

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (*i.e.* 01M001):**

**03M087**

**School Name:**

**P.S. 087 WILLIAM SHERMAN**

**Principal:**

**MONICA BERRY**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: P.S. 87 William T. Sherman School Number (DBN): 03M087  
Grades Served: Pre Kindergarten-Fifth grade  
School Address: 160 West 78<sup>th</sup> Street  
Phone Number: 212.678.2826 Fax: 212.678.5886  
School Contact Person: Monica Berry Email Address: mberry@schools.nyc.gov  
Principal: Monica Berry  
UFT Chapter Leader: Lauri Posner  
Parents' Association President: Jaime Abrams  
SLT Chairperson: Emma Paske and Hanna Richheimer  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): N/A  
Student Representative(s): N/A  
N/A

**District Information**

District: 03 Superintendent: Ilene Altschul  
Superintendent's Office Address: 154 W 93rd St, New York, NY 10025  
Superintendent's Email Address: ialtsch@schools.nyc.gov  
Phone Number: (212) 678-5867 Fax: (212)222-7816

**Borough Field Support Center (BFSC)**

BFSC: Manhattan Director: Yuet Chu  
Director's Office Address: 333 Seventh Ave, 8<sup>th</sup> Floor, New York, NY 10001  
Director's Email Address: ychu@schools.nyc.gov  
Phone Number: 646.470.0721 Fax: 917.339.1765

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Monica Berry	*Principal or Designee	
Lauri Posner	*UFT Chapter Leader or Designee	
Jaime Abrams	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable/	
Emma Paske	Member/Parent	
Myra Lotto	Member/Parent	
Jackie Dolson-Shewchuk	Member/Parent	
Lora Martinez	Member/Parent	
Megan Seltz	Member/Parent	
Lisa Katzenstein	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	
Hanna Richheimer	Member/Teacher	
Zachary Howard	Member/Teacher	
Robyn Ulzheimer	Member/Teacher	
Diane Berman	Member/Teacher	
Kazue Takenaga	Member/Teacher	

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

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

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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

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

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

We are committed to:

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

Our school strengths are illuminated in the 2015 School Quality Guide : we have achieved excellence in Student Progress and Student Achievement on State English and math tests, and have exceeded our target in Closing the Achievement Gap. Our significant improvement over the 2012 and 2013 numbers suggest that our school's investment and methodologies are working. By most measures, we are an extremely successful school.

However, our 2013-2015 School Quality Guide reveals that our School Environment rating is Approaching Target, exposing a weakness with which we are familiar. This rating reflects parent and teacher dissatisfaction with PS 87's Instructional Core and existing Systems for Improvement, and so our chief goal this year will be to improve in these areas.

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

### 03M087 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	877	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	0.1%	% Attendance Rate		96.0%
% Free Lunch	7.1%	% Reduced Lunch		1.8%
% Limited English Proficient	3.7%	% Students with Disabilities		18.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.7%	% Black or African American		4.7%
% Hispanic or Latino	14.3%	% Asian or Native Hawaiian/Pacific Islander		7.1%
% White	66.3%	% Multi-Racial		5.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	5.19	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		6.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		0.2
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	75.6%	Mathematics Performance at levels 3 & 4		78.2%
Science Performance at levels 3 & 4 (4th Grade)	98.4%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward	X	Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

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

The PS 87 School Quality Guide and School Quality Snapshots for 2013-2014 highlight the many achievements of our school’s English Language Arts (ELA) and Math instruction. Most notably, Student Progress in ELA significantly improved from the previous year, from 48% in 2013 to 85% in 2014, as a percent of peer range. In math, student progress improved as well from the previous year, from 60% in 2013 to 65% in 2014, as a percent of peer range.

As a school with such successful ELA and Math instruction, our focus is always on improving student progress, although the data does not currently convey an obvious need. We instead turn to the school’s 2013-14 Instructional Core rating of “Approaching Target” which presents significant room for improvement:

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

In addition, the 2013-14 PS87 Elementary School Quality Snapshot reports a rating of “Fair” on “how effective is the teaching and learning.”

The data suggest a need to differentiate instruction for each individual student’s needs, and to assess student achievement on an individualized basis, since intellectual readiness, growth and improvement in ELA and Math can be different for each child. We believe that our Instructional Core rating reflects a need to ensure that all of our children are challenged in their daily work, and that they are progressing across multiple levels of learning over the school year. To that end, we will undertake a differentiated teaching methodology, where appropriate, and a holistic approach of assessment that includes diverse measurements of student achievement relevant to daily instruction, and used to improve instructional decisions.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 80% of students in grades K-5 will meet grade level benchmarks in reading, writing and math. Classroom teachers will work to support and challenge students by identifying areas of student needs, assessing the curriculum in both ELA and math, providing targeted intervention as needed, implementing differentiated teaching strategies to ensure all students’ academic needs are being met, and participating in professional development in order to achieve these goals.

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

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

**In math**, student progress will be measured by implementation and analysis of two grade specific new concept topic tests. Kindergarten will implement and analyze an age appropriate self-created performance task.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p><b>Individualized Assessment</b></p> <ul style="list-style-type: none"> <li>• <b>Conduct assessments</b> of each student, to provide for progress measurement and continued analysis across the school year</li> <li>• <b>Establish individualized ELA and Math goals for each child</b> and identify strategies to achieve those goals.</li> <li>• <b>Examine student progress</b> throughout the year, sharing individualized ELA and Math goals for each student at parent/teacher conferences and making recommendations for ways to support these goals at home.</li> </ul>	<p>All students</p>	<p>September 2015-Early June 2016</p>	<p>Classroom Teachers, literacy coaches, reading intervention specialists, and Administration</p>
<p><b>Targeted Intervention</b></p>	<p>Bottom 3<sup>rd</sup> in Reading and Math</p>	<p>September 2015-Early June 2016</p>	<p>Classroom Teachers, Intervention Specialists, Instructional Coaches</p>

<ul style="list-style-type: none"> <li>• <b>Identify students</b> who would benefit from intervention.</li> <li>• <b>Administrate</b> the Boost-Up Literacy and Math Intervention program (ongoing).</li> <li>• <b>Evaluate children quickly</b> so as to determine which students will not benefit from Boost-Up.</li> </ul>			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>• Continued use of the school’s literacy room</li> <li>• Hiring and ongoing employment of Intervention specialists for Boost Up</li> <li>• Participation of all classroom teachers to administer student assessments and to determine ELA and Math goals for each student.</li> <li>• Dedicated time for ELA, Math and Differentiated Instruction professional development</li> <li>• Support from the Principal and Assistant Principals in aggregation and analysis of data collected from student assessments</li> <li>• Support from the Principal and Assistant Principals in facilitating the above-mentioned meetings</li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> <li>• Mid-year Reading, Writing and Math performance tasks and assessments will be completed by November 2015.</li> <li>• Administration and teachers to meet by <b>March 1, 2015</b> to identify all students who are below grade level standards</li> <li>• A survey on professional development wants/needs will be circulated to teachers by November 2015.</li> <li>• We aim to be “Meeting Target” on the Instructional Core rating of the 2015-2016 School Quality Report.</li> </ul>
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

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

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

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Our goal is to create a culture of respect, improving the way all constituents (teachers, students, administration, and parents) interact. By June 2016, 75% of parents will disagree or strongly disagree with the School Survey statement about bullying.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>
<p>Members of the SLT will engage in soliciting, compiling, and drafting a school-wide Respect for All code with these aims:</p>	<p>All Students, Staff, Parents, and Administration</p>	<p>November 2015-June 2016</p>	<p>SLT Respect for All Committee and Administration</p>

<ul style="list-style-type: none"> <li>• To draft and publish a set of <b>Community Standards</b> to be introduced and referred to throughout the year</li> <li>• To standardize the language with which we discuss bullying and respectful behavior (language employed in our Community Standards)</li> <li>• To formalize and publish a <b>Reporting Procedure</b> for incidents of bullying and harassment, observed or experienced in the school.</li> <li>• To support the PS 87 Respect for All Code, the Administration will establish a team of faculty and administration trained in conflict mediation, responsible for responding to and following up with students, parents, and staff reporting incidents of bullying and harassment.</li> </ul>			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
<p>Space on the school website to publish the <b>Community Standards</b> and <b>Reporting Procedure</b></p> <p>Substitute Teachers to cover staff for professional development provided by outside agency specializing in Respect for All initiatives.</p> <p>Per session will be</p>										
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>A record of reported incidents of bullying will be kept and examined in December, April, and June. We hope to see reported incidents decrease in number and severity as the school community becomes familiar with our <b>Community Standards</b> , and as the rules and language they formalize become part of our community’s vernacular.</p> <p>First draft of <b>Community Standards</b> will be completed by the end of February 2016.</p>
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**Reporting Procedures** will be finalized and published by January 2016

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

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

The teachers at PS87 work individually, and collaboratively, to ensure the continued success and improvement of their students, classroom, and school. Indeed, PS87 was described in the 2013-14 School Quality Guide as having “Rigorous, engaging and coherent curricula, aligned to the Common Core Learning Standards.” However, the 2012-13 Quality Review Report for PS87 stated that an “inconsistent use and understanding of assessment and grading practices prevents all teachers from providing actionable feedback to students on their work, and students from knowing what they need to do to achieve higher outcomes.” As with many large schools, PS87 would benefit from increased collaboration among the teachers, and with administration, in crafting curricula and grade-wide performance tasks, sharing best practices, and establishing clear and consistent assessment and grading practices.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the PS87 classroom teachers and PS87 administration will have worked collaboratively to create and implement consistent expectations and measurements in order to assess student progress across the grades, and throughout the school.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p><b>School-wide Collaboration on Writing Tasks</b></p> <ul style="list-style-type: none"> <li>• <b>Standardize expectations for student writing</b> proficiency by repeating Common Core ELA performance tasks from the year prior (two tasks per grade)</li> <li>• <b>Standardize the content, rubric, grading,</b> and administration of ELA grade-wide performance tasks</li> <li>• <b>Collect and share</b> writing pieces to determine a common understanding of the grading rubric and then collaborate to determine next steps for varying groups of children.</li> </ul>	<p>All students</p>	<p>September 2015- June 2016</p>	<p>Classroom Teachers, Administration</p>
<p><b>School-wide Collaboration on Math performance tests</b></p> <ul style="list-style-type: none"> <li>• <i>Teachers will Create grade-wide math performance tasks with rubrics to assess student progress</i></li> <li>• <i>They will collect and share results and through collaborative work, will determine strategies for improving student progress.</i></li> </ul>	<p>All students</p>	<p>September 2015- May 2016</p>	<p>Classroom Teachers, Administration, Instructional Coaches</p>
<p><b>Professional Learning</b></p> <ul style="list-style-type: none"> <li>• Teachers will participate in grade-wide meetings, study groups and professional development. Teachers will collaboratively study student work, analyze learning and teaching strategies, and discuss best practices, so as to continually refine instructional practices in response to student needs.</li> </ul>	<p>All Students and Teachers</p>	<p>September 2015- June 2016</p>	<p>Administration, Staff Developers and Teachers</p>
<p><b>Collaboration on Standardization of Report Card Grading</b></p> <ul style="list-style-type: none"> <li>• Teachers will collaborate to determine a common usage of the numerical grading system using the DOE report cards. Content of “comments’ section</li> </ul>	<p>All Teachers</p>	<p>October 2015- November 2015</p>	<p>Administration, and Teachers</p>

accompanying the numeric grades will provide a holistic understanding of the student.

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Dedicated time for grade-wide meetings to establish common rubrics
- Dedicated time for professional development
- Support from the Principal and Assistant Principals in developing clear standards for both informal and formal assessments.
- Support from the Principal and Assistant Principals in facilitating the above-mentioned meetings, professional development sessions, and parent outreach

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Mid-year Grade-wide writing tasks and rubrics, and math tasks, to be planned by **February 2016** with performance tasks implemented by **May 2016**

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### **Part 1 – Needs Assessment**

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

The 2012-2013 Quality Review indicated the administration needs to improve on “effectively using the research based framework to support professional growth and reflection through frequent observations and feedback that clearly identifies next steps.” While the administration has been working on getting into classrooms more frequently to observe, teachers have stated, “there is a lack of regularity in the feedback they receive.” This inconsistency has ‘impeded the growth’ of teachers within the building. In both the Quality Review and the Principals’ Performance Review feedback in the fall of 2015, the areas in which teachers need the most support are questioning and discussion techniques and assessment. With more consistency in the observation cycle, teachers’ professional growth will be better supported which in turn will raise the level of student performance in the school.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Administration will conduct observations and provide teachers with regular and consistent feedback that focuses on improving teaching strategies in the areas of questioning and discussion and assessment. By June 2016, 90% of teachers will earn an effective or highly effective rating in these areas.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p><b>Administration will conduct professional learning communities around questioning and discussion techniques and assessment.</b></p> <ul style="list-style-type: none"> <li>• Teachers and administration will have an opportunity to unpack these areas through the use of videotaped lessons.</li> <li>• Teachers will practice taking low inference notes and using the Danielson Rubric to evaluate these skills.</li> <li>• Teachers will discuss one another and the administration how these skills can be implemented in their classrooms</li> </ul>	Teachers	September 2015-January 2016	Administration
<p><b>Administration will have a tracking system to ensure that all teachers are evaluated and receive feedback on a more regular basis.</b></p> <ul style="list-style-type: none"> <li>• Administration will create a system to track the number of observations each administrator conducts as well as when the feedback has been given to a teacher</li> </ul>	Teachers	October 2015-May 2016	Administration
<p><b>Administration will analyze observation results to target professional development.</b></p> <ul style="list-style-type: none"> <li>• Administration will give small group and individual support to teachers depending on their ratings.</li> </ul>	Teachers	October 2015-May 2016	Administration

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Access to professional development videos and knowledge of professional development opportunities directly associated with the Danielson Framework.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Four cycles of observations will be completed by February 2016. Administration will review observation data and ascertain areas in need of development by January 30, 2016.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

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

As discussed in the school description section, PS87 prides itself on a long history of being an inclusive and nurturing community for diverse families. As such, we were disappointed with the participation rate on the 2015 School Survey; as well as the below average satisfaction with “Systems for Improvement” and the overall “developing” rating for School Environment on the School Quality Snapshot.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Parent and teacher participation on the 2015 – 2016 NYC School Survey will increase as we believe that a more robust sample of parents and teachers will yield more accurate positive results. By spring 2016, participation of parents and teachers on the School Survey will increase by at least 5%.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<ul style="list-style-type: none"> <li>• Schedule workshops for parents. Topics of the workshops will be based on a needs assessment.</li> </ul>	<p>Parents</p>	<p>September 2015 -June 2016</p>	<p>Administration,</p>

			Parent Association Executive Board,  SLT
<ul style="list-style-type: none"> <li>Incorporate staff-led workshops and/or discussions into monthly Parent Association meetings.</li> </ul>	Parents, teachers, school staff,	September 2015-June 2016	Administration,  Parent Association Executive Board,  SLT
<ul style="list-style-type: none"> <li>Provide opportunities for families to get involved in community service projects.</li> </ul>	All Students	September 2015-June 2016	PS 87 Community Service Committee,  Teachers,  Administration,  SLT

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Support from administration, teachers, parents, and the community at large.										
Outside organizations to partner with our Community Service Committee in order to facilitate projects for classroom community service projects.										
Vehicles for communication to promote our action plan (for example: newsletters, e-mail, flyers, bulletin board, PS 87 website, Backpack News, etc.).										
Schedule adjustments for all school personnel in order to allow personnel to attend meetings to build the community at large.										
Scheduled time for families and school personnel to meet and discuss community affairs.										
Incentives for the school community to attend meetings and participate in the NYC School Survey.										
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind	Other

## **Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, PS87 will have conducted:

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

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

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

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

## Section 7: Title I Program Information

### Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>

### Part 2: All Title I Schools

#### **2a. Highly Qualified Teachers (HQT)**

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

#### **2b. High Quality and Ongoing Professional Development**

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

#### **3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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**Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### **School-Parent Compact (SPC) Template**

**[School name]** , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

#### **I. School Responsibilities:**

Provide high quality curriculum and instruction consistent with Common Core State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

**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: <u>PS 87</u>	DBN: <u>03M087</u>
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: <u>28</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>4</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_

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

## Part C: Professional Development

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

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

Begin description here: \_

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

### Part D: Parental Engagement Activities

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

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

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

### Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	<u>\$6,051.83+1,511.28=\$7,563.11</u>	<u>Study Group on a Saturday with 6 teachers plus literacy coach 8:30-3:30 =6.5 hours x \$41.98=\$251.88 x 6=\$1,511.28</u> <u>12 week session x 5 teachers x 2 administrator x 1 ESL Teacher Per Session rate is \$50.19 and Admin Per Session Rate is \$52.52 Total Per Session is \$6,051.</u>
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	<u>Total \$503.76</u>	<u>Literacy coach will provide workshops to our parents as well as teachers after school. 12 hours x 41.98=\$503.76</u>
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	<u>Total: \$1822.03</u> <u>Buckle Down-28 copies each for Math/ELA=\$1,146.08</u> <u>Crosswalk Coach 28 copies each for Math/ELA=\$543.95</u> <u>\$700 for professional book.</u> <u>Professional Book for Teachers</u> <u>Scaffolding Learning/Scaffolding</u>	- <u>Resources include the following:</u> <u>Buckle Down to the Common Core Standards Math/ELA-28/28</u> <u>Crosswalk Coach for the Common Core State Standards Math/ELA 28/28</u> <u>Common Core Clinics 28 Math/ELA</u>

**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.
	<u>Language 6 books (6x\$22= for study group)</u>	
Educational Software (Object Code 199)	<u>5 sets x \$179.95=\$899.75</u>	<u>Improve Your English Software 5 sets</u>
Travel	<u>_____</u>	<u>_____</u>
Other	<u>_____</u>	<u>_____</u>
<b>TOTAL</b>	<b><u>\$11200</u></b>	<u>_____</u>

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>03</b>	Borough <b>Manhattan</b>	School Number <b>87</b>
School Name <b>William Sherman</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Monica Berry</b>	Assistant Principal <b>Barbara Kissane</b>
Coach <b>Jacqueline Morison</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Allison Hawke</b>	School Counselor <b>Jacque Hernandez</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>type here</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>type here</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	<b>6</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>855</b>	Total number of ELLs	<b>34</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>	1	1	1	1	1	1								0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	34	<b>Newcomers</b> (ELLs receiving service 0-3 years)	34	<b>ELL Students with Disabilities</b>	7
<b>SIFE</b>	1	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	0	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>	7		1							0
<b>ENL</b>	27	1	6							0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE <u>Spanish</u>	3		1		1				1		1								0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
------------------------------------------------------------------	-------------------------------------------------------------

Freestanding English as a New 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										0
Chinese	1	2	2	1		1								0
Russian		1												0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French	3		2											0
Korean		1												0
Punjabi														0
Polish														0
Albanian	1													0
Other		3	4	1	1									0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	3		2	1	1									0
<b>Emerging</b> (Low Intermediate)		2												0
<b>Transitioning</b> (High Intermediate)	2		4											0
<b>Expanding</b> (Advanced)	5	6	3	2	1	2								0
<b>Commanding</b> (Proficient)	14	4		5										0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	1		3						0
4	1		2						0
5			1		1				0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	1				2				0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 Within the ENL program, Fountas and Pinnell, as well as a variety of assessments created in our school, are used to assess the early literacy skills of our ELLs. Our data shows us that ELLs who are struggling to decode benefit from exposure to phonics-based programs such as Foundations. We have found that our ELL's, while many of them start the year slightly below grade level, most of them are on grade level by the end of the school year.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 One trend revealed by the data patterns is that despite the transitional nature of our population, the diverse linguistic backgrounds of our students and the change in testing content and format on the April/May 2015, our students continue to make measureable progress on the NYSESLAT. Nineteen of our students taking the NYSESLAT made significant measurable progress. Ten students reached the Commanding level of English language acquisition: five of these students are still enrolled in our school (and since five students are no longer on our roster, their data have not been included in the score results in this year's Data Analysis and AMAO Status Estimator). Of these ten students who reached the Commanding level, three had previously been at the Intermediate level. Two students who began the year as absolute beginners reached the Expanding level and seven students, not including those who reached the Commanding level, advanced at least one level. Four kindergarten students who tested in at the Advanced level on the LAB-R tested at the Expanding Level on the NYSESLAT. Two students who tested at the Intermediate level LAB-R and who tested at the Transitional level are now receiving support for attentional disorders. Four students who tested in on the LAB-R as Intermediate and who were indentified as being on the Transistional level on the NYSESLAT have Individualized Education Plans (I.E.Ps) providing an array of different supports. None of our students performed lower on the NYSESLAT than they did on the NYSITELL so there was no downward trend.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 According to the Data Analysis and AMAO Status Estimator for PS 87, the data reveals that since 2009-20110 and continuing this year, our school meets AMAO 2. It also indicates that our school has one student who is at-risk level 3 compared with thirteen non-ELL

students who are at the at-risk level 3. We have no ELL students who are at-risk level 5 or greater and have two non-ELL students who are at the at-risk level 5. We will use rubrics to assess students' progress.

4. For each program, answer the following:
  - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

4a. In the ENL program, due to the variety of languages spoken, such as Estonian, Hebrew and German, we do not have assessments in the home languages of students other than those who are speaking Spanish.

4b. We are modifying are instruction and tailoring it to meet the individual needs of each students by looking at the subset sections of each assessment and determining where each students' strengths and weaknesses lie in order that we might employ best practices such as: modifying curricula, creating graphic organizers, using visual information and providing other supports which aid in promoting student academic success.

4c. For periodic assessments, PS 87 uses a combination of assessments. One assessment is a writing assignment that is graded by an in-house created rubric which is modelled after the descriptive writing (nonfiction) rubric used in the NYSESLAT. Students are taught what the parameters are for obtaining a 1, 2, 3 or 4. They are then asked to grade sample essays and to learn which type of essay generates a 1,2, 3 or 4. Then the students assess their own essays. The teachers grade the essays as well. Students are give the opportunity to rewrite their essays to improve their outcome and to further their understanding of essay writing.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs.](#)]

Regardless of whether they are ELLs or not, we provide strong core instruction for all students (Tier 1). Based on the data retrieved from the Data Analysis and AMAO status indicator, the students' results on English language proficiency tests, as well as student results on state assessments, such as the ELA, we identify students who are at-risk and who would benefit from Tier 2 and Tier 3 interventions as described within the RtI framework. In making the determination on which additional support services to provide, we: analyze each students' English and home language literacy, determine the content area and socio-emotional support needs of each student, meet with the student's parents or guardians, examine samples of the student's work in English, and when possible, their home language as well. If the student is suspected of having a disability, we have the child receive a bilingual evaluation. In implementing Tier 2 and Tier 3 strategies, we ensure that: ELLs are provided with the opportunities to work in pairs and in groups and that these groups reflect the exact English language proficiency of ELLs in this classroom, that ELLs' understanding of content is routinely checked and that ELLs are provided with opportunities to show their understanding of the content through a variety of means such as the use of their home language.

6. How do you make sure that a student's new language development is considered in instructional decisions?

We ensure that a student's new language development is considered in intruactional decisions by differentiating instruction so that each child receives content that is appropriate to their level of understanding and that enables them to express themselves, orally and in written form, by using graphic organizers, visual aids and their home language as support.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

We use the spanish version of Fountas and Pinnell and as a result, the teachers can assess where the students are at in writing, literacy. For math, we use the Envisions Math Program in Spanish and English. We use rubrics to assess their learning.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

We evaluate the success of our programs for ELLs by analyzing their results on the NYSESLAT, on rubric-graded writing assessments and on the quality of their portfolio work.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

The initial identification of students who may be ELLs is made by the parent coordinator in conjunction with a licensed pedagogue. This licensed professional may our principal, Monica Berry, our assistant principal, Barbara Kissane, our dual language specialist, Jacquie Morison, our English as a New Language teacher, Allison Hawke, or an assortment of other available licensed pedagogues. In order to determine NYSITELL eligibility, we interview the student in English and whenever possible, their home language. After an interview has been conducted and eligibility determined, students eligible for NYSITELL testing are administered the test within the first ten days of their arrival. Our licensed ENL teacher, Allison Hawke, administers the NYSITELL. If after taking the NYSITELL, a student has been determined to be Spanish dominant, then the student will take the Spanish LAB. If the student is in the Dual Immersion (D.I.) program, then the person administering the test will be the child's classroom teacher. For example, kindergarten students who are dominant in Spanish and who are in the D.I. will be administered the Spanish LAB by Ana Facenda, who is the kindergarten D.I. teacher. If a student is Spanish dominant and not enrolled in the D.I. program, then Lourdes Mercado, our S.E.T.T.S teacher administers the Spanish LAB. This year, all newly enrolled Spanish dominant students were placed in the Dual Immersion program.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Our school does not have any newly enrolled SIFE. However, if a SIFE were to be enrolled in our school, we would first conduct interviews with the student and their parents or guardians, thus allowing us to obtain a verbal record of the student's educational history. Next we would administer the Literacy Evaluation for Newcomer SIFE (LENS). We would also review the student's school work from their prior schools if it were available.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

If a newly enrolled student has a home language that is not English and that student has an IEP as well, then the Language Proficiency Team (LPT) will convene to determine whether the student is eligible to take the NYSITELL. In order to make that determination, the LPT will examine not only the student's history of language use at school and in their home but also carefully evaluate information provided by the Committee on Special Education (CSE). If the LPT determines that the student does not have English language acquisition needs, then the LPT will send this recommendation on to the principal, who will then send the information on to the superintendent's designee. Parents will also be notified within three days.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Paste response to question here:

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents will be notified that they have the right to appeal ELL status within 45 days of enrollment by two different means. First parents will be notified of this right in the ELL entitlement letters. They will also be notified of this right when they attend the New Parents Orientation Meeting, where our ENL teacher will reaffirm their right to appeal.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

There are several structures in place at PS 87 to ensure that parents understand all three program choices through the mandated parent orientation within the specified timeframe. At the Parent Orientation Meeting, which is held within the first ten days after the identification process has been completed, the ENL teacher presents the choices to the families. If a need has been indicated, a translator is also present at the meeting. Another structure in place is the presentation of the Parent Orientation Video. Parents are provided the opportunity to watch the video in English as well as in their home language: at PS 87, requests have been made to watch the video in Chinese and Spanish. Parents also receive the Parent Orientation Brochure. Copies of this brochure are made available in English as well as other languages. For example, this year, the brochure was available in Chinese, French and Spanish. If parents do not attend the parent orientation meeting, a second meeting is schedule to provide another opportunity to meet. If parents do not or are unable to attend this second meeting, they are given an opportunity to have a meeting over the phone.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

The Parent Survey and Selection forms accompany the Entitlement Letter (and are sent home in the student's home language when necessary). Parents are provided with a date by which to return the forms and this date is placed at the bottom of the forms. Additionally, extra copies of the forms are available at the Parent Orientation Meeting and parents are given the opportunity to complete the forms at the end of the meeting. If parents do not return the forms within the indicated time frame; parents are sent reminders and are notified that if they do not return the form, their child will automatically be placed a bilingual setting if applicable, or in an ENL program.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
All completed Parent Survey and Selection forms are kept in a yearly compliance binder. The ENL teacher is able to thus easily identify which parents have not returned and completed the forms. Those parents are then sent notifications in English and in their home language when necessary.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Our school ensures that placement parent notification letters are distributed directly to the students by the ENL teacher. Whenever a family has indicated a preference for the information to be sent in their home language, that preference has been respected and the information sent in their home language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
PS 87 retains all ELL documentation for each child. Parent Survey and Selection forms, non-entitlement, entitlement and continued entitlement letters are all placed in the ENL Compliance binder. The HLIS forms are returned to the students' cumulative files.
11. 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.  
There are many steps taken to administer all sections of the NYSESLAT to all ELLs each year. To begin with, before the NYSESLAT is administered, letters and brochures explaining what the NYSESLAT is and the time period in which it is to be given are sent home. When necessary, the information is presented in the home language. The ENL teacher also invites parents to a meeting at which she explains what the NYSESLAT is and the time period in which will be administered. She also provides strategies for parents on how to help their children prepare for the exam. Letters explaining the purpose of the NYSESLAT and the time period during which it will be administered are also sent to classroom teachers. Next the ENL teacher creates a testing schedule. Then she creates a chart with all of the ELLs' names and all of the testing sessions. As children are tested in each session, the date of the administration is recorded on the chart. Testing is complete when all students have been recorded as having taken of all the sessions of the NYSESLAT.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
PS 87 ensures that continued entitlement and transitional support parent notification letters are distributed directly to the students by the ENL teacher who places these letters in children's home folders. Whenever a family has indicated a preference for the information to be sent in their home language, that preference has been respected and the information sent in their home language.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
After reviewing the Parent Survey and Selection forms for the past year, the trend in program choices that parents have requested is that all parents of non-Spanish speaking students have requested the ENL program. These parents have indicated a keen desire to keep their children at our school rather than have their child transferred to a school where their home language is spoken or where a Dual Immersion program in their home language exists. Spanish speaking parents have placed their children in our Dual Immersion program. Furthermore, though they have been well-informed, no parent has indicated the Transitional Bilingual Education Program as top program choice that they would like for their child.

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.

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

Not applicable
  - c. DL program. *If applicable.*

The Dual Language Program is in English and Spanish. Part of the day is in English and the other part is in Spanish. 50/50 model is followed. Content is taught in both languages. Spanish books and as well as the Envisions Math Program are in Spanish.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

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

In the ENL setting, the instructional language used is English, with, whenever possible the home language as a support. For example, our school currently has five French dominant students in the ENL program and since our ENL teacher speaks French, she is able to foster language development and provide content to these students in French. Additionally, PS 87 has six students whose home language is Mandarin and whenever possible or appropriate, these students provide academic support for each other in their home language and using each other as references. For students whose home language is unfamiliar to the teachers or to other students, which is the case for our Albanian, Estonian and German speaking students, translation services available on the computer are used to aid student comprehension and foster language development. Instruction, provided through mini-units that are aligned to the CCLS and oriented towards improving students' critical thinking skills and academic vocabulary, is custom-designed to be cognitively challenging and to meet the needs of each student. The students' prior knowledge and experiences are also considered. In every unit, students are engaged in improving their skills in all modalities. For example, when students embark on a non-fiction study of the socialization of animals, they are asked to highlight important facts, to explain how they determine the importance of these facts and to explain what these facts cause them to think. They then write non-fiction descriptive accounts, using their newly acquired academic vocabulary, that compares and contrasts two given animals. At the end of the unit, the students are given a self-assessment with an established criteria on which to measure themselves. The ENL teacher provides feedback and assessment by measuring students on the same rubric. In order to develop their reading skills, students are exposed to a variety of non-fiction texts that cut across different content areas. For example, they might read about Mae Jemison's trip to outerpace, they might study a chart explaining the different layers of the sun or they might read a biography of Rosa Parks. In addition, they read classic narratives such as *My Name is Maria Isabel* or, for the younger grades, stories such as those in the *Frog and Toad* series by Arnold Lobel. Students are provided a forum in which they can discuss and analyze text that they have read. They enhance their speaking skills by generating and asking information based and inferential questions. They learn how to provide evidence to support their arguments. They improve their use of socio-pragmatic functions and develop their academic vocabulary. They also improve their listening skills by listening to recording text and video clips. Importantly, learning is individualized contextualized and home background and culture are considered in instructional practices. Students engage in purposeful and deliberate conversations that provide ample opportunities to develop their understanding and use of academic vocabulary across all content areas.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

In the ENL program, PS 87 does not have assessments in other languages spoken at our school, such as Estonian and Serbo-Croatian. In the Dual Immersion Program, the ELL's are evaluated by in-class assignments and the ELE exams.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

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

6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
  - Newcomer
  - Developing
  - Long Term
  - Former ELLs up to two years after exiting ELL status
- a) Our school does not have any SIFE students.
- b) One hundred percent of our enrolled students are classified as Newcomers with less than three years of service. Of these students, eleven are new to our school this year. We have seven students at the Entering level, two students at the Emerging Level, six students at the Transitioning Level and nineteen students at Expanding level. For students who are at the Entering level, our primary focus is to enable them understand and engage in classroom content so that they are able to express their thoughts, in both spoken and written form, in the classroom. Attention is also paid to the transferability of the students' literacy and writing skills from their home language into English and to the development of their metacognitive skills. At all the levels of English language learning, Entering through Expanding, classroom instruction is differentiated and time is allocated to developing their academic vocabulary across content areas and improving their ability to respond to increasingly complex level of diverse texts. Instructional time is also allocated for developing students understanding and use of visual information that often accompanies texts, such as diagrams, maps or charts. In implementing this instruction, the ENL teacher develops instructional plans that access students' previous knowledge or experiences and uses this knowledge or experiences as a platform from which to build an understanding of the new content.
- c) Our school does not have any developing students.
- d) Our school does not have any long-term students.
- e) The ENL teacher informs classroom teachers whether a former ELL is present in their classroom. The teachers discuss and support these students and provide extra support. Additionally, these students are provided with the specified testing modifications.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.
- Our school does not have students who have been re-identified as non-ELL. However, if we were to have them, our school would consult the policies and procedures set forth in the English Language Learner Policy and Reference Guide and would adhere to those procedures.
8. 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?
- PS 87 uses a variety of instructional strategies and grade-level materials for ELLS-SWDS that provide both access to academic content and accelerate English language development. When providing ELLS-SWDS with instruction, teachers, both in the classroom and in the support setting, teachers employ Response to Intervention (RTI) approaches that begin with Tier 1 strategies which include high-quality differentiated instruction. Students who are ELLS-SWDS will receive, Tier 2 and Tier 3 strategies that address the specific area in need of development. These strategies might include the use of the Wilson Program and Foundations, the Orton Gillingham system or the Lively Letters program (for students in the lower grades). Additionally, these students work with our Reading Support Specialist, Hedi Campbell. Students are provided necessary accommodations when taking state and local assessments. These accommodations include, but are not limited to: having students take NYS assessments in small groups in separate locations, providing the student with a third reading of the listening selection on the English Language Arts exam or providing the student with on-task prompting.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
- PS 87 employs a diverse range of interventions to enable ELL-SWD students to achieve their IEP goals and to attain English proficiency within the least restrictive environment. The school uses Response to Intervention strategies and provides ICT classes for students who require a collaborative environment. The ENL and classroom teachers develop an understanding of the students' learning profile. The teachers become aware of: the family background and culture, the learning style (visual, auditory, tactile, kinetic) and the grouping preference (whether the students prefer to work individually, in pairs or in a group) of their ELL-SWD students. Instruction is differentiated to meet the needs of the student as these needs are described on the

Chart

student's IEP. Currently, six students receive intervention in our Integrative Collaborative Teaching (I.C.T. program). Some of these students also receive speech therapy, occupational therapy or physical therapy. Counseling services are also available through our guidance counselor. In the D.I. program, we have one child with an I.E.P. who is receiving S.E.T.T.s and speech therapy. All of these services are provided by licensed teachers and therapists.

### Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
Chart					
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note "other approved services" does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

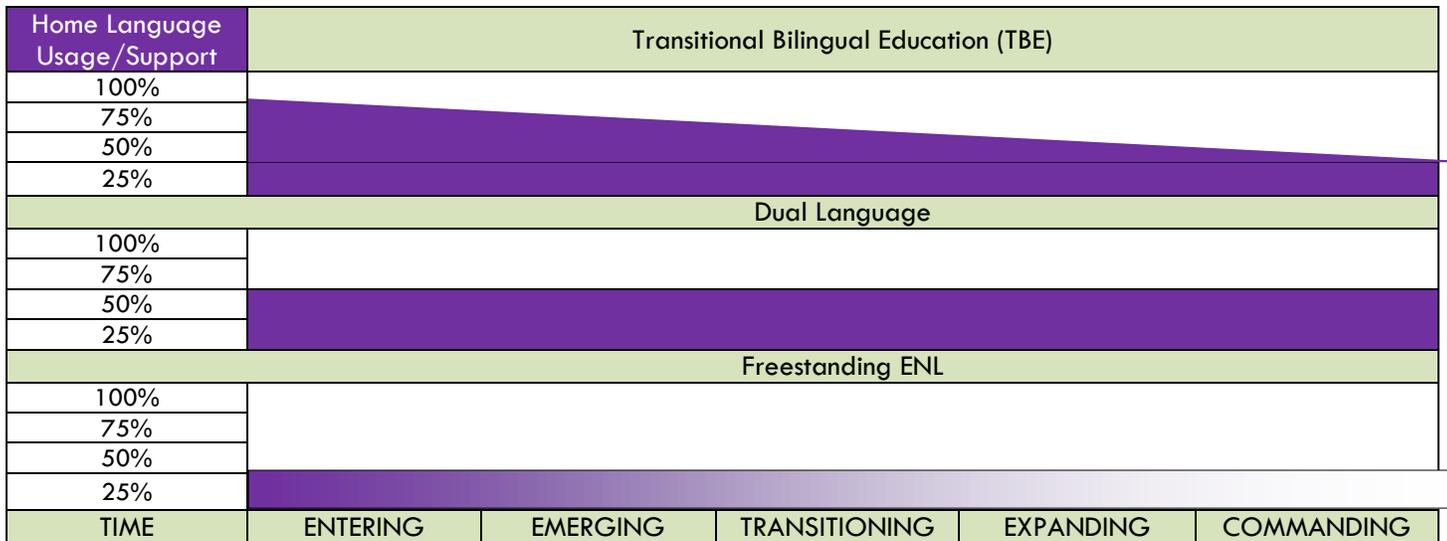


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 targeted intervention for ELLs of all levels in either English or in Spanish within the D.I. program. Our ELLs have the opportunity to meet with our school's reading intervention and literacy coaches. Additionally, they can receive "at risk" services in ELA and math by our S.E.T.T.s teachers.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
PS 87 effectively meets the needs of our ELLs in language and content development. Our ELLs have shown consistent and strong growth in English language proficiency as evidenced by their advancement on the NYSESLAT. Additionally, thirty-four out of our thirty-four of our ELLs are newcomers; we have no long-term ELLs. Through collaboration with the classroom teachers, the ENL teacher ensures that content is not only grade appropriate but also individually appropriate. Both she and D.I. teachers create curricula that is aligned with the CCLS.
12. What new programs or improvements will be considered for the upcoming school year?  
We currently do not have new programs.
13. What programs/services for ELLs will be discontinued and why?  
We have no plans to discontinue any programs/services for ELLs in our schools.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
A vast array of instructional materials are used to support our ELL's. Instructional materials include: Fountas and Pinnell leveled library books, guided reading books, chapter books, realia and manipulatives, visuals, graphic organizers, charts, maps, video clips, books on CD, sentence starters, whiteboards, alphabet charts, small word walls. The students also have access to the school provided iPad. Some of the applications the students use are : Dragon Dictation, Speak It!, Notability, Story Buildre, Story Buddy, Sparklefish, Interactive Alphabet, Write Words, Sentence Magic, Word Magic and Animal Planet.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
A vast array of instructional materials are used to support our ELLs. Instructional materials include: the use of home language support via electronic translations, Fountas and Pinnell leveled library books, guided reading books, chapter books, realia and manipulatives, visuals, graphic organizers, charts, maps, video clips, books on CD, sentence starters, whiteboards, alphabet charts and small word walls.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
In the ENL program, native language support is delivered in a variety of ways. For example, our five French students receive home language support by communicating in their home language with our ENL teacher. Students speaking other home languages profit from the use of translate.google.com, which provides content in the students' native language. When possible, students are given books to read in their native language. Additionally, at the Parent Orientation Meeting, the ENL teacher explains to parents the accessibility of books in their native language by showing them how to access the New York Public Library website to request books. Lastly, when applicable, students are provided math and science tests in their native language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Our school ensures that all required services support and correspond to ELLs' ages and grade levels by several means. First of all, our school has an I.C.T. program, with a certified Special Education teacher, in every grade. PS 87 has also separate a literacy coach and a SETTs teacher who work with children in age appropriate settings. Finally, our speech and PT/OT therapists group their ELL students according to students' ages and grade levels.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
In the spring prior to the beginning of the next school year, our school invites incoming kindergarten students, including potential ELLs, to attend a morning of kindergarten. Every kindergarten teacher in our school is involved in the planning and presentation of this experience. Furthermore, newly enrolled ELLs are introduced to ELLs or other students who speak their language so that the transition for new ELLs is facilitated. The ENL teacher also introduces ELLs families to other ELL families that share their language/home culture so that these families may establish connections outside of school.
19. What language electives are offered to ELLs?  
Our school offers a comprehensive Spanish Dual Immersion Program for students in every grade.
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?

- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

The Dual Language Model that we use is the self contained 50/50 model in grades K-5. The students stay together through the 5<sup>th</sup> grade. We speak English/Spanish in all content areas. We rotate in the amount that we use the language allocation.

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
The professional development plan for supporting ELLs as they engage in the CCLS is oriented towards aligning language acquisition with core content area instruction, which includes a focus on how to implement best practices.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
Professional development is offered by the Department of English Language Learners and Student Support (D.E.L.L.S). Our ENL teacher has attended a two day professional development entitled "Developing Academic Language in Mathematics" that was offered by DELLS. As the year progresses, our ENL teacher will continue to attend more of these Professional Developments.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Teachers go on tours of middle schools so that they may inform their students about each school. Additionally, representatives from middle schools come to our school and discuss the profile of the student that they are looking for. Furthermore, teachers are given access to our parent coordinator who provides information on the middle school process.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

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

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Our ENL provides parents with numerous opportunities to meet, or discuss over the phone, during the school year. She encourages parents to reach out to her and provides all parents with her DOE email address (or alternatively recommends that they send her a note via backpack) so that a meeting time can be made. As Tuesday afternoons have been allocated as parent meeting time, our ENL teacher often meets with parents then. Our ENL teacher also communicates via email, and when necessary, includes a translated version of her message, with parents.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

For the Parent Orientation meeting, parents sign in on the sign in sheet. Records of outreach are also kept electronically in the form of emails.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parent involvement is fostered in the classroom and at the community level. Parents are provided with many opportunities to attend class publishing parties, to observe class activities, to attend field trips and to volunteer at host of school functions. They are also invited and encouraged to become involved in our school's very active Parent Association. They are also asked to become involved in activities at the community level. For example, at the end of September, our school celebrates our diversity in an evening entitled "One Family Under the Stars." This evening celebrates and supports our diverse cultural backgrounds with food and dance from the diverse cultures of our students. Parents of ELLs are encouraged to bring in a dish representative of their culture. In May, our school also celebrates our Hispanic culture by having "Semana Latina" which allows the families of ELLs, other Spanish speaking families, as well as non-Spanish speaking families the ability to enjoy the culture and heritages of the students from various parts of the world.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

The school refers parents of ELLs to the various resources available within our larger community.

5. How do you evaluate the needs of the parents?

Our parents have shared their needs with the D.I. teachers, the classroom teachers, the ENL teacher and the administration.

6. How do your parental involvement activities address the needs of the parents?

When parents arrive at our school, they often express the need to feel connected to the PS 87 community and a yearning to understand how they can get involved and meet other families. Our school-based activities allow them to meet those needs. Additionally, by email, phone or individual meetings, classroom teachers, D.I. teachers, the ENL teachers, the administration, as well as an assortment of other specialists in our school confer with the parents and help guide them.

### D. Additional Information

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

Paste response here:



School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **03M087** School Name: **William T. Sherman**  
Superintendent: **Ilene Altschul**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

When parents register, the ESL teacher or the principal walks all parents through the HLIS survey. Most of our parents state that they want communication from the school to come in English. We then speak with the parents more to make sure this is truly their preference and let them know that we can provide translated materials to them if needed.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The majority of our parents are bilingual and wish to receive their written and oral communication in English. We have one family that prefers to receive written and oral communication in Chinese and 4 families that prefer to receive written and oral communication in Spanish.

## Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

We have our school calendar and other important school information posted on our school website [www.ps87.info](http://www.ps87.info). There is an option to translate the site into any of the 34 languages spoken here at PS 87. All information that is sent home in backpacks, we place on this site to information can be translated for parents. We also give translated copies to parents who have requested written communication in Chinese and Spanish.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

We participate in the four parent teacher conferences listed on the school calendar for the 2015-2016 school year. In September we had our first Parent Curriculum meeting. In November and March we will have one on one parent meetings and in June we will have a night for parent workshops. The guidance counselor sets up one on one meetings with parents to discuss middle school and any other emotional issues that may come in the school for the child. If there is an issue with attendance, the attendance teacher will visit the home of those students.

## Part C: Providing Language Assistance Services

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Parents can use the function on the website to translate all announcements which happens instantaneously. We have a translation committee of parents who help with translating for the school. There is a week wait time for documents to be translated. If there is a notice that is sent out in short notice, we have staff members who can provide translation for us and one parent who we can call for a Chinese translation.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

We have in-house staff who can orally translate into Spanish. The parent who wants to be communicated with in Chinese offers to bring his own translator with him to meetings held in the building.

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## Part D: Training Staff on Policies and Procedures

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

As a part of our yearly trainings in September, we describe the procedures for providing translation services to the staff.

## Part E: Providing Notice of Language Assistance Services

---

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

All of the above information is printed by the Department of Education in multiple languages. We give copies of these documents to parents who are in need of the information in a different language. Again, most parents are asking to have the information in English.

## Part F: Monitoring and Quality Control

---

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Because of the low number of families in need of translation services, the classroom teachers reach out to the families directly to see if they are satisfied with the translation services they receive. This information is reported back to the administration.