



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	11X087
School Name:	P.S. 087 BRONX
Principal:	DONNA ANAMAN

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: SCEP 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: P.S. 087x School Number (DBN): 11X087
Grades Served: K-5
School Address: 1935 Bussing Avenue
Phone Number: 718-324-5188 Fax: 718-325-1148
School Contact Person: Donna L. Anaman Email Address: DAnaman@schools.nyc.gov
Principal: Donna L. Anaman
UFT Chapter Leader: Antonio Jacobs
Parents' Association President: Glorethia Washington
SLT Chairperson: Donna L. Anaman
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Colville Webb
Student Representative(s): N/A
N/A

District Information

District: 11 Superintendent: Meisha Ross-Porter
Superintendent's Office Address: 1250 Arnow Avenue, Bronx NY 10469
Superintendent's Email Address: MRoss@schools.nyc.gov
Phone Number: 718-519-2620 Fax: 718 325 1148

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1230 Zarega Avenue, Bronx, NY 10462
Director's Email Address: JRUIZ2@schools.nyc.gov
Phone Number: test Fax: t

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 School Comprehensive Educational Plan (SCEP) 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)
Donna L. Anaman	*Principal or Designee	
Antonio Jacobs	*UFT Chapter Leader or Designee	
Glorethia Washington	*PA/PTA President or Designated Co-President	
Susan Occhuito	DC 37 Representative (staff), if applicable	
Colville Webb	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	
Patsy Quashie	Member/ Assistant Principal	
Jaime Carbonaro	Member/Teacher	
Carla Shirley	Member/ Teacher	
Natasha Howell	Member/ Parent	
Nadya Dunkley	Member/ Parent	
Emely Pacheco	Member/ Parent Treasurer	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Morraine Woodhouse	Member/ Parent	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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 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.

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.

Accountability Tools 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 informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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: SCEP 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.

P.S. 87 is proudly nestled in the Northeast Bronx among well-maintained one and two family homes. The P. S. 87 family reflects the hopes and dreams of its Caribbean immigrant community. Bordered by Mt. Vernon on the north and Yonkers on the west, P. S. 87 blends the calm of the suburbs with the excitement of the city, with all of New York City's cultural riches a bus ride away.

Our Mission

- To provide each student with academically rigorous curricula that provide opportunities for growth with instruction that develops the skills and strategies to become critical thinkers and problem solvers.
- To provide students with numerous and varied opportunities to develop a love of reading, mathematics, the arts, the study of science, and social studies.
- To provide opportunities for students to gain an understanding of themselves, their social and emotional growth and the complex world in which they live.

We are a vibrant community of first and second -generation immigrants eager to grasp all that this new home offers. The majority of our families hail from the English Speaking Caribbean. Also represented are families from other cultures such as Central America, Pakistan, Guyana, and Africa. Many of our parents and grandparents were educated on the island of Jamaica, bringing with them a rich traditional British education. This tradition nurtures a healthy respect for education and strong work ethic. Our parents are very responsive to and are supportive of the school's high expectations for academic excellence and good citizenship.

Philosophy "Imagine the Possibilities!"

The motto at P.S. 87 is "Imagine the Possibilities." This speaks to our belief that all children have potential and it is the work of our school, together with parents, to provide students with varied experiences so that they can develop their unique abilities and gifts. The administration and faculty of P. S. 87 devotes energies and resources to provide students with a quality education utilizing best practices and quality materials. Our goal is to prepare our students to meet the challenges of a world that is constantly changing. Our expectation is to provide an education where all students achieve high academic standards based on targeted, differentiated instruction. Students work in our technology and science labs and in our music room where they learn to play the keyboard beginning in kindergarten, recorders in third grade and join the School Orchestra (violin, viola, cello and bass) in fourth and fifth grade.

Academics

P.S. 87 implements a Common Core aligned curriculum in English Language Arts and Math. Teacher Teams meet weekly to review lessons and make adjustments to the curriculum when necessary based on student data. Struggling students are also provided with Academic Interventions during the school day and after school to support them in meeting standards. Students also receive instruction in our designated science lab, music and art rooms and gymnasium. Our school wide Science Fair brings teachers and parents together each year as they conduct experiments using the scientific method. All teachers use SMART boards to deliver inter-disciplinary lessons while students have their own laptops that provide differentiated instruction to meet the needs of all learners. Teacher Teams use Google Docs as a school wide collaboration tool for lesson and unit planning.

Social Emotional Learning

Emotional intelligence, which is the ability to manage the emotion of one's self in a healthy and productive manner, is as much an indicator of personal success as the intellectual quotient. Social skills are stressed through our Positive Behavior Intervention System (PBIS) in an attempt to make our students aware that we are an inter-connected community and, therefore, have a responsibility to respect ourselves, our community and the world in which we live.

Strategic Collaborations and Initiatives

In recognition of one of P. S. 87's primary challenges, providing multiple entry points in American culture and needed background knowledge, we have established several collaborations with New York cultural institutions. Learning does not only occur within the walls of the school building. P.S. 87's "Going Somewhere" program enables teachers to take advantage of the many cultural institutions in New York City to expand the curriculum and expose students to rich learning outside the classroom walls.

Taking full advantage of the school Track Program designed by former students and located in our Community Park built as part of Mayor Bloomberg's Plan NYC initiative and the Trust for Public Land, P.S. 87 partners with the New York Road Runners Foundation and participates in competitive track events around the City.

Over the past two years, P.S. 87 partnered with the Bronx Botanical Gardens and Trust for Public Lands to create a community garden in our playground. Two second grade classes participated in this partnership. Students received "hands on" instruction in the garden with a Garden Educator and classroom teachers made connections to the Science and Social Studies curriculum in the classroom. In the 2015-16 school year we are looking to expand the program to all second grade classes and to fund the program internally.

The hallways of P.S. 87 are adorned with art work by students in K-5 through a visual arts partnership with Studio in a School.

The 2015-16 school year will usher in the second year of our P.S. 87 School Orchestra program through a collaboration with Education Through Music. Students in Grades 4 and 5 learn to play the violin, viola, cello and bass. We will continue our dance collaboration with Music for Many. First and second grade students participate in dance culminating in a performance for parents. These performances are connected with a trip to see a Broadway production.

The successful launch of our V-Tech Robotics program collaboration in the 2014-2015 school year to enhance our science program, created great interest in students and parents. This year the program will be expanded to include Grade 3.

Parent Involvement

Parent involvement is highly valued at P. S. 87. The school enjoys an active and supportive PTA /Title 1 Committee. Parents are included in all aspects of "school life" through volunteering within the school, escorting school trips, creating community building events and attending parent workshops designed to provide information about the curriculum and to provide strategies that support them in their roles as the first teachers of their children. Fathers are involved through our "Fatherhood in the Twenty-First Century" initiative. In fact, one parent stated to the Quality Reviewer, "This school supports families. It is still growing, both academically and socially. This is a beautiful school."

A recent graduate, Cheyenne, sums up our school best. She said, "You learn so much and create new dreams and make them come true. If you are in trouble someone will always be there to cheer you up. In the beginning you don't know much and you are shy. You can start coming out and learn and be creative. The best part is that you learn and learn and learn until you reach your final destination. There will always be a part of this school that is so tremendous." Cheyenne Acosta, Graduate, June 2014.

Special Student Populations

New arrivals from the English speaking Caribbean (12.4%) produce a subgroup of students who are challenged by a change of culture and countries where English is spoken as a dialect. Success in literacy is bound with a familiarity with cultural cues and subtleties barely noticed by the generational resident, but obscure to the recent immigrant. Schema, (background knowledge), historical and popular culture, are crucial in reading comprehension and both narrative and informational writing. In many instances, although our students speak English, they lack the experiential vocabulary and distinct Americanisms that much of our formal education system requires. Essentially, American English is a second dialect for our students. Additionally, our students may have experienced "interrupted formal schooling" but are not able to access ESL services because their Home Language Surveys indicate that "English" is spoken at home . In addition, these students often arrive in the country having been raised by family members to join parents who immigrated to the US to create a better life for themselves and their families. It may have been several years since parent and child are reunited. The adjustment for both parents and children alike can be challenging. These students need additional supports in developing literacy and math skills and emotional support throughout their adjustment and parents also do not know how to use the resources offered to assist them in their child's education.

Key Areas of Progress

Based on the 2014-2015 Quality Review, the school improved in three areas since the Quality Review in 2012-2013. The school received a Proficient in the following areas:

1.1 Ensuring engaging, rigorous and coherent curricula in all subjects that is accessible for a variety of learners and aligned to the Common Core Learning Standards and/or content standards. This is aligned to the Framework for Great Schools Rigorous Instruction.

4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. This is aligned to the Framework for Great Schools Collaborative Teachers

3.4 Engage in a culture for learning that communicates high expectations to staff, students and families and provide supports to achieve those expectations. This is aligned to the Framework for Great Schools Supportive Environment. This area was rated an area of celebration.

The Key area of Focus in the 2014-2015 Quality Review was:

1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products. This area was rated Developing and is aligned to the Framework for Great Schools Rigorous Instruction.

Under Additional Findings, the school was rated Developing in the following area:

2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels. This is aligned to the Framework for Great School Rigorous Instruction.

11X087 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	633	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	81.3%	% Attendance Rate		92.2%
% Free Lunch	83.5%	% Reduced Lunch		4.1%
% Limited English Proficient	1.7%	% Students with Disabilities		17.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	4.2%	% Black or African American		73.3%
% Hispanic or Latino	16.7%	% Asian or Native Hawaiian/Pacific Islander		4.2%
% White	0.2%	% Multi-Racial		1.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	6.01	# 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)	N/A	% Teaching Out of Certification (2013-14)		2.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		6.71
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	15.4%	Mathematics Performance at levels 3 & 4		23.5%
Science Performance at levels 3 & 4 (4th Grade)	85.7%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	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		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	P
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	P
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	P
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>School’s Strengths:</p> <p>During the 2014-15 Quality Review, the school was rated as proficient in 1.1: Ensuring engaging, rigorous and coherent curricula in all subjects that is accessible for a variety of learners and aligned to the Common Core Learning Standards and/or content standards. The school adopted the Common Core Aligned ReadyGen ELA curriculum and Go Math curriculum. Teachers meet on grade levels to adjust the curricula to meet the needs of all learners.</p> <p>The school collaborates with Studio in a School to integrate the visual arts into the curriculum. The teaching artist meets with grade level teachers to plan rigorous units to develop a deeper understanding in students. The school experienced a .9% increase in the New York State scores in ELA and a 3.7% increase in the New York State Math test. This is aligned to the Framework for Great Schools Rigorous Instruction.</p> <p>School’s Needs:</p>		

Although the school is rated “developing” in the area of Tenet 3.5, there was a significant shift in teacher assessment practices (our 2014-15 Instructional Focus) as a result of the professional development that teachers received. Based on the feedback from the School Quality Review, teachers will deepen their understanding of the use of assessment for learning, refine their teaching practices and use of data in the planning and delivery of instruction across all classrooms. This is aligned to the Framework for Great Schools Rigorous Instruction.

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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 5% increase in students scoring proficient in Grades 3, 4 and 5 in both the New York State ELA and Math exams. This will be accomplished through the strategic use of formative and summative assessments across classrooms to identify gaps in student learning and the adjustment of curriculum and instruction, using best practices, based on data.

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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Identify the assessments that school will focus on in Reading, Writing and Math, create targets for groups of students, each teacher, grade and school and provide Academic Intervention through small group instruction, Formative Fridays, Saturday Academy and After School Academy.</p> <p>Create and implement a school wide Assessment Calendar to provide a</p>	<p>All Students</p>	<p>September 2015-June 2016</p>	<p>All Teachers</p> <p>Cabinet</p> <p>Generation Ready Consultants in ELA and Math</p> <p>Teaching Matters Consultants</p> <p>Instructional Team</p> <p>MyOn Consultant</p>

transparent system for teachers, students and administrators to analyze data and make adjustments in curricula and support services as necessary in a timely manner.

Continue to provide professional development on teaching strategies that include multiple entry points into the curricula across all grades and planning student centered lessons that foster inquiry. (Danielson 3c).

Continue to provide professional development on questioning and pushing students' thinking (Danielson 3b,3c).

Monitor class assignments and homework to ensure that students are asked to think critically and demonstrate their understanding.

Provide professional development for teachers on various instructional tools to monitor both group and individual student performance in ELA and Math so that teacher assessment practices consistently reflect ongoing checks for understanding during lessons that are visible, active and continuous.

Schedule peer inter-visitiation to observe

successful formative assessment practices.

Grade Inquiry Teams will conduct 3 cycles of inquiry to create actionable next steps to correct gaps in data and adjust curriculum supported by Teaching Matters consultant. At least one cycle will be in math.

Provide Learning Leaders (Grade Level leaders) with professional development and support so they can lead their teams in three cycles of inquiry designed to improve student outcomes.

Institute a Monthly Portfolio Process where students revisit and assess their work, review teacher feedback and set goals for the upcoming coming month.

Provide weekly grade level planning time and at least one other common period in which teachers can meet together to plan.

ELA

Increase students reading levels by subscribing to MyOn Reader, which provides students access to thousands of enhanced digital books.

Provide professional develop on the use and integration of MyOn Reader into the literacy block (including at home) and use

the data to track and monitor student progress.

In addition to the ELA Block, all students will engage in a mandatory 15 minutes each day of Independent Reading to build reading stamina.

Strengthen students reading by providing professional development for teachers in conferring with students around their work, feedback and next steps.

Institute Friday "On Demand" writing to help students become more proficient writers and enhance their ability to self-assess and develop goals using Lucy Calkins' Writing Pathways.

Create weekly assessments of reading comprehension during Formative Fridays.

Math

Focus on the data from the Go Math Chapter Tests for mastery.

Each grade level will administer a performance task at the end of each Go Math unit to ensure that students are able to accomplish more rigorous tasks in math.

Begin a Morning Math Enrichment Club two days a week to enrich on and above level students

focused on problem solving strategies

Principal and Assistant Principals will conduct ongoing observation to determine the effectiveness of the transfer between Professional Learning in 3B, 3C and 3D and teacher practice and pedagogy.

Academic Interventions

Great Leaps intervention program will be provided during the school day for students who are at risk in reading. Response to Intervention (RTI) services will be provided by Special Education teachers and SETTS teacher.

Train all paraprofessionals in Great Leaps Intervention Program.

ELA and Math After School Program will target students in need of improvement who achieved a Level 1 on the New York State assessment two days a week. The focus is on reading and math and test taking strategies and skills.

ELA and Math Saturday Academy will target students in need of improvement who achieved a Level 2 on the New York State assessment. The focus is placed on reading and math and test taking strategies and skills.

<p>ELA and Math After School Program for Immigrant Students (contingent on funding) for Grade 2 students.</p> <p>After School READ Program: 1:1 tutoring by high school students for “at risk” first graders in reading.</p>			
<p>Cabinet will conduct observations in cycles focusing on the implementation of the professional development for that cycle.</p> <p>Observations will be included in weekly cabinet meetings aligned to the professional development to ensure the implementation of :</p> <ul style="list-style-type: none"> - Use of varied assessment strategies by teachers to assess for understanding - Use of rubrics to give meaningful feedback and actionable next steps to students - Conferring in reading, and writing to determine next steps with students - Student ownership of their learning and tracking their own goals 	Teachers	October to June	Principal Assistant Principal
<p>Use of Parent Engagement Time to provide workshops to parents in the core subject areas and communication with parents using Skedula and P.S. 87 website</p> <p>Teachers will use the P.S. 87 website page to upload unit</p>	Parents	October 2015 to May 2016	Classroom Teachers Parent Coordinator

<p>based newsletters in order to keep parents abreast of the curriculum. These resources explain the units, assignments, expected outcomes and how parents can support their children at home.</p> <p>Coffee Tuesdays will be created during Parent Engagement Time to increase parents understanding of the Common Core Standards ELA and Math curriculum.</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> <p>Schedule time for weekly professional learning and common planning time.</p> <p>Schedule time for weekly Instructional Team meetings with Learning Leaders (one teacher representation from each grade).</p> <p>Contract with Generation Ready ELA and Math Coaches (Conferring, rubrics, use of data to plan).</p> <p>Contract with Teaching Matters to provide professional development for Teacher Teams and Learning Leaders (Teacher Team Leaders).</p> <p>Schedule MyOn professional development.</p> <p>Provide substitute coverage to support Instructional Team Meetings and professional learning and feedback sessions.</p> <p>Per session for teachers</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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>In Grade 3 to 5 weekly reading comprehension assessments will be administered targeting weak standards as evidenced by the data. By February, 2016, 60% of students will increase their score by 20%, as evidenced by Skedula/DDC.</p>
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By February 2016, 100% of teachers will have implemented 2 formative assessment strategies in their classrooms in addition to questioning consistently and plan lessons that include multiple entry points, as assessed through instructional rounds, lesson plans and teacher observations in Advance.

By February 2016, at least 1 individual data conversation will be completed with teachers to review current data.

By February 2016, 2 cycles of professional learning will be completed.

In Grades 3 to 5 bi-weekly On Demand writing assessment will be administered. By February 2016, 60% of students will score a Level 3 on the assigned rubric.

By February 2016, 60% of students in grades 3-5 will have a cumulative score of 60% in their Go Math Chapter Assessments.

By February, 2016, 60% of student will be using MyOn digital reading program as evidenced by the data in MYON

By February, 2016, two Inquiry Cycles will be completed.

By February, 2016, each grade level will have completed two workshops for parents during Parent Engagement time on a Tuesday.

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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	P
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	P
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	P
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	P
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>Strengths:</p> <p>P.S. 87 is in its fourth year of instituting the Positive Behavior and Intervention System (PBIS) which has had a significant impact on school culture. Incidents since 2013-14 have been reduced from 83 to 33 and suspensions from 15 to 2.</p> <p>The PBIS team meets weekly to review OORS and SWISS data, plan assemblies and organize the Penguin Bucks Reward System.</p> <p>A Student Council was developed in 2014-2015 school year with the goal of providing leadership responsibilities and increase student voice within the school. The results of the Tripod Survey are not available but the school will use this data to lead improvements.</p> <p>Tenet 5 was recognized as an Area of Celebration in the 2014-15 Quality Review which is aligned to the Framework for Great Schools Supportive Environment.</p> <p>Needs:</p> <p>Strengthen the connection between SIT/School Based Support Team and teachers so that timely interventions and supports for the de-escalation of behaviors can occur.</p>		

91% of the incidents in 2014-15 involved male students and occurred in the classroom.

Training of teachers and paraprofessionals on proactive strategies and approaches to de-escalating negative behavior.

PBIS team will systematically analyzing SWISS and OORS data weekly with an action plan of support for students and teachers.

Support parents in using positive behavior strategies at home.

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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, The percentage of males involved in reportable incidents will be decreased by 10 % from 91% to 81%.

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 supportive environment 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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Develop an Academic and Personal Behavior rubric for student self-assessment for students who need the PBIS strategy of "check in/check out" to help support positive behaviors for identified students and provide mentoring by a staff member.</p> <p>Support teachers in developing classroom structures and systems for</p>	<p>All Males Students in Grades K-5</p>	<p>Sept. 2015 to May 2016</p>	<p>Crisis Intervention Teacher</p> <p>Assistant Principals</p> <p>Parent Coordinator</p> <p>PBIS Team</p> <p>School Based Support /SIT Team</p>

student collaboration and interaction.

Provide professional development for teachers on how to increase discussion and questioning by students in the classroom so as to increase student engagement.

Create an avenue for students, including SWDs and English Language Learners, to practice communication and collaboration skills through establishing and supporting student leadership on Student Council.

Increase student ownership of their learning through at least 1 student led parent conference in Grades 3-5 and support teachers in preparing students for these conferences.

Conduct PBIS assemblies on a regular basis on the six Academic and Social Behaviors for College and Career Readiness and to promote respectful, responsible and safe behaviors in students.

Continue the annual Career Fair for grades 3-5 with a focus on Academic and Personal behaviors that are necessary to support successful college and career readiness and successful careers.

School Social Worker will create a Rites of Passage program targeting boys in Grades 3-5.

<p>Continue collaboration with Asphalt Green’s Recess Enhancement Program to facilitate collaborative games during lunch periods.</p> <p>Continue to provide enrichment activities to provide multiple pathways for engagement such as School Orchestra, Robotics, Track, Basketball, Soccer, Mandarin and African Dance after school.</p>			
<p>Provide ongoing parent information sessions and workshops to deepen their understanding of college and career readiness expectations for their children and empower them to help support their children in meeting or exceeding the six Academic and Social Behaviors.</p> <p>Provide workshops for parents on the process and purpose of the student led conferences and the behavior supports that are available within the school.</p> <p>Provides parents with access to Pupilpath in Skedula so they can view their children's scores and progress in real time.</p>	Parents	Sept. to June 2016	Parent Coordinator Guidance Counselor SIT/SBST School Social Worker

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.

- Provide a para professional for general education support
- Schedule PBIS weekly committee meetings and monthly assemblies
- Schedule Student Council meetings and the three support teachers
- SWISS annual fee
- Asphalt Green Recess Enhancement Program
- Per session for teachers and administrator for evening parent workshop & enrichment activities

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		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

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

By February, 2016, 4 PBIS Assemblies will be completed aligned to the Academic and Behavior rubric.

By February, 1 professional development session will be completed on student led conferences for teachers and parents.

By February, 2016, complete 2 information sessions for parents on the social and emotional supports for students within the school.

By February, 2016, all enrichment activities such as track/basketball and robotics will be implemented.

By February, 2016, there will be a reduction of 5% of male students involved in incidents.

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

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	P
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	P
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	P
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	P
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>Strengths:</p> <p>The school received a Proficient in the area of 4.2: Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning in the 2014-15 School Quality Review.</p> <p>Learning Leaders (Teacher Team Leaders) were supported by Teaching Matters in Teacher Team Leadership to lead the Teacher Team work during the 2014-15 school year. Learning Leaders met once a week vertically, to analyze data and create action plans, share best practices and led the instructional agenda in the school.</p> <p>Thirty-five percent of teachers increased their HEIDI score by 1 level during the 2014-15 school year. This is attributed to the strong and consistent professional development they received on Danielson 3b, 3c and 3d.</p> <p>School’s Needs:</p> <p>In order to become Well Developed in 4.2 of the School Quality Review, the work of the inquiry based structured professional collaborations result in school wide instructional coherence and increased student achievement for all learners.</p> <p>Continue to support Learning Leaders (Grade Representative in each grade) to strengthen teacher leadership capacity and that of their teams.</p>		

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Part 2 – Annual Goal

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

By June 2016, Teacher Teams will engage in two cycles of Inquiry in ELA using current assessment data in ELA and adjust 2 ReadyGen Units using Rubicon Atlas (a curriculum mapping system).

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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Provide professional development for selected teachers in each grade level</p>	<p>All Teachers</p>	<p>Sept - June</p>	<p>Cabinet</p>

on the use of Rubicon Atlas for collaborative unit and lesson planning. Strengthen and support Teachers Teams, in the consistent use of assessment data and protocols that are in place during the Inquiry Cycle to adjust ReadyGen instruction.			Atlas Consultants Teaching Matters Consultant
Teacher Teams will use summative and formative assessments to determine the high leverage strategy to be used during the Inquiry Cycle.	All Teachers	November to May	Cabinet Teaching matters Consultant Generation Ready Coaches
Provide ongoing professional development to support Inquiry Teams through 2 cycles of Inquiry in ELA.	All Teachers	November to May	Cabinet Teaching Matters Consultant

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.											
*Purchase Rubicon Atlas											
*Provide professional development in Rubicon Atlas											
*Per Diem teachers to support professional development for teachers											
*Contract with Generation Ready for ELA and Math coaches											
*Contract with Teaching Matters for support for teacher teams											
*Per session for teachers											
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		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

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

By February 2016, selected teachers will be trained in using Rubicon Atlas

By February 2016, Generation Ready ELA and Math Coaches and Teaching Matters Coaches would have completed Cycle 2 of professional Learning and Support

By February 2016, 1 ReadyGen units will be adjusted based on the results of the Inquiry Cycle.

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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	P
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	P
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	P
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	P
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>School Strengths:</p> <ul style="list-style-type: none"> During the 2014-15 Quality Review the school was rated Proficient in the area of 3.4: High expectations are consistently communicated to staff via the use of the Danielson Framework for teaching. School leaders and staff consistently communicate expectations for ongoing feedback to help families understand student progress. <p>School Needs:</p> <p>1) The 2014-15 School Quality Review identified 2.2, "Align assessments to curricula, use on-going assessment and grading practices, and analyze information on students learning outcomes to adjust instructional decisions at the team and classroom levels" as a Developing area. A sub-section of the rubric 2.2a speaks about the importance of teachers providing actionable feedback to students and providing them with opportunities to self-assess so they are aware of their next learning steps (2.2c).</p>		

2) For teachers rated Effective in the Danielson Framework for Teaching in the 2014-2015 school year to move to Highly Effective in component 3d (Use of Assessment in Instruction) students need to self-assess and monitor their own progress.

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 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all students will be involved in cycles of reviewing their work products and teacher feedback in ELA and Math through a school wide portfolio process. Students will self-assess, set goals, create an action plan, make timely corrections and adjustments to their work, monitor their progress and speak to their growth.

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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Provide professional development for teachers on the power of portfolios and the shared understanding of established criteria and strong and weak work.</p> <p>Provide professional development in the use of "Writing Pathways" assessment book by Lucy Calkins for student self-assessment in writing and support teachers in giving</p>	<p>All Teachers</p>	<p>September to June</p>	<p>Principal</p> <p>Assistant Principals</p> <p>Generation Ready and Teaching Matters Coach</p>

<p>actionable feedback to students.</p> <p>Cabinet will conduct weekly observations aligned to the professional learning that is provided to ensure the "Bridge to Practice" and implementation of :</p> <ul style="list-style-type: none"> - Use of rubrics to give meaningful and actionable feedback and next steps to students - Conferring with students in reading and writing - Evidence of students taking ownership of their learning through the weekly On Demand Writing and Portfolio Friday 			
<p>Teacher Teams and Cabinet collaborate to develop portfolio reflection templates and develop weekly On Demand Writing Prompts and use the student checklist in Writing Pathways to support students in becoming reflective about their work and for teachers to develop their skill in giving actionable feedback.</p>	<p>Teacher Team Leaders</p> <p>All Teachers</p>	<p>Ongoing</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Teacher Team Leaders</p>
<p>The Cabinet articulates with individual teachers (data conversations) and grades based on the Assessment Calendar so that adjustments are made in a timely manner.</p>	<p>All Teachers</p>	<p>Ongoing</p>	<p>Cabinet</p>
<p>Inform parents on the purpose of student portfolios and the format for student led conferences in May.</p>	<p>Parents</p>	<p>Ongoing</p>	<p>Cabinet</p> <p>Teachers</p> <p>Parent Coordinator</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.											
*Generation Ready Coaches											
*Teaching Matters Coaches											
* Per Diem											
* Per Session											
* Purchase of Writing Pathways by Lucy Calkins for each teacher											
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	X	Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, five of eight monthly Portfolio Fridays will be completed.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>Strengths:</p> <p>The 2014-15 Quality Review stated the following:</p> <p>“Parents articulated that the school offers a wide array of parental workshops ranging from information based on the Common Core Learning Standards, effective parenting, and academic assistance to support student learning as well as celebration nights acknowledging academic excellence, perfect attendance and student of the month”</p> <p>School’s Needs:</p> <ol style="list-style-type: none"> 1) Timely access to student grades for parents so that supports can be provided 2) Provide a common place for parents to view school announcements and access resources etc. 3) More meaningful utilization of Parent Engagement time. 		

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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

Increase communication between school staff and parents to build family school partnerships that fosters high expectations and student academic achievement. By June, 2016, 40% of the school community will utilize the PS87.org school website and resources as measured by the number of “hits” to the website.

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 stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Launch the ps87.org school website with resources for parents and students</p> <p>Provide workshops for parents on the ReadyGen and Go Math curriculum</p>	<p>School Community</p>	<p>August/September</p>	<p>Teaching Matters Technology Consultant</p> <p>Technology Teacher</p> <p>Principal</p>

			Parent Coordinator
Provide workshops for parents during Tuesday Parent Engagement	Parents	September to June	Teachers Parent Coordinator Assistant Principals
Launch Skedula Pupil Path so that parents can have access to student grades	Staff Parents	June 2014-June 2015	Datacation Technology Teacher
Provide workshops for parents on MyOn Reader	Parents Staff	September to November	MyOn Reader Consultant Technology Teacher

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.											
MyOn Readers professional development and license (if not offered free to Focus Schools Pupilpath professional development) Teaching Matters website support Teacher and Supervisor Per Session Supplies for workshops											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP	X	Title I TA	X	P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016 – Provide 2 workshops and information sessions for parents on Pupilpath, MYON and P.S. 87.org website. By February, 2016, there will be over 150 hits on the website.
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 at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	1. Imagine Learning: English Language Learners and students with IEP's 2. READ: Grade 2 Level 2 readers 3. Great Leaps: Grades 1, 2, & 3 Level 1 readers 4. Reading Comprehension: Grade 3-5 Level 1 readers 5. After School Program: Grades 3-5 Level 1 readers 6. Saturday Academy Grades 3-5 Level 2 and Low Level 3 Readers 7. After School title 1 Immigrant Program: Students born outside of the USA	1. Computer Software 2. Repeated reading of leveled books 3. Sight words, phonics, and high frequency words, repeated readings 4. Short passages, close reading, guided reading 5. Close reading, independent reading, Interactive reading 6. Close reading, read for understanding, annotations. 7. Close reading, writing	1. Independent work with interactive software 2. One on One 3. One on one 4. One on one and small group instruction 5. Small Group 6. Small Group instruction 7. Small group	During the school day-45minutes, 4 times a week 2. After school 2.5 hours a week 2 times a week 3. During School – 10 minutes 2x per week 4. During school 15 minute 1.1 two times per week and 30 minutes small group two times per week 5. After school 1.5 hours 2 times per week 6. Saturdays 1.5 hours once per week 7. After school 2.5 hours 2 times a week
Mathematics	1. After School Program: Grades 3-5 Level 1 students 2. Saturday Academy Grades 3-5 Level 2 students	1. Go Math supplemental programs with hands on activities Multi-step word problems	1. Small Group 2. Small Group 3. Small Group	After school 1.5 hours 2 times per week Saturdays 2.5 hours per week

	3.After School Title 1 Immigrant Program: Students born outside of the USA	Hands on activities, multi-step word problems		
Science	Science End of Unit Tests	Review of tests	Small group instruction	During the school day as determined by the teacher
Social Studies	Social Studies End of Unit Tests	Review of Tests	Small group instruction	During the day and determined by the teacher
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher or parent referrals	"At Risk Counseling	One on one	During the day determined by the provider

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.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			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.
All teachers are highly qualified. Teachers are provided with ongoing professional development during the school day and during the summer on-site and also Citywide. New teachers are mentored for one year by a teacher on their grade. Check points are provided during the school year with new teachers and administration.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
Generation Ready (AUSSIE) coaches in ELA and Math work with teachers in on going cycles
Teacher Matters – Provides professional development for Learning Leaders (Grade Leaders), support teacher leadership and Danielson Framework for Teaching
Show What You Know – Teachers providing professional development to their colleagues including grade inter-visitations

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).
N/A

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/information, early intervention services, etc.).

Yearly tours for local preschool students are conducted by the Parent Coordinator. The Parent Coordinator makes onsite presentations.

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.

The Instructional Team, made up of a representative from each grade, makes decisions regarding the selections of appropriate assessments and professional development needed at the weekly meetings. Teacher Teams meet twice a week to analyze data and make adjustments to curriculum and instruction.

Twice a year, teachers are given a survey of their professional development needs to complete.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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	594,096.00	x	P.17, 22
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	114,864	x	P.17, 28, 30
Title II, Part A	Federal	115,376.00	x	Reduced class size
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0	0	0
Tax Levy (FSF)	Local	3,328,146.00		

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and

advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.

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

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to 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 SCEP 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.

P.S. 87 Parent Involvement Policy (PIP)

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. **P.S. 87**, 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. **P.S. 87** 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, science and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings during Tuesday Parent Engagement Time, mornings and evenings, , to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions through PTA Parent Survey and Feedback Forms;
- 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 such as Curriculum Night, Art Exhibitions, Breakfast with the Orchestra and OctoberFest;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written, digital and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter that is also posted on the school's website designed to keep parents informed about school activities and student progress;
- providing backpacked letters and 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.

P.S. 87 School-Parent Compact (SPC)

P.S. 87, 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 State Standards to enable participating children to meet the State's Standards and Assessments by:

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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 11	Borough Bronx	School Number 087
School Name PS 87		

B. Language Allocation Policy Team Composition

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

Principal Donna Anaman	Assistant Principal Loydie Vertus
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Wilma Martinez/Tania Lopes	School Counselor Milady Samboy
Teacher/Subject Area Tania Lopes	Parent Lisa Washington
Teacher/Subject Area	Parent Coordinator Susan Garcia
Related-Service Provider James Perry	Borough Field Support Center Staff Member Anne Roberts(ARoberts13)
Superintendent Meisha Ross-Porter	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 <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
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 <u>not</u> currently teaching in the ENL program	1	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)	634	Total number of ELLs	15	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	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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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
Dual Language	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	15	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	1
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	2	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
DL	0									0
ENL	13			2						0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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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	1	1	0	1	1								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1		2	2	4									0
Haitian														0
French						1								0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other German			1											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)	1		3	1	4									0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)		1	1	1										0
Expanding (Advanced)					1	1								0
Commanding (Proficient)						1								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

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						1								0

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
We use Fountas and Pinnell as the assessment tool for assessing the early literacy skills of our ELLs. Fountas and Pinnell tells us students' instructional reading levels in English. It allows us to determine where to begin instructionally. The data helps us to plan using the appropriate approach, strategy, or program. We use guided reading, partner reading, read alouds, vocabulary development, and comprehension development through close reading, a myriad of vocabulary strategies, and text-dependent questions. We currently do not have a bilingual program and our ELL population is relatively small. We do utilize monolingual classes and supplement instruction with our standalone ENL program.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
We currently serve 7 ELLs at the Beginning level, 2 ELLs Entering, 1 ELL Intermediate 2 ELLs at the Transitioning level, 2 ELLs at the Expanding level and 1 ELL at the Commanding level. This is a total of 15 ELLs.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Annual Measurable Achievement Objectives (AMAO) are the federal accountability measures in the same way Adequate Yearly Progress (AYP) is for Title I. Through the AMAO tool, we estimate students' Title III AMAOs 1 and 2 information. The AMAO data allows us to focus on the progress towards proficiency of subgroups of ELLs and to design stronger and more effective ELL instructional programs. Some of the data that we look at from the AMAO tool includes students' grade level, years of ELL service, ELA and math performance and progress, attendance, age, credit accumulation, and SIFE status. An early warning indicator calculates risk factors that we can then use in planning to meet the needs of our ELLs.:
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

The ESL population in our school is very small (15 students) but consists of a diverse group of students spread out across grades K-5 and who are at various levels of development. The Fountas and Pinnell reading assessment is used to assess students' literacy skills and determine their levels for instruction. Students also take an online reading assessment (iStation) that provides additional information on students' reading progress. Analysis of their scores gives us important information to use when planning instruction focusing on the areas of weakness. Extra support during our Extended Day and Saturday programs, READ 1:1 tutoring program is also provided.

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*.]

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

6. How do you make sure that a student's new language development is considered in instructional decisions?
The goal of our core program is to promote competency in reading, writing, listening, and speaking using a workshop model. Teachers use modeling and class discussion to help students build background knowledge, deconstruct complex texts, acquire academic writing skills through writing for different writing purpose, formats and genres.
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?
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Our ELLs make a gradual and successful transition from Beginning to Commanding as they progress through our school based on NYSESLAT results.

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.

At the time of first time enrollment, a trained pedagogue, which usually is our ESL teacher, administers a home language identification survey (HLIS). The HLIS, which is filled out by parents, is used to determine the language the student speaks at home. If a language other than English is spoken at home, then our ESL teacher conducts an informal interview and, if needed, administers the NYSITELL to determine English proficiency level. If students are Spanish speaking, they are administered the Spanish speaking LAB. When students scores below proficiency on the NYSITELL, they are eligible for ELL services. If students are transferred from another school, we view their exam history in ATS for class placement and services. In addition, the ESL teacher conducts informal oral interviews when the Home Language Surveys are filled out. Formal interviews and initial assessments are conducted by the ESL teacher. Students are instructed in the skills of listening, speaking, reading and writing, which prepares them for the NYSESLAT assessment in the spring of each year. Students are placed within 10 days.

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).
To identify a SIFE student, the same procedure authorized for newcomers is followed beginning with the completion of the HLIS, interviewing parents about prior schooling, determine eligibility testing with NYSITELL or LENS. The determination is then made after the results of the tests and the interview/questionnaire within 30 days.
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).

The LPT/IEP team (meets weekly) determines an ELL's eligibility for special education services and the language in which these services are delivered. The Special Education Liaison checks CAP. Once a student is first attended, SESIS is reviewed for IEP recommendations. Students are discussed at the LPT/IEP team within 7 days. Students with disabilities receive accommodations for testing and modifications. Team members meet to determine the IEP goals of ELL students. Team members consists of SETTS Provider, Supervisor of Special Education, School Administrator, a students' parent or guardian, an interpreter (if needed). The timeline to accept or reject the LPT recommendations is 20 days. Students are placed in their appropriate setting within 10 days.

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

We ensure that entitlement letters are distributed and parent surveys and program selection forms are returned. At our program orientation meeting, parents receive the necessary forms and we ask them to complete the forms to indicate their choice of three programs. We provide translated versions of parent letters and have translators available. We follow-up with parents by making phone calls and send out reminder letters to ensure that parents return all forms. Parents choose the program to meet their child's personal and educational needs. If the parent's choice is not available at our school, the parent is given an opportunity to attend another school. We contact the Office of English Language Learners to support our parents in finding the parent's choice of programs.

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).

An ELL's Parent Orientation is conducted at the beginning of the school year. At this meeting, parents are informed of the programs available for ELL's in NYC and the ELL program offered at P.S. 87. They are informed of their right to appeal their children's status withing 45 days of enrollment. The parent (or teacher) must present a written request form to begin the re-identification process a second time.

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.

We hold an orientation meeting for parents to about all three programs. We show parents and families of English Language Learners a video during orientation. This video from the Department of Education, in 13 different languages and in the languages that our ELLs speak at home. All of the materials, the video, the use of translators. The goal is for our parents to understand the three programs that are available for English Language Learners in the Department of Education. Parents who have chosen a TBE/DL program are identified and the school contacts the Office of English Language Learners. The parent is contacted when a program becomes available.

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

To ensure Parent Surveys and Program Selection forms are returned to school, parents complete the forms at the ELL Parent Orientation meeting at the beginning of the school year with Ms. Martinez and Susan Garcia, Parent Coordinator. Ms Greco, Pupil Accounting Secretary assists. (Hand delivery only)

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Parent Surveys and Program Selection forms are ALL completed at the ELL's Parent Orientation meetings. Outreach is also provided by the ENL provider and Parent Coordinator.

9. Describe how your school ensures that placement parent notification letters are distributed.

Placement parent notification letters are distributed in person by ELL teacher and Parent Coordinator.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All ELL documentation for each student is kept on file by the ESL Teacher/Coordinator and students' cumulative folder.

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.

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

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Continued entitlement and transitional support notification letters are sent home with a signature tear off. Follow up calls are made by the ESL teacher and Parent Coordinator to make sure that copies are returned.

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).

Our ENL program has been the trend in program choices with 100% of our parents. We offer parents assistance should they desire to select another school that has the programs they desire. If PS 87 receives enough parent requests to start a Bilingual or Transitional Bilingual Education program, then our school would begin the process of starting one of these other programs. Again, the trend has been for parents to choose our Stand Alone and Integrated ENL program.

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.
A. We offer a Stand Alone and Integrated ENL model. The Stand Alone program is provided outside of the classroom by grouping students by their proficiency levels. Students work in small groups using visuals and TPR. The Integrated model is provided in the classroom during ELA instruction. Students work with the ENL provider to scaffold the lesson being taught.
B. The program model is heterogeneous (mixed proficiency levels) one.
 - b. TBE program. *If applicable.*
 N/A
 - c. DL program. *If applicable.*
 N/A
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)?
 - Entering ELLs receive 180 minutes of Stand Alone and 180 minutes of Integrated services
 - Emerging ELLs receive 90 minutes of Stand Alone and 180 minutes of Integrated services
 - Transitioning ELLs receive 90 minutes of Stand Alone and 90 minutes of Integrated services
 - Expanding ELLs receive 180 minutes of Integrated services
 - Commanding ELLs receive 90 minutes of Integrated for an additional two years
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.

The instructional approaches and methods used to make content comprehensible to foster language development is varied. Instructional approaches allow multiple entry points to meet the needs of diverse learners. Students have the opportunity to be in a small group, and to work in pairs. Our Go Math and ReadyGen Math and ELA curriculum are Common Core aligned and include differentiated strategies for ELLs. Various differentiation strategies are used such as technology (desktop computers and laptops) visuals, books, dictionaries, art, gym, music, trips, assemblies, school orchestra, dance, Total Physical Response (TPR), Cognitive Academic Language Approach (CALLA) and language experience (LEA). The ELA teacher and the classroom teacher work together for the success of our ELL's.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

ELL progress is evaluated using formative assessments, Imagine Learning assessments, running records, Beginning of the Year, Middle of the Year and End of the Year benchmarks, Go Math assessments by teachers.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Content area subjects are taught in English and supplemented by technology, visual aids, role playing, TPR, manipulatives, and other activities. An emphasis is placed on academic vocabulary, close reading and students using evidence from the text to support their answers.
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

All ELL ability levels are offered the full range of academic supports that are provided in our school such as RTI during the school day, Extended Day 2x a week, Saturday Academy, After School and the READ 1:1 tutoring for first grade students. Students who are Entering are placed in a classroom where there is a student who speaks the same home language to support their adjustment to school. Differentiation for ALL ELL abilities is supported by Imagine Learning, an online ELA program that is offered in 15 languages. Students also may be provided with the same reading passage but a varying reading levels for support. A staff member who speaks the same home language is also identified to "check in" and "check out with the student daily. Through periodic assessments in ELA, students are monitored and paired with the Academic Interventions that meet their needs whether 1:1 or small group. ELLs continue to receive support by the ESL teacher after reaching the Commnading stage and continue to receive services and testing accommodations for up to two years.

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.

Students who are re-identified receive periodic assessments and monitoring of their goals. Response to Intervention (RTI) is provided to those students who need extra support.

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?

Our school uses ReadyGen for English Language Arts instruction K-5. Teachers plan weekly with coaches and consultants to "unpack" this program to make sure it is meeting the needs of our ELL-SWDs. It is a rigorous program providing tiered support and strong vocabulary development. Students are also supported during small group instruction for pre-teachng or re-teaching, charts, grapic organizers and computer based programs such as Imagine Learning and Raz Kids. Students are exposed to stories and academic content through the use of multi-media.

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?

Our school offers a diverse model of support for ELL-SWDs from pull out SETTS, push in SETTS, ICT classes, mainstreaming to 12:1:1 environments. The LPT determines the least restrictive environment for ELL-SWDs based on the students' needs and IEP goals. An ICT class and 12:1:1 class is offered on each grade. The team determines the best placement for the success of the student.

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	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

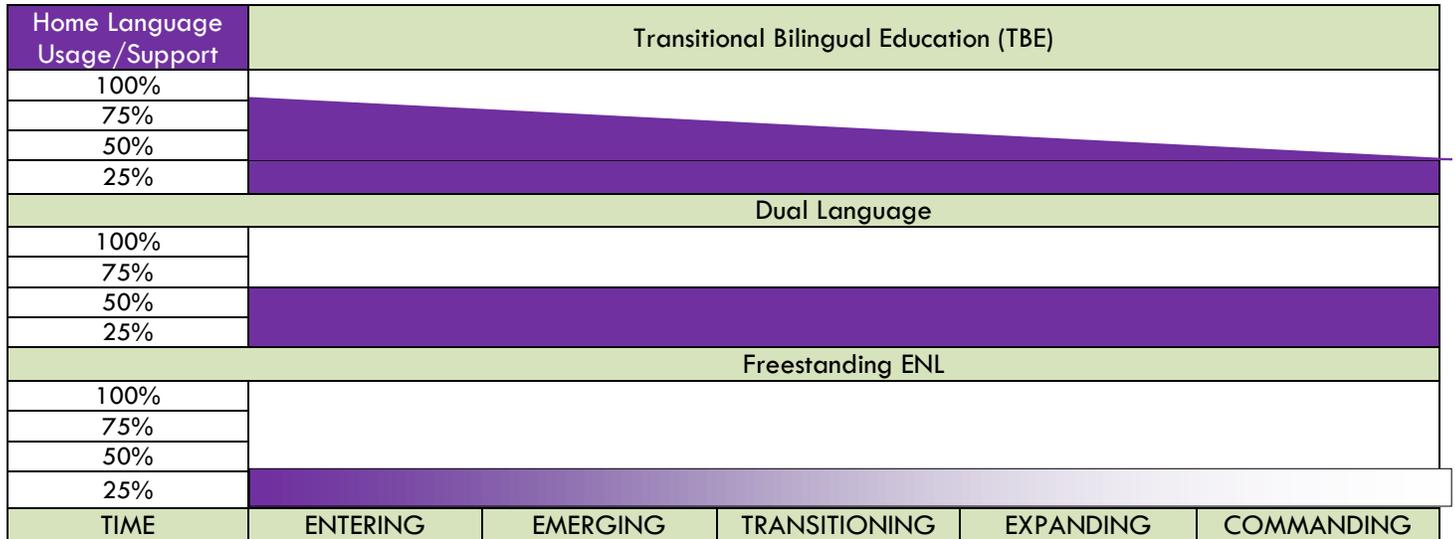


*Note “other approved services” does not apply to New York City at this time.

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

ESL coordinator meets the parents and explains the identification process.

19. What language electives are offered to ELLs?

N/A

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

The ENL teacher attends workshops and training to keep abreast of new policies, materials and strategies to support our ELL population of students.

Educational consultants also offer their services and training on different topics pertaining to our instructional program. These strategies include modeling, bridging, contextualization, schema building, text representation, and metacognition. The professional development that has been offered from September 2014 to June 2015 includes the following:

 - ReadyGen and Go curriculum support and adjustment to meet the needs of diverse learnings
 - Sample templates that are aligned to Universal Design for Learning
 - Differentiation for ELLs and Special Education (Interventions/Extensions based on data)
 - Small group expectations and possibilities
 - Setting up rotations for Guided Reading
 - Data Analysis of formative and summative assessments
 - Create goals for groups of student
 - Imagine Learning Program
 - Using data to drive instruction

To assist ELLs as they transition from the elementary school to middle school, we offer the services of our Student Council, Guidance Counselor for advice, tours of new schools at the end of the year and are informed of support services in their new schools. The ESL teacher and one classroom teacher attends periodic training offered by Fordham University and Borough Support Centers.

Planning Professional Development for the the 2015-16 school year includes:

 - The Development of Academic Language -
 - Vocabulary Development
 -
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Professional development is offered to teachers through special meetings /workshops, in house learning on different topics throughout the year in ReadyGen, Go Math, Social Studies and Math aligned to the Common Core. Teachers are also sent to off-site workshops offered by the Borough Center or Central.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

To make the transition from elementary school to middle school easier our Guidance Counselor, Social Worker meet with our ELLs for orientation and support sessions.
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.

Mondays from 2:35 p.m. to 3:55 p.m. and Tuesdays from 3:20 p.m. to 3:50 p.m. are designated times for school wide professional learning. In addition, all grade levels meet once a week for common grade meetings. With the support of the new Borough based support services, the anticipation is that there will be support to schools under this new structure for professional learning opportunities focussing on the needs of ELL's. The Teaching Matters ELA and Generation Ready consultant provides support in ELA with scaffolds for ELLs. Agenda's and sign in sheets are retained for all professional development that is offered within the school. Teachers attending off-site professional development turnkey their learning to the rest of the staff.

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?

During Parent Engagement Time, the ENL teacher meets with parents to discuss the students' language proficiency results and progress. Translation is provided for parents based on parent need.

Records for annual individual meetings, phone calls with ELL parents and outreach are kept by staff in a log. Agendas and sign in sheets are used for group meetings. Tuesday from 2:35 p.m. to 3:20 p.m. are designated Parent Engagement Time for all staff to reach out to parents as needed. Letters

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.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parent involvement is very important to our school. There are many community events held throughout the school year for all parents. Bussing accommodations are made for ELL parents to attend workshops at Fordham University. In addition to activities related to curriculum and instruction, P.S. 87 offers many community building events for families. This includes Octoberfest, Breakfast with the Orchestra, Art Exhibit, Track and Field and School Chorus and Dance. Fathers are especially welcomed at our Fatherhood in the 21st Century Breakfasts and trips to the Science Museum with their children.

The Parent Coordinator's role is to assist all parents including ELLs and SWD's with support in adjusting and thriving in our school. Also, she ensures that all teachers and staff receive a copy of the "I Speak" card which includes the phone numbers for over the phone interpretation.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school partners with Common Sense Parenting for workshops and with Fordham University for the Citywide Parent Workshops for ELLs.

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

The needs of parents are evaluated through a Parent Survey sent out at the beginning of each year and through the Learning Environment Survey. Parental needs are also discovered through personal communication.

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

Our parent activities address the needs of parents because they are taken from the in house Parent Survey and NYC Learning Environment Survey.

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:

Part VI: LAP Assurances

School Name: <u>P.S. 87</u>		School DBN: <u>11X087</u>	
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)
Donna Anaman	Principal		10/30/15
Loydie Vertus	Assistant Principal		10/30/15
Susan Garcia	Parent Coordinator		10/30/15
Wilma Martinez	ENL/Bilingual Teacher		10/30/15
Lisa Washington	Parent		10/30/15
Tanya Lopes	Teacher/Subject Area		10/30/15
	Teacher/Subject Area		1/1/01
N/A	Coach		1/1/01
N/A	Coach		1/1/01
Milady Samboy	School Counselor		10/30/15
Meisha Ross Porter	Superintendent		10/30/15
Ann Roberts	Borough Field Support Center Staff Member		10/30/15
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **11X087** School Name: **PS87**
Superintendent: **M. Ross Porter**

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.

To ensure that all parents are provided with appropriate and timely information in the main language they understand, PS 87 reviews their HLIS to assess their oral and written language preferences. Most of the information sent out are already translated from Central. Reports from ATS regarding the preferred language of parent (RAPL and UPPG), information on the Blue Card, Parent and Teacher Surveys are also used.

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.

Spanish, Arabic, Bengali and French are the preferred language.

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.)

We send out information in other languages to our ELL parents in an number of ways
Back pack letters
After-school program information
NYS Testing Dates

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.

Four Parent Teacher Conferences per year
Phone calls during Parent Engagement on Tuesdays
Individual meetings scheduled when necessary

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.

We have school staff that are able to speak in different languages so written translations and oral translations using other languages are available. We also receive official letters in other languages form Central through the DOE website. The school also uses the Translation and interpretation 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.

P.S. 87 uses a combination of in-house staff members and the Translation Unit to translate documents for parents.

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.)

Staff members are informed and reminded by the Parent Coordinator each year how to access over-the-phone translation services through meetings and trainings. All staff receive a copy of the "I Speak" card which includes the phone number for the over-the-phone interpretation.

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

The school will use all the ways listed above to provide information to parents regarding language assistance access.

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)

Feedback from parents will be gathered through parent surveys personal communication through meetings scheduled by the Parent Coordinator and ENL teacher.