students are Learning Disabled (speech and language impaired)
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](#))
-NYSESLAT proficiency breakdowns by modality indicate that intermediate and advanced leveled ELLs are less prevalent in their Reading and Writing modalities as compared to their levels in Listening and Speaking. This data directly influences the instruction and small group strategies for these ELLs. Weekly reading skills focus on topics these students will receive during small targeted group instruction. As well as small group instruction on specific writing skills such as grammar and organization. The classroom teacher, the ESL teacher, speech teachers, principal and assistant principal are involved in the process of analyzing the trends across the NYSESLAT.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
-The data pattern that is revealed that in grade 4 six students, grade 6 four students, grade 7 four students and in grade 8 three students achieved a level 1 on the NYS ELA test. In grade 4 three students, grade 6 one student and grade 8 one student achieved a level 2 on the NYS ELA test. The data pattern that is revealed with the NYS math data is that 13 students across grades 4-8 scored a level 1 and 6 students across grades 4-8 scored a level 2. Three students who took the NYS Math test in their native language scored a level 1 and 1 student scored a level 2. The school is learning that students who enter the school in kindergarten and grade 1 seem to close the lanuage gap faster than the older children.The school is not using the ELL Periodic Assessment.
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](#))
-Tier 1 instruction that has been shown to be effective for ELLs at PS/IS 87Q is differentiation to meet students' diverse needs. Instruction for ELLs in English language development is provided at the Tier 1 instructional level within the classroom. Students move into Tier 2 and Tier 3 if they demonstrate a need for more targeted and intensive academic support. This extra support occurs in the classroom, but also in separate settings with the ESL teacher with instruction focused on specific learning targets. Tier 2 and Tier 3 instruction is also be tailored to meet ELLs' language needs and is based on the student's NYSESLAT modalities.

Progress monitoring data is used to make educational decisions about changes in goals, instruction, and/or services; as well as whether to consider a referral for special education services. When progress is monitored, the expected rate of an ELL's progress takes into account language development and background. The student's progress is then compared with levels demonstrated by peers from comparable cultural, linguistic, and experiential backgrounds who have received the same or comparable intervention.

Tier 2 intervention is provided in addition to regular classroom instruction. The students are taught in a small group, receiving additional instructional time and/or taught using various techniques and with more intensive focus on hard concepts.
Tier 3 intervention is also provided in addition to regular classroom instruction. The students receives more frequent and intensive support than in Tiers 1 or 2, sometimes on an individual basis.
6. How do you make sure that a child's second language development is considered in instructional decisions?
-In order to make sure a child'd second language is considered in instructional decisions teachers identify cultural differences through

classroom communication patterns as well as the data collected during the interview with the parents which is done by either a pedagogue who is fluent in the native language or a LAP team member. Teachers use communication patterns familiar to the students, teachers provide a much richer vocabulary in addition to focusing on celebrations of the history and traditions of different ethnic groups.

- Use demonstrations, modeling, role-playing.
- Emphasize vocabulary, bilingual dictionary
- Use simple structures, avoid complex structures.
- Repeat the same sentence patterns and routines.
- Tailor questions for different levels of language according to the Depth of Knowledge

7. For dual language programs, answer the following:

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

PS/IS 87 does not have a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

-We evaluate the success of our ELL program by the results of the NYSESLAT by taking into consideration how many students have tested out of the program as well those who have moved into the advanced and proficient range or those that might have special needs and need to be placed in a special ed classroom. We also look at the progress the child is making in class by looking at their ELA/Math portfolios on a monthly basis and take notice of their progress and what skills that still need to be mastered and we look at teacher effectiveness.

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](#).)

- Our initial identification process includes the Home Language Surveys for students who are new to the New York City School System while for returning ELL's we use the results of the NYSESLAT to determine their continued eligibility.

All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS), administered by a trained pedagogue or by the school secretary who has been trained as well. The school utilizes the assistance of several paraprofessionals that speak Spanish, Albanian, Polish, Chinese and Bengali in order to communicate with the parents. This survey lets school staff know what language you use in your home. If the HLIS indicates that your child uses a language other than English, he or she is administered the Language Assessment Battery-Revised (LAB-R) within 10 days of their enrollment. Performance on this test determines your child's entitlement to English language development support services. If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she also takes a Spanish LAB to determine language dominance. As soon as the new English Language Learners are identified, the ESL coordinator conducts an informal interview of the parent. When newly admitted students enter our school and begin the registration process, the parent or guardian is given an informal interview which is done either by the principal, secretary or native speaking paraprofessionals regarding the preferred language choice for their child.

The LAP team members reflect the composition of the school community. The members are the Principal, Assistant Principal, Parent Coordinator, Guidance Counselor, Pupil Personal Secretary, speech teacher and one certified ESL teacher. The principal conducts the informal oral interview for all newly enrolled students, the pupil personnel secretary gives the HLIS survey to the parent and help in interpreting the questions can be given by the ESL teachers or translators available within the building. The interpretation telephone service is utilized when an interpreter is unavailable in the building. Once it is established by the LAP team members that

a child requires ELL services the LAB-R is administered to the newly arrived students.

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

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

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.
-Upon determination of ELLs eligibility, parents are invited to a parent orientation facilitated by the ESL Coordinator, Parent Coordinator and a translator if needed. The orientation takes place at the conclusion of the 10 day LAB-R results. Any child who is identified as requiring services receives a letter in their native language inviting them to the parent orientation. Letters are sent home with the student and collected by the ESL teacher. When a letter is not returned the ESL teacher, Parent Coordinator or paraprofessional will call home to follow up so that the letters are returned and all required parents attend the orientation. Since our ELL population is very small the orientation usually consists of one or two parents. During the orientation parents are shown a DVD that describes the three programs that the NYCDOE offers and complete the program selection form. (Transitional Bilingual Education, Dual Language and Freestanding English As A Second Language) Based on the program selection form and the LAB-R results, students are placed in the appropriate level of proficiency and program within 10 days of enrollment. The parent selection forms are housed in a binder in the ESL room. If the parent selection form is not returned the default program for ELLs is Transitional Bilingual Education as per CR Part 154. Based on past years selections most parents choose to keep their children in the Freestanding ESL program at PS/IS 87.
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 [\[see tool kit\]](#).)
-The eligibility of ELL program participation for new students and returning students is finalized through distribution of entitlement and continuation letters. The ELL provider oversees that all letters and information are given in the identified native language to ensure complete understanding of program. In addition, the Parent Coordinator meets with the parents and has the translation unit of the DOE explain any information pertaining to the program. The ESL teacher distributes and retains a copy of all letters issued and are maintained in the ESL room and kept in the student's ELL portfolio along with completed items such as Parent Surveys and Program Selection forms. Any letter that is not returned, the ESL teacher is responsible to contact the parents. If a language other than English is spoken in the home she utilizes the translation unit or any paraprofessional that speaks their language. The Assistant Principal runs a RLAT every Monday to ensure that there have been no new admits requiring ESL services. She shares this information with the ESL teacher to ensure all mandates are being met.
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.
-Once a child is identified as an ELL student Placement letters are sent home to the parents through the child's homework folder. Translated forms are given to ensure that each parent or guardian receives the information in their home language. The ELL teacher works with the classroom teachers to ensure that these letters and forms have been collected and returned to school. Copies of the parent selection letters, placement letters, continuation, entitlement letters are placed in binders according to the student and housed in the ELL room. If a parent requires a language other than English we utilize the assistance of the paraprofessionals in our building to translate any written communication with the parent or guardian. If a pedagogue is unavailable in their native language than we use the translation unit. The Assistant Principal updates the ELPC screen in ATS within 20 days with all the pertinent information once the parent has attended the Parent Orientation.

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.
- The Assistant Principal in charge of the ELL program creates a memo according to the RLER (ATS report) of all eligible NYSESLAT test takers. The memo of testing times and rooms assignments is disseminated to all classroom teachers that are currently working with ELL students as well as the ESL teacher. Folders are created for each Grade band and the materials are divided according to the grades. The ESL teacher checks off each child as tests are completed and collected. All materials are packaged according to the state.
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. *①*
- After the Principal, Assistant Principal and ESL teacher review and monitor the Parent Survey and Program Selection forms for the past few years the trend has been parents choose to have their children remain at PS/IS 87 in the ESL program. This year we had two parents whose children were eligible for ESL and the parent choice was to have their children in ESL. Our program model that is offered at our school is aligned to the parent requests. If a parent chooses one of the other programs the Principal, Assistant Principal and Parent Coordinator reach out to schools that offer TBE and DL.

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])?

-In our Free-standing ESL program, ELLs are primarily served by the push-in model and some students participate in a pull-out model where they are grouped according to their level of proficiency not necessarily their grade level. In this respect, our students receive full ESL support along with their regular class and in that framework. Collaborative planning between the classroom teacher and the ESL teacher is built into their programs so that the ESL teacher is supporting the curriculum with incorporating the ESL standards/strategies. This ensures that the ELL students fully participate in all aspects of the PS/IS 87 programs.
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)?

-We currently have one ESL teacher who provides the mandated number of instructional minutes as per CR Part 154 to all of our ELL students. This is achieved by a pull-out model in which the Assistant Principal creates a program with the ESL provider to ensure students are receiving the appropriate amount of instructional minutes 180 minutes of ESL instruction and 180 minutes of ELA instruction if they are advanced ELL students or 360 minutes of ESL instruction if they are Beginner or Intermediate ELL students. In addition, we have one teacher who holds an ESL license but is not currently working under it.
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.

-Our school offers its ELL population a variety of instructional approaches. During ELA instruction, Ready Gen materials are used which are aligned to the Common Core Learning Standards where students receive small group instruction focusing on the skill at hand. Guided reading groups meet throughout the ELA block to ensure that each student is moving upwards in both level and comprehension. Envision math is used in the classroom with ELL students as well as the general education students. In the content area instruction, teachers conduct small group strategy lessons with the ELLs to ascertain their comprehension and ability to carry out prescribed tasks. When native language support is needed the ESL teacher will collaboratively plan with the classroom teacher which is built into their programs so that the ESL teacher is supporting the curriculum with incorporating the ESL standards/strategies. This ensures that the ELL students fully participate in all aspects of the PS/IS 87 programs. We do not currently have a DL or TBE program at our school.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

-ELL students are afforded the opportunity to take the NYS Math and NYS Science test in their native languages. Working closely with the ELL teacher the AP orders the tests needed in native languages in the beginning of the year. In addition any child that speaks a language that there is not a translated version of the the test the Parent Coordinator arranges for a translator to come to the school to administer the test. Tests that are administered throughout the year are translated into the child's native language if he/she is more comfortable with their native language. Paraprofessionals are utilized to complete this task.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

-All ELL students are provided instruction in all four modalities; listening, speaking, reading and writing with the goal of increasing their ability to pass the NYSESLAT. Long term ELLs are supported in the same way but the grammatical language structures and vocabulary are more advanced. With such a diversify learning approaches ELLs are able to discover language through writing. ELL students are emerged in differentiated instruction. Balanced Literacy, and Book Clubs where we scaffold comprehension by paying special attention to vocabulary development. We also push in to provide extra support in the content areas. Special attention is provided to long term ELLs by an intensive reading and writing instruction. Additionally we provide extra support in preparation for the NYSESLAT, in order to support their exit from the program.

ELL students are given the Fountas and Pinnell baseline in the beginning of the year to ascertain their reading levels. Assessments are then given four times a year. The ESL teacher gives informal assessments throughout the year to monitor the four modalities. In addition, goal letters are sent home on a bimonthly basis to inform parents of their child's progress.

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).

a. We currently have one SIFE student in our program. In order to meet their needs, ESL instruction will revolve around leveled reading with language and grammar slightly above the student's reading level. Content area materials are used to aide in comprehension while teaching academically appropriate content. Skills and strategies are imbedded in each lesson so that ELL students do not miss these important learning components. SIFE students receive extended instructional time, which would be offered through after-school classes or tutoring, Saturday programs, and/or summer programs.

b. Newcomers in the school for less than three years are paired with advanced students in the class and group work. Dialogues and role play are implemented to build conversation and listening/speaking skills. These students remain in their classroom for the state mandated hours of ESL instruction. Audio materials as well as picture dictionaries help to bridge the language gap and speed up comprehension. In order to assist newly enrolled ELL students before the beginning of the school year the ELLs are recommended for summer school sites to offer assistance in the acquiring the English language.

c. ELLs that are in our ESL program for 4 to 6 years, follow the transition from intermediate to advanced proficiency. The data reveals that 21 ELLs are classified as speech and language impaired. They receive special ed services and are in smaller classrooms. Due to their limited capacity in both their native language and English they receive ELL services however their progress is slower due to their disabilities. Their services are lessened to 4 times a week and they remain in their class while an ESL teacher pushes in to their class. Scaffolds employed at this level include: genre texts with simplified English, charts and pictures with vocabulary words clearly defined and used in their correct contexts. Grammar and writing materials are supplemented and Bilingual dictionaries utilized both in the classrooms as well as during ESL class. This ensures that there is continuity across the classes.

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

e. At PS/IS 87Q we also pay special attention to the needs of those students who pass the NYSESLAT. Differentiated instruction is provided according to age and grade level for the two years extension, as well as for special accomodation during testing.

f. PS/IS 87 ensures that ELL-SWD receive all services mandated on their IEPs by the ESL teacher having access to the IEP on SESIS. She also has a copy of the services that each ELL-SWD receives.

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?

-ELLs that receive Special Education Services, we increase the application of visual support to help them have a better understanding of the writing process. Also to increase their comprehensible input and meaning experiences through scaffold reading strategies, and increase application of kinesthetic strategies that support vocabulary development, syllabication, phonics and spelling. IEPs of individual student is reviewed to make sure that all instructional recommended strategies are properly implemented during instruction. Students have access to lap tops in which they are afforded the opportunity to work on Starfall for our Beginner/Intermediate ELL students to increase letter sound recognition and sight vocabulary. The Beginner/Intermediate/Advanced ELL students utilize Scantron to ascertain a baseline and a grade level so that the classroom teacher and ESL teacher can accelerate English development.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

-Special needs ELLs receive ESL services in small group or ICT class. Their IEP's are closely reviewed to allow for accurate target instruction and planning that revolves around the students learning disability or particular area of difficulty. Visual aids and audio language tapes are employed as needed to aide in teaching the curriculum. Students, who reach NYSESLAT proficiency, continue to receive support from the ESL teacher as well as AIS support. Students have access to lap tops in which they are afforded the opportunity to work on Starfall for our Beginner/Intermediate ELL students to increase letter sound recognition and sight vocabulary. The Beginner/Intermediate/Advanced ELL students utilize Scantron to ascertain a baseline and a grade level so that the classroom teacher and ESL teacher can accelerate English development. ELL students are placed in the ICT classes in order to

support their language development. With the support of two teachers the students are afforded many opportunities to acquire the English language in a 12:1 student teacher ratio. Those students who excel at a specific content area are then placed in the more advanced group so that they will continue to thrive.

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

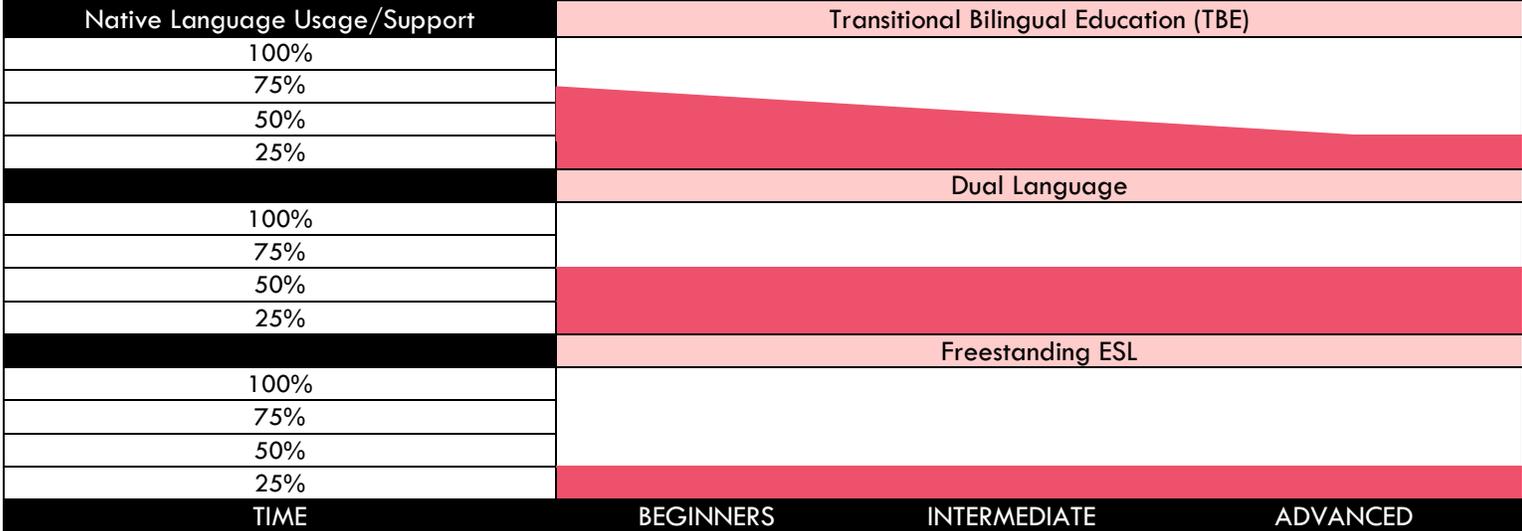
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	Beginning	Intermediate	Advanced
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.
- Our school offers its ELL population a variety of targeted interventions. During ELA instruction, the ELL students in addition to the general ed. and special education students receive small group instruction focusing on the skill at hand. Guided reading groups meet throughout the ELA block to ensure that each student is moving upwards in both level and comprehension. In content area instruction that is Social Studies, Science and Math, teachers conduct small group strategy lessons and reteach lessons with the ELLs to ascertain their comprehension, content understanding and ability to carry out prescribed tasks.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We evaluate the success of our ELL program by the results of the NYSESLAT by taking into consideration how many students have tested out of the program as well those who have moved into the advanced and proficient range. We also look at the progress the child is making in class by looking at their ELA/Math portfolios on a monthly basis and take notice of their progress and what skills that still need to be mastered. Informal assessments are used and the data is reviewed on a weekly basis during the Wednesday afternoon teacher meetings which include all classroom teachers, ESL teacher and out of classroom teachers.
11. What new programs or improvements will be considered for the upcoming school year?
- No new programs will be considered for the upcoming year. We have a certified ESL teacher.
12. What programs/services for ELLs will be discontinued and why?
- No programs or services for ELLs will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- The Middle School ELL, General Education and Special Education students are afforded the opportunity of taking Spanish as a language elective one period a day four times a week. During the 37 ½ minutes, all ELLs participate in the school-wide clubs program allowing them to choose from a variety of enriching, cultural and sport related activities. All the required services support and resources correspond to the ELLs ages and grade levels. ELL students receive speech, OT, PT, special education services and guidance according to their IEPs.
- The ESL Academic Afterschool program has been cut from 4 days to 2 days and only one ESL teacher due to budgetary constraints. The program is available to all students in grades 1-8 who are currently participating in the ESL program. Parent letters are sent home to inform the parents of the ESL program and the days in which the program will run. The participation rate is based on the amount of letters returned to school. The program focuses on English Language Arts incorporating the ESL strategies. Teachers conduct strategy lessons to build comprehension. The teachers emphasize vocabulary, reading fluency and writing skills through choral reading, rhymes, shared reading and chants in all grades. Poems and songs are incorporated into the program. Guided Reading is utilized to achieve fluency throughout the grade levels.
- One licensed ESL teacher provides instruction for the Title III Program. The program runs Tuesday and Wednesday. There are two groups which are based on abilities according to the NYSESLAT data. The ESL teacher provides instruction on Tuesday to the Beginners and Low Intermediate students. The same ESL teacher provides instruction on Wednesday to the High Intermediate and Advanced students. The hours are 3:15pm – 4:30pm.
- The program was posted in order to obtain one highly qualified ESL teacher to teach the afterschool program. The program is 3 hours a week and runs for 20 weeks.
- ELL students are afforded the opportunity to participate in the before school CHAMPS program where they are part of the entire school body and engaged in physical activities.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The ELLs participate in clubs on Tuesday and Thursday afternoons from 2:20pm - 3:10pm which incorporates technology. Grades 2-3 and 6-8 participate in computer class several times a week utilizing Powerpoint, Microsoft Word, Movie Maker. Students integrate the Social Studies and Science topics into projects. Also half of our school is equipped with SMART Boards that are utilized by the teachers for their interactive class lessons.

Students have access to lap tops in which they are afforded the opportunity to work on Starfall for our Beginner/Intermediate ELL students to increase letter sound recognition and sight vocabulary. The Beginner/Intermediate/Advanced ELL students utilize Scantron to ascertain a baseline and a grade level so that the classroom teacher and ESL teacher can accelerate English development. In addition, all ELL students are afforded the opportunity to work with www.esolhelp.com which encompasses ESL flashcards, ESL picture dictionary, vocabulary games, math games, science games, geography games and spelling games. The software helps to enrich the English language as well as reinforcing the concepts.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

-During the 37 ½ minutes, all ELLs participate in the school-wide clubs program allowing them to choose from a variety of enriching, cultural and sport related activities.

All the required services which are listed on on a child's IEP(recommended program and services section) such as OT, PT, Speech, special education and guidance support and resources correspond to the ELLs ages and grade levels. The groupings are leveled according to both grade levels as well as proficiency 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.

-During the school year newly enrolled ELLs who enroll throughout the year participate in all activities that our other students participate in such as gender night, school dances, Hurds Farm trip, class trips and the eighth grade prom if they are in the 8th grade.

New incoming ELL students participate in a one to one conference with the principal in which she acclimates the student to our school. She introduces him/her to other ELL students in the class as well as general education students.

18. What language electives are offered to ELLs?

PS/IS 87Q offers Spanish as an elective to grades 3, 6, 7, and 8.

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)?

DO NOT HAVE DUAL LANGUAGE PROGRAM

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.

Our school runs in house professional development by the CFN and training sessions for new teachers of ELLs in the classroom. New teachers receive the instruction and support they need to better provide their ELL students with the skills they need to thrive in the classroom. Our professional development days are used to provide these teachers with the mandated hours (7.5 hours) they require for ESL training and 10 hours for the special education teachers. Our staff continues to collaborate with the ESL teacher regarding the specialized instruction that will support our ELLs in their learning as they progress from the elementary to middle school years.

The school secretaries participate in workshops that are run by the CFN 210 which focus on ATS reports that assist in making sure that students receive ESL services when they first register at the school. The Parent Coordinator is consistently working with parents to ensure that the parents' understand the memos that are sent home as well as the school calendars and school menus. The guidance counselor attends workshops that are offered by the CFN 210 including but not limited to crisis management and ACS interventions. The guidance counselor also works with the ELL students assisting them in the application process to transition into high school. She conducts individual parent appointments to go over the high school application process and when a translator is needed she utilizes the services of our paraprofessionals. She also works with the ELL students for middle school articulation.

Assistant Principals, Common Branch teachers, Paraprofessionals, Special Education teachers, Guidance Counselors, OT, PT, and Speech Therapists participate in common planning time and professional development which is delivered by the coaches, lead teachers and mentors every Wednesday from 2:20pm - 3:10pm. This encompasses all the academic curriculum for all students including general education, special education and ELLs.

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

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?

We have in place programs, activities and procedures for parent involvement including gender initiatives nights, family math night, family arts night, talent shows, school trips, concerts, and awards programs which include all parents as well as the ELL parents. We provide full opportunities for the participation of parents with limited English proficiency and parents of migratory children inclusive of providing information and report in an understandable and uniform format including alternative languages (translated) in a language the parents understand.

Language Translation Unit is utilized within the school when a language is spoken by a parent that we do not have a pedagogue or paraprofessional that speaks it. The Parent Coordinator makes the initial contact with the unit ensuring that a control number is ascertained and then the teacher or Assistant Principal makes contact with the translator. When a pedagogue/paraprofessional speaks the parent language then they are used to assist in the translation to the parent.

Workshops are offered to all parents during the year including parents of ELL students. Many of these workshops are in partnership with other agencies and CBO's i.e., NYC Police and Fire Departments, NY Mets, Museum of Natural History, Queens Public Library, Learning Leader Workshop and the Middle Village Adult Center. All of our workshops are offered and planned based on parent needs through parent surveys. Workshops promote their full partnership in their child's education, decision making and advisory committees to assist in the education of their children.

At least twice a year, mandated ELL meetings are held which introduce parents to the ELL programs, the school's goals and objectives, state standards, assessments (LAB-R and NYSESLAT), the core curriculum and essential ESL strategies. The ELL Coordinator/Parent Coordinator facilitates these meetings for newly enrolled ELL students and their parents. Data and documents are provided to the parents in a variety of language translations. The introductory video and DVD are also shown in the languages needed by our parent body. The ELL Orientation was held on October 3, 2013 and will be held again in the Spring if it is needed.

Parents needs are evaluated through face to face parent meetings, inquiries to parents via our distribution network which is emails and parent mailings. Specific forms include DOE annual survey, school surveys, PA meetings, parent questionnaires all of which are distributed thru the Parent Coordinator. All documents that are sent home are translated into the parents home language. Translation services are set up by the Parent Coordinator as required. In January 2014 the Parent Coordinator will have a parent meeting to review the ELL program that we offer as well as the assessments (NYSESLAT) that is administered in the Spring.

Parents are also invited to register for Math and Reading technology workshops to monitor their children's online progress through ARIS which will be held in February 2014. The Gender Initiative Night will be held in April 2014. A Math and ELA Workshop will be held in March 2014 with the Parent Coordinator and the Math and ELA Coaches in which they will explain the new Math Test requirements for ELLs, General Education and Special Education students. On December 2013 there will be a Special Education meeting with the IEP teacher and Parent Coordinator.

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: PS/IS 87Q

School DBN: 24Q087

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Caryn Michaeli	Principal		10/30/13
Melissa Guarino	Assistant Principal		10/30/13
	Parent Coordinator		10/30/13
Diane Merkel	ESL Teacher		10/30/13

Christine Pirrello	Parent		10/30/13
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Lucille Engel	Coach		10/30/13
Lauren Fradella	Coach		10/30/13
Fran Vella	Guidance Counselor		10/30/13
Joanne Brucella	Network Leader		10/30/13
Claudia Katz	Other <u>Speech Teacher</u>		10/30/13
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q087

School Name: PS/IS 87Q

Cluster: 2

Network: 210

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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