

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

24Q087

School Name:

P.S. 087 MIDDLE VILLAGE

Principal:

CARYN MICHAELI

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: PS/IS 87Q School Number (DBN): 24Q087
Grades Served: PreK - 8
School Address: 67-54 80th St Middle Village, NY 11379
Phone Number: 718-326-8243 Fax: 718-894-3797
School Contact Person: Caryn Michaeli Email Address: cmichae@schools.nyc.gov
Principal: Caryn Michaeli
UFT Chapter Leader: Marie Elias
Parents' Association President: Bernadette Beninati
SLT Chairperson: Colleen Zarinsky
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 24 Superintendent: Madelene Chan
Superintendent's Office Address: 98-50 50th Ave. Queens, NY 11368
Superintendent's Email Address: MChan2@schools.nyc.gov
Phone Number: 718-592-3357 Fax: _____

Borough Field Support Center (BFSC)

BFSC: _____ Director: _____
Director's Office Address: _____
Director's Email Address: _____
Phone Number: _____ Fax: _____

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)
Caryn Michaeli	*Principal or Designee	
Marie Elias	*UFT Chapter Leader or Designee	
Bernadette Beninati	*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	
Colleen Zarinsky	Member/ Teacher	
Edie Svezia	Member/ Teacher	
Julianne Castro	Member/ Psychologist	
Marie Caffrey	Member/ Parent	
Eileen McDonegh	Member/ Parent	
Teresa Hubert	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Melissa Ciorciari	Member/ Parent	
	Member/	

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.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: 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.

Unique and important characteristics are:

Mission Statement:

- It is our mission to educate our children not only academically but through a core foundation of knowledge that includes the arts, technology and the ability to accept individual differences as assets rather than hindrances.

It is our hope that our students will recognize social injustices, speak out against inequities, and value humanity so when they takeover society, they are caring, empathetic people that will advocate for the goodness of all mankind.

- PS/IS 87 is a unique school in that it is a Pre-K to 8 school and most of the students remain at the school for 10 years. As a result, the school is family based and all stake holders, parents, students, and staff share the common goal of growing the children together. The entire school community has 24 hour access to the principal since her private cell phone number is given out.

- PS/IS 87 has a 30% Special Needs population. There are both ICT and Self Contained classes on every grade. All students are exposed to the same curriculum regardless of designation or classification. This has allowed the school to show growth among its lowest third and Special Education students.

- The school is made up of 6% ELLs which totals 36 students. Fifteen of the students are in self contained special education classes and six students are ICT students. Fifteen students are designated as general education students.

- The school's emphasis is on the social emotional development of all students. Village News consists of a song followed by "Words Of Wisdom" that address real world issues. The philosophy of the school is 'Treat People the Way You Want to Be Treated'

- The school shares monthly celebrations with the parents such as Harvest Festival, Thanksgiving Festival, Apple Picking in New Paltz and Holiday Celebrations along with parent time on Tuesdays.

- The school has a Round Table which consists of upper grade students who are the decision makers in this school.

- In order to prepare students for career and college readiness our school is focusing on finding relevant information, chunking, highlighting and writing in the margins.

The school has many collaborations such as:

- GRYC (Greater Ridgewood Youth Council) – Afterschool Program K-8

- CHAMPS – Middle School Sports Program

- TD Bank – Money for Charity

- Penny Harvest – Funding for school

- Target– Funding for school
- Shoparoo– Funding for school
- Stop & Shop– Funding for school
- Project Daffodil- Beautification Project
- New York Mets- Science and Math Collaboration
- Middle Village Senior Center- Community Service
- Vigorous Fitness Club – Exercise Program for students K-8
- NBA Fit- NBA Stars teach students
- The Middle Village Property Owners and Residents Association honored the principal for her recognition, dedication and service to the Middle Village Community.
- The school’s biggest challenge is that it has been consistently underfunded losing up to \$700,000 a year for the past several years. In addition the school has lost its federal funding due to its changing demographics in the community. This has resulted in larger class size and a non-existent Arts Program during school time. In addition, the school willingly educates the most educationally challenged students which impacts on test scores. Therefore, this school has a significantly higher special needs population than most city schools. Despite these challenges the school has grown in the area of literacy however the key area of focus this year is mathematics.
- NYSESLAT results for the ELL students are questionable since only fifteen students are designated as general education students.

24Q087 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	559	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	17	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	8	# Music	N/A	# Drama
# Foreign Language	10	# Dance	4	# CTE
School Composition (2013-14)				
% Title I Population	1.1%	% Attendance Rate		91.4%
% Free Lunch	52.5%	% Reduced Lunch		14.6%
% Limited English Proficient	6.5%	% Students with Disabilities		28.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		0.5%
% Hispanic or Latino	48.8%	% Asian or Native Hawaiian/Pacific Islander		1.8%
% White	47.5%	% Multi-Racial		1.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.65	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	1.9%	% Teaching Out of Certification (2013-14)		22.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		8.29
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	34.9%	Mathematics Performance at levels 3 & 4		28.3%
Science Performance at levels 3 & 4 (4th Grade)	86.0%	Science Performance at levels 3 & 4 (8th Grade)		51.9%
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		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
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	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
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		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
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	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
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.

Strengths

- Attendance Rate year to date is 91.8%
- Students pay attention and work hard during lessons.
- Academic confidence is instilled in students.
- Teachers and administrators have in depth knowledge of students’ academic and social, emotional needs.
- Continuity of curriculum, CLS aligned and spiraled from grade to grade.
- Staff implements instructional focus geared to college and career readiness.
- Emphasis on learning styles and brain function in order to maximize learning of students.

Priority need

- Science scores in grades 4 and 8 showed a decline in the 2014-2015 school year.
- Special attention needs to be focused on scientific concepts, scientific methods, analysis of science concepts and hands on experimental design.

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, analysis of small group science data and analysis of published student lab reports and in house science benchmark data will result in a 5% increase for students in grades 4 and 8 as indicated on the NYS Science Exam.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Weekly Science meeting with Science teachers 	<p>Grades 4 and 8 students</p> <p>Science teachers</p>	<p>9/2015 – 6/2016</p>	<p>Science Cluster</p> <p>Middle School Science Teacher</p> <p>Administrators/Data Specialist</p>
<ul style="list-style-type: none"> • Instructional focus in Science to address the needs of students with disabilities and English language learners and general education students 	<p>Students in PreK-8</p>	<p>9/2015 – 6/2016</p>	<p>Teachers</p>
<ul style="list-style-type: none"> • Parent workshop focused on scientific method, scientific inquiry and writing in science 	<p>Parents of students in grades 4 and 8</p>	<p>9/2015 – 6/2016</p>	<p>Parent Coordinator/Science Teachers</p>
<ul style="list-style-type: none"> • AIS in Science 	<p>General Education students with Level 1 in Science</p>	<p>9/2015 – 6/2016</p>	<p>SETTS Teacher/AIS Teacher</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>
<ul style="list-style-type: none"> • Science Teachers • Data Specialist • Administrators • Parent Coordinator • AIS Teacher • Science Supplies

- Technology

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 st 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.

Interim benchmark assessments will take place in January 2016 and 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 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.

Strengths

- Attendance Rate year to date is 91.8%
- Students pay attention and work hard during lessons.
- Academic confidence is instilled in students.
- Teachers and administrators have in depth knowledge of students’ academic and social, emotional needs.
- Continuity of curriculum, CLS aligned and spiraled from grade to grade.
- Staff implements instructional focus geared to college and career readiness.
- Emphasis on learning styles and brain function in order to maximize learning of students.

Priority need

- Science scores in grades 4 and 8 showed a decline in the 2014-2015 school year.
- Special attention needs to be focused on scientific concepts, scientific methods, analysis of science concepts and hands on experimental design.

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.

By June , 2016, there will be an increase of 5% in students in grades 4th and 8th as indicated by Science benchmarks as a result of data based instruction for students in Science classroom.

Part 3 – Action Plan

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • Weekly meetings with Asst. Principal and Data Specialist 	Grades 4 and 8 students Science teachers	9/2015 – 6/2016	Administrators/ Data Specialist
<ul style="list-style-type: none"> • Monthly data meetings 	Pedagogues	9/2015 – 6/2016	Administrators/ Data Specialist
<ul style="list-style-type: none"> • Differentiation of Instruction 	Students in grades 4 th and 8 th	9/2015 – 6/2016	Administrators/ Pedagogues
<ul style="list-style-type: none"> • Lesson Studies 	Pedagogues	9/2015 – 6/2016	Administrators/ Pedagogues

Part 4 – Budget and Resource Alignment

<p>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.</p>
<ul style="list-style-type: none"> • Science Teachers • Data Specialist • Administrators • Parent Coordinator • AIS Teacher • Science Supplies • Technology

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 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>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.</p> <p>Interim benchmark assessments will take place in January 2016 and May 2016</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>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.</p>

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

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.

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st 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.

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.

Strengths

- Lead teachers share best practices
- Common planning built into teachers schedules
- Vertical planning among and in between grades
- Teachers inter-visitations
- Professional Development is addressed in terms of teacher needs and observed needs
- Professional development is individualized
- Open door risk free environment

Weakness

- A shortage of funding makes professional development a challenge
- More time is needed for professional development so in depth studies and action research studies can be analyzed

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.

By June, 2016, 100% of the teachers will continue to engage in professional development to improve pedagogy as measured by Charlotte Danielson Framework for Effective Teaching as evidenced by observations in Advance

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Lesson Studies 	<p>All Pedagogues and students</p>	<p>9/2015 – 6/2016</p>	<p>Lead Teachers/ Administrators/ Parent Coordinator/ SLT</p>
<ul style="list-style-type: none"> • Monday Professional Development/Extended Day 	<p>Pedagogues/ Paraprofessionals</p>	<p>9/2015 – 6/2016</p>	<p>Administrators/Lead Teachers</p>
<ul style="list-style-type: none"> • Teacher support meeting for select teachers with Assistant Principals 	<p>Pedagogues with Ineffective ratings</p>	<p>9/2015 – 6/2016</p>	<p>Asst. Principals</p>
<ul style="list-style-type: none"> • New teacher Workshop 	<p>New teachers</p>	<p>9/2015 – 6/2016</p>	<p>Principal</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>
<ul style="list-style-type: none"> • Science Teachers • Data Specialist • Administrators • Parent Coordinator • AIS Teacher • Science Supplies • Technology

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 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>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.</p> <p>Interim benchmark assessments will take place in January 2016 and May 2016</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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.

Strengths:

- Parents tend to turn out for parties, celebrations and non academic events.
- Parents and students use the open access and open door policy.
- Parents’ text and call staff members on their private cell phones.
- Students trust working members of the school.

Priority Needs:

- Parents need to become more involved in the Parents Association and volunteer for events.
- Parents need to trust parents.
- Parents need to question their child/children about what is going on in the school.
- Students need to bring notices home to their parents.

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.

By June 2016, school and family ties will increase by 5% as measured by school community tailored surveys.

Part 3 – Action Plan

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Survey to parents on parent involvement	Parents Prek- 8	6/2015 – 6/2016	Parent Coordinator
Monthly parent to parent meet and greet sessions	Parents PreK-8	10/2015 – 5/2016	Parent Coordinator
Monthly calendar and monthly Principal letters will remind parents about school.	Parents PreK-8	9/2015 – 6/2016	Principal
Monthly reminders and morning announcements	PreK-8 students	9/2015 – 6/2016	Principal

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.										
Parent Coordinator PA Executive Board Principal Teachers Supplies										
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 st Century Grant	SIG/SIF	PTA Funded	In Kind	X	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.

Survey administered in February 2016 and May 2016

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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Level 1 ELA GE students	AIS	Small group instruction	During school day
Mathematics	Level 1 Math GE students	AIS/Push in	Small group instruction	During school day
Science	Level 1 Science GE students	AIS/Push in	Small group instruction	During school day
Social Studies	In class Social Studies Benchmark	AIS/Push in	Small group instruction	During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Trauma or tragedy or delusions	Individualized counseling/expressing feeling through drawing and writing	One to one, small group	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.					
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

Describe the 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 codes¹. 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 consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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			

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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.

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. **[PS/IS 87Q]**, 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. **[PS/IS 87Q]** 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

[PS/IS 87Q] , 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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department 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/IS 87 Middle Village</u>	DBN: <u>24Q087</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>32</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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>3</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>2</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 school presently has an enrollment of 32 ELLs out of a total population of 563 students in the building. 66% of our ELLs are Spanish speaking, 19% are Polish, 3% are Chinese, 12% are composed of lower incidence languages. In addition, our ELL population is comprised of 20 special education students out of our 32 ELL students. PS/IS 87Q recognizes the needs of its English Language Learners. We have a Language Acquisition Policy and a supportive staff who are dedicated to delivery and instruction with academic rigor. The curriculum utilized in ELL classes is aligned with the NYS standards in ESL. All ELLs are serviced by a licensed teacher. We service our students through a push-in and pull-out combination model. As per CR-Part 154, all students are receiving the minimum number of minutes of ESL weekly instruction.

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

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

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

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

Books on tape - fiction and nonfiction texts

Book bins

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

Part B: Direct Instruction Supplemental Program Information

English books

Supplies

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

Part C: Professional Development

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

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

Begin description here: _

Our school runs in house professional development by the CFN and training sessions for new teachers of ELLs in the classroom. New teachers receive the instruction and support they need to better provide their ELL students with the skills they need to thrive in the classroom. Our professional development days are used to provide these teachers with the mandated hours (7.5 hours) they require for ESL training. Our staff continues to collaborate with the ESL teacher regarding the specialized instruction that will support our ELLs in their learning as they progress from the elementary to middle school years. Assistant Principals, Common Branch teachers, Paraprofessionals, Special Education teachers, Guidance Counselors, OT, PT, and Speech Therapists participate in common planning time and professional development which is delivered by the coaches, lead teachers and mentors every Monday from 2:20pm - 3:40pm. Some of the topics will focus on Language Development, vocabulary development, math strategies, differentiated instructions, scaffolding instruction, CLS and lesson planning, questioning techniques, Math strategies: From concrete to abstract, Guiding questions, and Formative Assessments. This encompasses all the academic curriculum for all students including general education, special education and ELLs which will effectively instruct students in the Title III program. In addition the ESL teacher in PS/IS 87 attends several different types of professional development ran by the CFN 210 as per the Professional Development Calendar, District 24 ISC BESIS meetings and internal DOE workshops run by the Office of English Language Learners as per their email offerings. The ELL teacher attended several PD sessions last year:

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

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

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

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

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

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

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

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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: _

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

We provide full opportunities for the participation of parents with limited English proficiency and parents of migratory children inclusive of providing information and report in an understandable and uniform format including alternative languages (translated) in a language the parents understand. Workshops are offered to all parents during the year including parents of ELL students. Many of these workshops are in partnership with other agencies and CBO's i.e., NYC Police and Fire Department,NY Mets, Learning Leader Workshop, Queens Public Library and the Middle Village Adult Center and Greater Ridgewood Youth Council.

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

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

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

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

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>\$8653.68 will be used for direct instruction</u>	<u>After School Title III Program Total 3 teachers</u> <u>1 teacher x4hrs x 29 weeks x \$51.51=\$4326.84</u> <u>1 teacher x 2hrs x 29 weeks x \$51.51=\$2163.42</u> <u>1 teacher x 2hrs x 29 weeks x \$51.51=\$2163.42</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	—	—
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<u>\$1329.88</u>	<u>Books on tape</u> <u>Book Bins</u> <u>Leveled books</u> <u>Computer Programs</u> <u>Supplies</u>
Educational Software (Object Code 199)	<u>\$1216.44</u>	<u>Computer Programs</u>
Travel	—	—
Other	—	—
TOTAL	<u>\$11200.</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 24	Borough Queens	School Number 087
School Name The Middle Village School		

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 Caryn Michaeli	Assistant Principal Melissa Guarino
Coach Lucille Engel	Coach Lauren Fradella
ENL (English as a New Language)/Bilingual Teacher	School Counselor Fran Vella
Teacher/Subject Area type here	Parent Bernadette Beninati
Teacher/Subject Area Claudia Katz	Parent Coordinator Kirstin Pollina
Related-Service Provider Jane Shataka	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title) type here

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	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	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]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	584	Total number of ELLs	38	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) 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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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 #
Transitional Bilingual Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	0	Newcomers (ELLs receiving service 0-3 years)	28	ELL Students with Disabilities	15
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	10	Long-Term (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	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	28	0	6	10	0	9	0	0	0	0
Total	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	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

* 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								
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
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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	0	2	1	0	1	6	4	1	4	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	1	2	1	1	0	0	0	0	1	0	0	0	0	0
Albanian	0	0	1	0	0	1	1	1	0	0	0	0	0	0
Other	1	0	1	3	0	3	1	0	0	0	0	0	0	0
TOTAL	0													

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
Entering (Beginning)	0	0	1	0	0	5	2	0	1	0	0	0	0	0
Emerging (Low Intermediate)	0	0	1	0	1	2	0	0	0	0	0	0	0	0
Transitioning (High Intermediate)	0	2	1	0	0	1	2	1	1	0	0	0	0	0
Expanding (Advanced)	2	2	1	4	0	2	2	1	3	0	0	0	0	0
Commanding (Proficient)	0	0	0	1	0	1	0	0	0	0	0	0	0	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 AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0	0	0	0	0	0	0	0	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	0	0	0	0	0
4	1	0	0	0	0
5	3	2	0	0	0
6	5	0	0	0	0
7	1	1	0	0	0
8	3	0	0	0	0
NYSAA	0	0	0	0	0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	2	0	2	0	6	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	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	0	0	0	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0

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	0	0	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other <u>0</u>	0	0	0	0
Other <u>0</u>	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
 In order to annually evaluate ELLs with Fountas and Pinnell the first running record is administered. Reading levels are then shared with the ELL teacher. Skills lessons are provided on a daily basis in the classroom and the ELL students are afforded the same opportunities to participate in skills lessons and small group strategy lessons as well as guided reading lessons. The ENL teacher has daily correspondence with the classroom teachers regarding any struggles the student is having. Teachers review student performance data on a regular basis and incorporate CLS based literacy skills to meet the diverse needs of the students. This data helps to inform our school's instructional plan by providing strengths and weaknesses for ELL students to the classroom teacher as well as the ESL teacher. The data reveals that our self contained ELL students are significantly delayed which is the reason they were placed in small classes because it is a learning disability not a language issue. The ELL students who are in the general education classes are significantly higher only functioning 1 or 2 years below their grade level.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 -The data patterns that are revealed by the NYSITELL is that those students who tend not to be proficient are the kindergarten students. The grade 5, 5 students fall into the Entering level out of the 10 students on the grade. The data reveals that 17 of our ELLs are at the Expanding level and 8 ELLs are at Transitioning level.

The data pattern that is revealed by NYSESLAT is that in grade 3, 5 and 6 the students achieved a proficient level in the listening and speaking portion. Grades 1, 4, 7 and 8 achieved an advanced level of proficiency in the listening and speaking portion. In the reading and writing portion the data reveals that the students in all grades fall between the intermediate and advanced levels. The data also reveals that 15 of our ELL students are Learning Disabled (speech and language impaired)

- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 NYSESLAT proficiency breakdowns by modality indicate that intermediate and advanced leveled ELLs are less prevalent in their Reading and Writing modalities as compared to their levels in Listening and Speaking. This data directly influences the instruction and small group strategies for these ELLs. Weekly reading skills focus on topics these students will receive during small targeted group

instruction. As well as small group instruction on specific writing skills such as grammar and organization. The classroom teacher, the ENL teacher, speech teachers, principal and assistant principal are involved in the process of analyzing the trends across the NYSESLAT. Three students attained proficiency on the NYSESLAT 2014-2015 according to the AMAO tool. One ELL scored at or below 25th growth percentile and scored at level 1 or 2 on ELA. Four ELL students scored at or below 25th growth percentile and scored at level 1 or 2 on Math.

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?
 - A. The students in K, 1 and 2 are able to do better on the NYSESLAT due to their immersion of the english language. ELL students in grades 3-8 taking the ELA test are having a difficult time achieving a level 3. Their reading and writing is significantly lower than the other students in their grades. ELL students are not able to take the ELA test in their home language however, they may take the math and science test in their home language.
 - B. PS/IS 87 does not use the ELL periodic assessments.
 - C. PS/IS 87 does not use the ELL periodic assessments.
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](#).]
-Tier 1 instruction that has been shown to be effective for ELLs at PS/IS 87Q is differentiation to meet students' diverse needs. Instruction for ELLs in English language development is provided at the Tier 1 instructional level within the classroom. Students move into Tier 2 and Tier 3 if they demonstrate a need for more targeted and intensive academic support. This extra support occurs in the classroom, but also in separate settings with the ESL teacher with instruction focused on specific learning targets. Tier 2 and Tier 3 instruction is also be tailored to meet ELLs' language needs and is based on the student's NYSESLAT modalities.

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

Tier 2 intervention is provided in addition to regular classroom instruction. The students are taught in a small group, receiving additional instructional time and/or taught using various techniques and with more intensive focus on hard concepts.

Tier 3 intervention is also provided in addition to regular classroom instruction. The students receives more frequent and intensive support than in Tiers 1 or 2, sometimes on an individual basis.

6. How do you make sure that a student's new language development is considered in instructional decisions?
In order to make sure a child'd second language is considered in instructional decisions teachers identify cultural differences through classroom communication patterns as well as the data collected during the interview with the parents which is done by either a pedagogue who is fluent in the native language or a LAP team member. Teachers use communication patterns familiar to the students, teachers provide a much richer vocabulary in addition to focusing on celebrations of the history and traditions of different ethnic groups.
 - Use demonstrations, modeling, role-playing.
 - Emphasize vocabulary, bilingual dictionary
 - Use simple structures, avoid complex structures.
 - Repeat the same sentence patterns and routines.
 - Tailor questions for different levels of language according to the Depth of Knowledge
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the 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?

PS/IS 87 does not have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

-We evaluate the success of our ELL program by the results of the NYSESLAT by taking into consideration how many students have tested out of the program as well those who have moved into the advanced and proficient range or those that might have special needs and need to be placed in a special ed classroom. We also look at the progress the child is making in class by looking at their

ELA/Math portfolios on a monthly basis and take notice of their progress and what skills that still need to be mastered and we look at teacher effectiveness.

Part IV: ELL Identification Process

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

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.

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

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

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

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

- 1) The HLIS surveys are reviewed and informal interviews take place between the parent or guardian and the school personnel.
 - 2) Students who are eligible for NYSITELL are tested by the ESL teacher within the first 10 school days. Students scoring at or below the cut scores enter the ESL program and receive entitlement letters.
 - 3) A Parent meeting is conducted to educate parents in the Fall and enable them to fill out a program selection form. We have another parent meeting in the Spring to speak with parents.
 - 4) Students are placed in the ESL program or directed to another school in District 24 where a Bilingual or TBE class can more appropriately service their needs.
 - 5) After reviewing the program selections and parent surveys for the current school year, the trend that shows in our school is that the ELL parents prefer to keep their children in PS/IS 87, placing them in the ESL program. Parent letters for the current school year and the past four years reflect this trend.
 - 6) Our school’s program model of Free-standing ESL is aligned with our parental choice. In PS/IS 87, we have very small numbers of ELLs speaking other languages including: Polish, Spanish, Serbian, Albanian and Chinese. Therefore, we cannot open one uniform bilingual class on the grade and instead service our students according to the ESL program.
2. 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).
The ENL teacher administers the oral interview questionnaire to determine if the student is a SIFE. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole or Spanish we administer the Literacy Evaluation for Newcomer SIFE. Initial SIFE status is indicated in ATS (BNDC) no later than 30 days from initial enrollment. We have up to one year to make the final determination of SIFE students. SIFE status is removed once the ELL scores at intermediate/transitioning or higher on the NYSESLAT.
 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).

NYSITELL eligibility for students entering school with IEPs is based on the determination of the Language Proficiency Team (LPT). Our LPT is comprised of the Principal, Assistant Principal, ESL Teacher, IEP Teacher, the student's parent or guardian and an interpreter or translator of the language the parent or guardian best understands.

The LPT determines whether the student should take the NYSITELL. The LPT considers evidence of the student's English language development, including the following:

- The student's language use in the school and at home.
- The results of the individual evaluation of the student conducted which includes assessments administered in the student's home language.
- Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. Based on the evidence, the LPT makes a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student takes the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. The principal must accept or reject this recommendation. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. The parent or guardian is notified within 3 school days of the decision in the parent's/guardian's preferred language. The final decision is made by the superintendent. If the superintendent determines that the student must take the NYSITELL, then we administer the NYSITELL within 5 additional school calendar days and notify the parent or guardian. The Language Proficiency Team NYSITELL Determination Form is completed and placed in the student's cumulative folder.

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.

The eligibility of ELL program participation for new students and returning students is finalized through distribution of entitlement and continuation letters. The ELL provider oversees that all letters and information are given in the identified native language to ensure complete understanding of program. In addition, the Parent Coordinator meets with the parents and has the translation unit of the DOE explain any information pertaining to the program. The ESL teacher distributes and retains a copy of all letters issued and are maintained in the ESL room and kept in the student's ELL portfolio along with completed items such as Parent Surveys and Program Selection forms. Any letter that is not returned, the ESL teacher is responsible to contact the parents. If a language other than English is spoken in the home she utilizes the translation unit or any paraprofessional that speaks their language. The Assistant Principal runs a RLAT every Monday to ensure that there have been no new admits requiring ESL services. She shares this information with the ESL teacher to ensure all mandates are being met. The Assistant Principal scans the completed NYSITELL and meets with the ELL teacher to make her aware of the child's score.

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).

During the time that the parents come in to see the Parent Orientation Video and make their selection for a program the ENL teacher informs the parents that they have the right to appeal ELL status within 45 days of enrollment.

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.

Once a student is identified as an ELL student from the NYSITELL a parent invitation is sent home in the parent's preferred language inviting them into school to view the Parent Orientation Video within the (first 10 school days) specified time frame. The ENL teacher explains the three programs available for their ELL child. The ENL teacher sits with the parents and interpreters if needed to further explain the programs. Trends demonstrate that parents at our school tend to choose ENL as their first choice. When a parent does choose another program an email is sent to Office of English Language Learners to assist in finding an appropriate placement.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

The eligibility of ELL program participation for new students and returning students is finalized through distribution of entitlement and continuation letters. The ELL provider oversees that all letters and information are given in the identified native language to ensure complete understanding of program. In addition, the Parent Coordinator meets with the parents and has the translation unit of the DOE explain any information pertaining to the program. The ESL teacher distributes and retains a copy of all letters issued and are maintained in the ESL room and kept in the student's ELL portfolio along with completed items such as Parent Surveys and Program

Selection forms. Any letter that is not returned, the ESL teacher is responsible to contact the parents. If a language other than English is spoken in the home she utilizes the translation unit or any paraprofessional that speaks their language. The Assistant Principal runs a RLAT every Monday to ensure that there have been no new admits requiring ESL services. She shares this information with the ESL teacher to ensure all mandates are being met.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
-Once a child is identified as an ELL student Placement letters are sent home to the parents through the child's homework folder. Translated forms are given to ensure that each parent or guardian receives the information in their home language. The ELL teacher works with the classroom teachers to ensure that these letters and forms have been collected and returned to school. If letters are not returned the ELL teacher makes phone calls home utilizing interpreters if needed.
9. Describe how your school ensures that placement parent notification letters are distributed.
The ELL teacher distributes the letters to the classroom teachers and the Placement letters are sent home to the parents through the child's homework folder. Translated forms are given to ensure that each parent or guardian receives the information in their home language. The ELL teacher works with the classroom teachers to ensure that these letters and forms have been collected and returned to school. If letters are not returned the ELL teacher makes phone calls home utilizing interpreters if needed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Copies of the parent selection letters, placement letters, continuation, entitlement letters are placed in binders according to the student and housed in the ELL room. If a parent requires a language other than English we utilize the assistance of the paraprofessionals in our building to translate any written communication with the parent or guardian. If a pedagogue is unavailable in their native language than we use the translation unit. The Assistant Principal updates the ELPC screen in ATS within 20 days with all the pertinent information once the parent has attended the Parent Orientation.
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.
The Assistant Principal in charge of the ELL program creates a memo according to the RLER (ATS report) of all eligible NYSESLAT test takers. The memo of testing times and rooms assignments is disseminated to all classroom teachers that are currently working with ELL students as well as the ESL teacher. Folders are created for each Grade band and the materials are divided according to the grades. The ESL teacher checks off each child as tests are completed and collected. All materials are packaged according to the state.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Continued entitlement and transitional support parent notification letters are distributed by the ENL teacher in the parent's preferred languages. The Assistant Principal reviews the RLAT for students NYSESLAT scores and which students are to receive continuation letters and transitional support notification letters. Copies of the letters remain with the ENL teacher.
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 the Principal, Assistant Principal and ESL teacher review and monitor the Parent Survey and Program Selection forms for the past few years the trend has been parents choose to have their children remain at PS/IS 87 in the ESL program. This year we had two parents whose children were eligible for ESL and the parent choice was to have their children in ESL. Our program model that is offered at our school is aligned to the parent requests. If a parent chooses one of the other programs the Principal, Assistant Principal and Parent Coordinator outreach to central is conducted.

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.

In our Stand alone ENL program minutes are implemented according to CR Part 154.2. Students are grouped according to their grade level such a as K, 1-2, 3-4, 5-6, 7-8, In this respect, our students receive full ESL support along with their regular class and in that framework. Collaborative planning between the classroom teacher and the ESL teacher is built into their programs so that the ESL teacher is supporting the curriculum with incorporating the ESL standards/strategies. This ensures that the ELL students fully participate in all aspects of the PS/IS 87 programs.

We are currently working with the Office of English Language Learners to obtain a second ENL teacher. When we obtain a second ENL teacher our program will reflect the CR Part 154 requirements which are Entering 180 minutes standalone and 180 minutes integrated ENL/ELA, Emerging 180 minutes standalone and 180 minutes integrated ENL/ELA, Transitioning 90 minutes integrated ENL/ELA and 90 minutes standalone, Expanding 180 minutes ENL/ELA or other content area and Commanding 90 minutes ENL/ELA or other content area.
 - b. TBE program. *If applicable.*

PS/IS 87Q does not have a TBE program.
 - c. DL program. *If applicable.*

PS/IS 87Q does not have a DL program.
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)?

We are currently working with Giuvela Leisegang, ELL Service Coordinator for District 24 to obtain an additional ENL teacher in order to provide the mandated number of instructional minutes according to proficiency levels in each program model. In our Stand alone ENL program minutes are implemented according to CR Part 154.2. Students are grouped according to their grade level such a as K, 1-2, 3-4, 5-6, 7-8, In this respect, our students receive full ESL support along with their regular class and in that framework. Collaborative planning between the classroom teacher and the ESL teacher is built into their programs so that the ESL teacher is supporting the curriculum with incorporating the ESL standards/strategies. This ensures that the ELL students fully participate in all aspects of the PS/IS 87 programs.

When we obtain a second ENL teacher our program will reflect the CR Part 154 requirements which are Entering 180 minutes standalone and 180 minutes integrated ENL/ELA, Emerging 180 minutes standalone and 180 minutes integrated ENL/ELA, Transitioning 90 minutes integrated ENL/ELA and 90 minutes standalone, Expanding 180 minutes ENL/ELA or other content area and Commanding 90 minutes ENL/ELA or other content area.
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.

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

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

-All ELL students are provided instruction in all four modalities; listening, speaking, reading and writing with the goal of increasing their ability to pass the NYSESLAT. Long term ELLs are supported in the same way but the grammatical language

structures and vocabulary are more advanced. With such a diversify learning approaches ELLs are able to discover language through writing. ELL students are emerged in differentiated instruction. Balanced Literacy, and Book Clubs where we scaffold comprehension by paying special attention to vocabulary development. We also push in to provide extra support in the content areas. Special attention is

provided for long term ELLs by an intensive reading and writing instruction. Additionally we provide extra support in preparation for the NYSESLAT, in order to support their exit from the program. Ell students are given the Fountas and Pinnell baseline in the beginning of the year to ascertain their reading levels. Assessments are then given four times a year. The ENL teacher gives informal assessments throughout the year to monitor the four modalities. In addition, goal letters are sent home on a bimonthly basis to inform parents of their child's progress.

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6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

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

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

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

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

e. Those students who have tested at commanding level are provided the mandated 90 minutes of integrated ENL/ELA or other content area. At PS/IS 87Q we also pay special attention to the needs of those students who pass the NYSESLAT. Differentiated instruction is provided according to age and grade level for the two years extension, as well as for special accomodation during testing.

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.

The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).

2. School reviews all documents related to the initial or reentry identification process detailed above.

3. School reviews the student's work in English and in the home language.

4. School consults with parent or guardian.

5. School conducts and reviews the results of a school-based assessment, administered by qualified personnel, ENL Teacher as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.

6. ENL Teacher and Assistant Principal consult with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
7. Based on the recommendation of the qualified personnel the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian. If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
8. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student, the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
9. Written notification of the decision is sent from the superintendent to the principal parent, guardian, and student. in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program is modified accordingly. All notifications and relevant documents are be kept in the student's cumulative folder.

Phase 2

Between 6 and 12 months the pricipal reviews the Re-Identification Process decision to ensure that the student's academic progress has not been affected by the change in ELL status. The principal will consult with a qualified staff members (classroom teacher) in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal provides additional support services. If the decision is to reverse the decision the principal consults with the superintendent and final notification is sent in writing to the parent in the parent's preferred language within 10 days of the decision.

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?
 - ELLS that receive Special Education Services, we increase the application of visual support to help them have a better understanding of the writing process. Also to increase their comprehensible input and meaning experiences through scaffold reading strategies, and increase application of kinesthetic strategies that support vocabulary development, syllabication, phonics and spelling. IEPs of individual student is reviewed to make sure that all instructional recommended strategies are properly implemented during instruction. Students have access to lap tops in which they are afforded the opportunity to work on Starfall for our Beginner/Intermediate ELL students to increase letter sound recognition and sight vocabulary. The Beginner/Intermediate/Advanced ELL students utilize Scantron to ascertain a baseline and a grade level so that the classroom teacher and ESL teacher can accelerate English development.
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?
 - Special needs ELLs receive ENL services in small group or ICT class. Their IEP's are closely reviewed to allow for accurate target instruction and planning that revolves around the students learning disability or particular area of difficulty. Visual aids and audio language tapes are employed as needed to aide in teaching the curriculum. Students, who reach NYSESLAT proficiency, continue to receive support from the ENL teacher as well as AIS support. Students have access to lap tops in which they are afforded the opportunity to work on Starfall for our Beginner/Intermediate ELL students to increase letter sound recognition and sight vocabulary. The Beginner/Intermediate/Advanced ELL students utilize Scantron to ascertain a baseline and a grade level so that the classroom teacher and ESL teacher can accelerate English development. ELL students are placed in the ICT classes in order to support their language development. With the support of two teachers the students are afforded many opportunities to acquire the English language in a 12:1 student teacher ratio. Those students who excel at a specific content area are then placed in the more advanced group so that they will continue to thrive.

Chart

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 <i>per week</i> (360 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/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 <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 <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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(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. 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.

Chart

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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

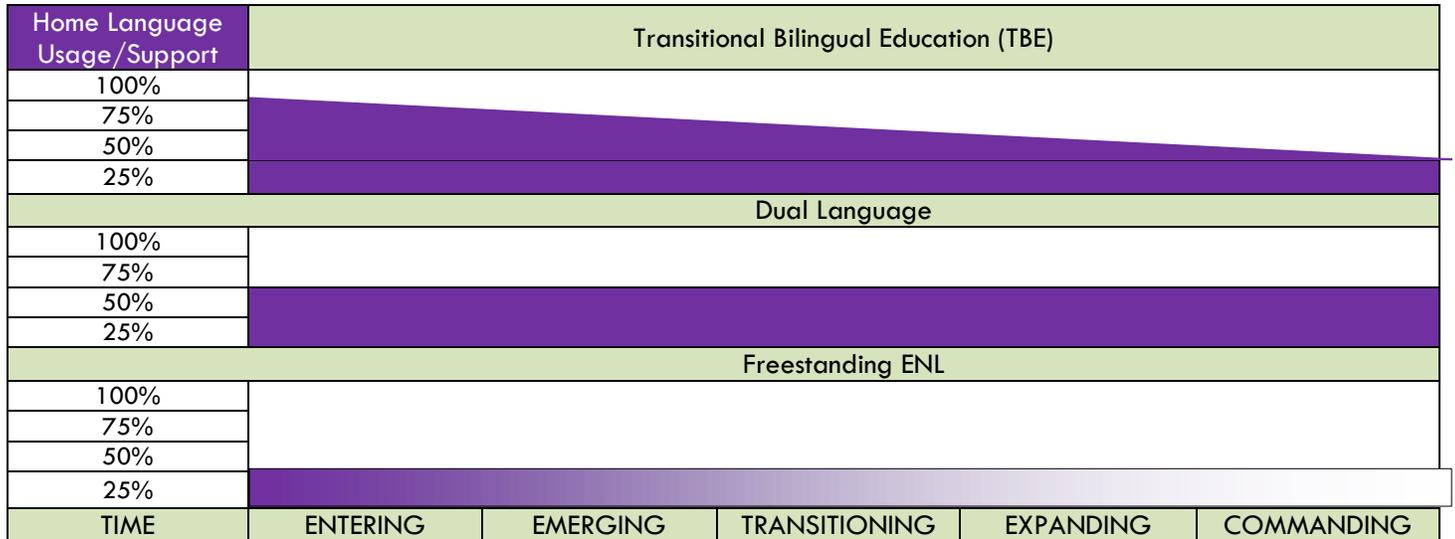


*Note “other approved services” does not apply to New York City at this time.

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 its ELL population a variety of targeted interventions. During ELA instruction, the ELL students in addition to the general ed. and special education students receive small group instruction focusing on the skill at hand. Guided reading groups meet throughout the ELA block to ensure that each student is moving upwards in both level and comprehension. In content area instruction that is Social Studies, Science and Math, teachers conduct small group strategy lessons and reteach lessons with the ELLs to ascertain their comprehension, content understanding and ability to carry out prescribed tasks. We provide AIS in Math and ELA for students who have not scored in the proficient range. Interventions are provided in English only.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
-We evaluate the success of our ELL program by the results of the NYSESLAT by taking into consideration how many students have tested out of the program as well those who have moved into the advanced and proficient range. We also look at the progress the child is making in class by looking at their ELA/Math portfolios on a monthly basis and take notice of their progress and what skills that still need to be mastered. Informal assessments are used and the data is reviewed on a weekly basis during the Monday Professional development and the Tuesday afternoon teacher meetings which include all classroom teachers, ESL teacher and out of classroom teachers.
12. What new programs or improvements will be considered for the upcoming school year?
-No new programs will be considered for the upcoming year. We have a certified ESL teacher
13. What programs/services for ELLs will be discontinued and why?
- No programs or services for ELLs will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
-The Middle School ELL, General Education and Special Education students are afforded the opportunity of taking Spanish as a language elective one period a day four times a week. ELLs participate in Dance, Technology and Art. All the required services support and resources correspond to the ELLs ages and grade levels. ELL students receive speech, OT, PT, special education services and guidance according to their IEPs.

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

One licensed ESL teacher provides instruction for the Title III Program. The program runs Wednesday and Thursday. There are two groups which are based on abilities according to the NYSESLAT data. The ESL teacher provides instruction on Wednesday to the Beginners and Low Intermediate students. The same ESL teacher provides instruction on Thursday to the High Intermediate and Advanced students. The hours are 2:20pm - 3:50pm on each day.

The program was posted in order to obtain one highly qualified ESL teacher to teach the afterschool program. The program is 3 hours a week and runs for 20 weeks.

ELL students are afforded the opportunity to participate in the before school CHAMPS program where they are part of the entire school body and engaged in physical activities.

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.
Grades 2-3 and 6-8 participate in computer class several times a week utilizing Powerpoint, Microsoft Word, Movie Maker. Students integrate the Social Studies and Science topics into projects. Also half of our school is equipped with SMART Boards that are utilized by the teachers for their interactive class lessons.

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

software helps to enrich the English language as well as reinforcing the concepts. The ENL teacher has native language books for students to utilize in the ENL classroom as well as lending those books to the classroom teachers to use in the room.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?
-In our ESL program model, native language support is present but only in the very early stages of the student's career. Typically, a kindergarten Polish speaking student might orally translate nouns and commands to himself from the English just until comprehension and scaffolding vocabulary can replace this. In grades K-2 the ELL teacher is using rhymes, chanting and choral readings to help support language. Older age students are encouraged to use bilingual glossaries in their classrooms as well as when preparing for the state exams. Content area instruction is based on the Social Studies State Standards and the Core Standards. The skills are embedded into the curriculum to support the ELA standards. In content area instruction, teachers try to include references from the students' home country, customs, geography, politics etc. in order to tap into prior knowledge. The Middle School ELL, General Education and Special Education students are afforded the opportunity of taking Spanish as a language elective one period a day four times a week. All the required services support and resources correspond to the ELL's ages and grade levels. ELL students receive speech, OT, PT, special education services and guidance accordance to their IEPs.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All the required services which are listed on a child's IEP (recommended program and services section) such as OT, PT, Speech, special education and guidance support and resources correspond to the ELLs ages and grade levels. The groupings are leveled according to both grade levels as well as proficiency levels. Students who come in as an ELL student information ATS (BIOS) for those students who have been in the NYC Public School System and are placed accordingly. Those students who come to our school from outside the United States an interview is conducted with the parents by a trained pedagogue and the interview questions help the school identify the correct grade and age of the students.
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).
-During the school year newly enrolled ELLs who enroll throughout the year participate in all activities that our other students participate in such as gender night, school dances, class trips and the eighth grade prom if they are in the 8th grade. New incoming ELL students participate in a one to one conference with the principal in which she acclimates the student to our school. She introduces him/her to other ELL students in the class as well as general education students.
19. What language electives are offered to ELLs?
PS/IS 87Q offers Spanish as an elective to grades 6, 7, and 8.
20. For schools with dual language programs:
- 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.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

DO NOT HAVE DUAL LANGUAGE PROGRAM

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.)

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

The school secretaries participate in workshops that are run by District 24 which focus on ATS reports that assist in making sure that students receive ESL services when they first register at the school. The Parent Coordinator is consistently working with parents to ensure that the parents' understand the memos that are sent home as well as the school calendars and school menus. The guidance counselor attends workshops that are offered by the District 24 including but not limited to crisis management and ACS interventions. The guidance counselor also works with the ELL students assisting them in the application process to transition into high school. She conducts individual parent appointments to go over the high school application process and when a translator is needed she utilizes the services of our paraprofessionals. She also works with the ELL students for middle school articulation.

Assistant Principals, Common Branch teachers, Paraprofessionals, Special Education teachers, Guidance Counselors, OT, PT, and Speech Therapists participate in common planning time and professional development which is delivered by the coaches, lead teachers and mentors every Monday 2:20 - 3:40 and Tuesday 2:20-3:00 parent involvement and then from 3:00- 3:30 professional planning. This encompasses all the academic curriculum for all students including general education, special education and ELLs. Ongoing workshop that a (1) teacher of ELL students attends is 'Institute for Teachers of ELLs'. The ENL teacher attends several PDs throughout the year. Many teachers (10) have registered for 'Partnering to support all PreK learners and Families'
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?

The ESL teacher and teacher's of ELL students are invited to attend several different types of professional development seminars. They participate in the ESL workshops run by District 24 as per the Professional Development Calendar, BESIS meetings and internal DOE workshops run by the Office of English Language Learners as per their email offerings. Ongoing workshop that a (1) teacher of ELL students attends is 'Institute for Teachers of ELLs'. The ENL teacher attends several PDs throughout the year. Many teachers (10) have registered for 'Partnering to support all PreK learners and Families'
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The guidance counselor also works with the ELL students assisting them in the application process to transition into high school. She conducts individual parent appointments to go over the high school application process and when a translator is needed she utilizes the services of our paraprofessionals. She also works with the ELL students for middle school articulation. Before an 8th grade ELL transfers to high school the guidance counselor is in contact with the parent and child on several occasions. A translator is utilized if needed. This varies from workshops, telephone conferences, emails and individual appointments. During these events the high school process is discussed including visiting high schools, filling out the high school application, transportation, types of programs, school size and admission methods. When the ELL student is matched to their high school the guidance counselor advises the ELL student to practice the transportation method to be used and identifying different routes to and from school and home. The guidance counselor also sets up a meet the ENL teacher at the high school to make the transition easier.
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.

15% of total hours for Professional development hours for all teachers including the ENL teacher (50% of total hours) is dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners during the Monday PD sessions which are conducted by the Coach, IEP teacher and some of the ICT teachers. Agendas and attendance are kept in a binder for easy access.

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?

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

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

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.

First I try to locate a person to translate from within the school and the parent coordinator writes out exactly what the call is in reference to and then the person is able to translate. Notes are kept in a notebook in the Parent Coordinator's office. If a translator is not available in the school, a call to the translation and interpretation office is made. The Parent Coordinator will speak to individual parents about their child's success in school as well as be a resource for them.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Workshops are offered to all parents during the year including parents of ELL students. Many of these workshops are in partnership with other agencies and CBO's i.e., NYC Police and Fire Departments, NY Mets, Museum of Natural History, Queens Public Library, Learning Leader Workshop and the Middle Village Adult Center. All of our workshops are offered and planned based on parent needs through parent surveys. Workshops promote their full partnership in their child's education, decision making and advisory committees to assist in the education of their children. The parent coordinator is a liaison between the school and home. When needed she will call the translation unit to speak with parents in their native language. Most of our parents like us to speak English to them because they want to learn the language.

Mandated ELL meetings are held which introduce parents to the ELL programs, the school's goals and objectives, state standards, assessments (NYSITELL and NYSESLAT), the core curriculum and essential ESL strategies. The ELL Coordinator/Parent Coordinator facilitates these meetings for newly enrolled ELL students and their parents. Data and documents are provided to the parents in a variety of language translations. The introductory video and DVD are also shown in the languages needed by our parent body. The ELL Orientation was held on September 22, 2015 and will be held again when new admits arrive to our school during the school year.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Workshops are offered to all parents during the year including parents of ELL students. Many of these workshops are in partnership with other agencies and CBO's i.e., NYC Police and Fire Departments, NY Mets, Museum of Natural History, Queens Public Library, Learning Leader Workshop and the Middle Village Adult Center. All of our workshops are offered and planned based on parent needs through parent surveys. Workshops promote their full partnership in their child's education, decision making and advisory committees to assist in the education of their children.
5. How do you evaluate the needs of the parents? Parents needs are evaluated through face to face parent meetings, inquiries to parents via our distribution network which is emails and parent mailings. Specific forms include DOE annual survey, school surveys, PA meetings, parent questionnaires all of which are distributed thru the Parent Coordinator. All documents that are sent home are translated into the parents home language. Translation services are set up by the Parent Coordinator as required. In January 2016 the Parent Coordinator will have a parent meeting to review the ELL program that we offer as well as the assessments (NYSESLAT) that is administered in the Spring.

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

Parents are also invited to register for Math and Reading technology workshops to monitor their children's online progress through NYC account. In February 2016 a workshop will be held to review the usage. The Gender Initiative Night will be held on two separate nights, one in May and one in June 2016. A Math and ELA Workshop will be held in March 2016 with the Parent Coordinator and the Math and ELA Coaches in which they will explain the Math Test requirements for ELLs, General Education and Special Education students. In December 2015 there will be a Special Education meeting with the IEP teacher and Parent Coordinator.

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: 087**School DBN: 24Q087**

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)
Caryn Michaeli	Principal		10/25/15
Melissa Guarino	Assistant Principal		10/25/15
Kirstin Pollina	Parent Coordinator		10/25/15
Diane Merkel	ENL/Bilingual Teacher		10/25/15
Bernadette Beninati	Parent		10/25/15
	Teacher/Subject Area		10/25/15
	Teacher/Subject Area		10/25/15
Lucille Engel	Coach		10/25/15
Lauren Fradella	Coach		10/25/15
Fran Vella	School Counselor		10/25/15
Madeline Chan	Superintendent		10/25/15
James Leahy	Borough Field Support Center Staff Member _____		10/25/15
Claudia Katz	Other _____		10/25/15
Jane Shataka	Other _____		10/25/15
	Other _____		10/25/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **24Q087** School Name: **PS/IS**
Superintendent: **#INGEST ERROR!**

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) 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

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.

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

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.

Languages at our school include Spanish, Polish, Mandarin, Italian, Turkish, Albanian, Arabic and Romanian. In addition, the RAPL report

Part B: Creating a Communications Calendar

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.)

Notices are sent with translated attachments via our parent email distribution list and backpacked with students to communicate effectively. Parents stated that they would rather have the notices sent in English since they need to learn the language. Our school will send out holiday letters, parent teacher conference dates, and testing dates if parent requests.

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.

Back to School Night was on September 17th, 2015, Parent Teacher Conferences are November 5th and March 3rd, Curriculum Night May 12th. Calls that are made home where indicated on blue cards are made in parent's preferred language. Paraprofessionals are utilized who speak Spanish, Polish, Mandarin and Albanian. When meetings are arranged with guidance counselor, paraprofessionals are utilized to assist parents in their native languages and when we do not have a person we utilize the translation unit. When parents come in to speak with administration interpreters are utilized within the building and if one cannot be provided we utilize the translation services.

Part C: Providing Language Assistance Services

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.

Our school will meet the identified translation needs by having the telephone welcome message translated into several languages such as Spanish, and Polish. When we have Parent Teacher Conferences we have several interpreters (paraprofessionals) available for parents to use during the conferences. We have many paraprofessionals who speak a variety of languages who assist with translations. When we do not have a person we contact the translation unit.

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.

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

Part D: Training Staff on Policies and Procedures

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.)

Our school will ensure that all staff member are aware of how to use translation services, Palm Card and the over the phone interpretation services by sending a memo regarding the services and the phone number. All teachers received the memo and signed off that they received the information. The Language ID Guide is posted by the main entrance.

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

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

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)

We will use parent surveys to gather feedback from parents on the quality and availability of services.

