



PS 108Q CAPTAIN VINCENT G. FOWLER SCHOOL

2008-09

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 27Q108
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UPDATED – OCTOBER 2008

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: Q108 **SCHOOL NAME:** Captain Vincent G. Fowler

DISTRICT: 27 **SSO NAME/NETWORK #:** Associate Empowerment

SCHOOL ADDRESS: 108-10 109th Avenue, South Ozone Park, NY 11420

SCHOOL TELEPHONE: 718-641-4956 **FAX:** 718-323-5379

SCHOOL CONTACT PERSON: Marie Biondollilo **EMAIL ADDRESS:** mbiondo@schools.nyc.gov

POSITION/TITLE: PRINCIPAL **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON Judy Grossman

PRINCIPAL Marie Biondollilo

UFT CHAPTER LEADER Patricia Klein

**PARENTS' ASSOCIATION
PRESIDENT** Vedoutie Hoobraj

STUDENT REPRESENTATIVE
(Required for high schools) N/A

COMMUNITY SCHOOL DISTRICT SUPERINTENDENT Michele Lloyd-Bey

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor’s Regulations A-655 on SLT’s; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Marie Biondollilo	*Principal or Designee	
Patricia Klein	*UFT Chapter Chairperson or Designee	
Vedoutie Hoobraj	*PA/PTA President or Designated Co-President	
Vedoutie Hoobraj	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Gilda Quijije	DC 37 Representative, if applicable	
N/A	Student Representative, if applicable	
Judy Grossman	Staff Member	
Barbara Flood	Staff Member	
Maria Aguilar	Parent	
Ana Casanove	Parent	
Cindy Torres	Parent	
Robert Fernando	Parent	

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

PS 108Q is a Pre-K to 5 school serving approximately 1300 students from a culturally diverse background. In 2002 an extension was built providing an additional 21 early childhood classrooms and several offices. The school has many distinctive features that are reflective of the environment, culture and the instructional components of the school. We have 62 classes, approximately 10 classes on a grade. Two CTT classes (Kindergarten and 5th) and 4 self-contained classes are included in the total. Through our Children's First Initiative Funds, we were able to reduce class size in all grades. Class averages range from 19-26. One of our greatest successes has been our ability to create instructional continuity throughout the grades. As you walk the building and visit classrooms, you get a sense of this link by the visual celebration of the children's academic and artistic achievements. Over the last few years the children of this community have shown significant academic improvement. This includes our most at-risk students. Our most recent School Report Card score of an A reflects our continued success two years in a row, as well as, our recent Quality Review rating of "Outstanding". We're proud of the fact that we provide the children of the community with a balanced educational experience. We have a focused instructional plan across the grades designed around the Balanced Literacy model. In addition, we have a variety of Arts programs, including: Dance, Music, Instrumental, Visual Arts and Technology that allows for the exploration of the Arts. Each classroom is equipped with a minimum of two computers and children have opportunities to use a variety of instructional software programs to strengthen their literacy and math skills daily. Several classrooms use 'Smart Boards' as an instructional tool to augment teaching and to heighten student excitement and engagement. Over the last three years, our children have entered the Citywide Technology 'Think Quest Tournament' and have won personal laptops and cameras. We're fortunate that our parents are active participants and always eager to get involved in their child's educational growth. Our Parent Workshops are well attended. In fact, many parents volunteer to facilitate workshops. They're eager to share and exchange ideas with each other. Some of these wonderful, worthy workshops to date comprise of activities in literacy, math, science, Adult ESL, computer, knitting, jewelry making, financial advice, health workshops, and Parent Book Club. This year we're excited to participate in the Adult GED program, in which classes are held 4 times a week at the school. Parent participation and enthusiasm is high for this program.

Below are bulleted areas that highlight special features of PS 108Q:

A) Environment

- The hallways, library, auditorium and cafeteria are lined with murals. These are planned and designed to align with our curriculum planning objectives (themes). The murals reflect long term projects in various curriculum areas. Monthly writing units, such as, Genres, Character Galleries, Around the World, and Fabulous Fables are displayed throughout the school. The integration of art and literacy helps to promote and celebrate children as writers, mathematicians and artists.
- Classrooms are designed for quality differentiated instruction. Classroom materials are ordered with the set purpose of fostering and maximizing student learning and promoting best practices in teaching.

B) Culture

- The tone/quietness of the building is reflective of the children's interest in learning, as well as the entire school community's dedication and commitment to provide a safe and educationally focused environment. We value the importance of maintaining an orderly environment that promotes teaching and learning. Our goal is to create a positive learning space for children and parents.
- Teachers work collaboratively on their grade level as well as, across grades. Teachers are stakeholders in the instructional planning and take great pride in their work. Weekly joint planning sessions provide teachers will time to design, reflect and discuss school instructional goals.
- Parents at 108 are an integral part of the school community. The school offers many opportunities for parents to share in the educational growth of their children. This is achieved through regular workshops, family movie nights, partnership activities and school celebrations. Many parents have completed Learning Leader courses and many have become school volunteers.

C) Instruction

- Evidence of a common voice and vision is evident throughout the building. Administrators and teachers share in a common vision for excellence. By establishing a common voice, a common language among the teachers and the children, we've been able to articulate a clear school vision and to create instructional continuity throughout the school.
- Staff development is an integral part of our approach to further support and develop quality instruction at all levels. Our goal is to foster quality dialogue among the staff. Professional development topics are determined by staff surveys, teacher observations, staff discussions and a review of student data. Professional development is aligned with teachers' needs and current educational initiatives.
- The continual review of data allows teachers to individualize student instruction and to provide opportunities for children to strengthen their areas of need. This is achieved through small group instruction, individual teacher conferences, center activities, the use of technology and specific reading and math research-based instructional programs.
- A master list is generated to track all students. Children performing well above grade level are identified as EIS-Elevated Instructional Support, and have an opportunity to receive services. At-Risk children are identified as AIS-At-Risk Students and are assigned dual intervention support.

SECTION III – Cont'd.

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Preliminary Version - June 2008)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		P.S. 108 Captain Vincent G. Fowler							
District:		27	DBN:	27Q108	School BEDS Code:		342700010108		
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6		10				
Enrollment					Attendance - % of days students attended:				
(As of October 31)	2005-06	2006-07	2007-08	(As of June 30)	2005-06	2006-07*	2007-08		
Pre-K	72	72	72		93.8	94.4	94.4		
Kindergarten	212	208	224						
Grade 1	238	210	193	Student Mobility - % of Enrollment:					
Grade 2	213	230	201	(As of June 30)	2005-06	2006-07	2007-08		
Grade 3	185	219	220		91.8	94.4	94.0		
Grade 4	212	173	206	Poverty Rate - % of Enrollment:					
Grade 5	213	220	173	(As of October 31)	2005-06	2006-07	2007-08		
Grade 6	0	0	0		70.2	59.2	59.9		
Grade 7	0	0	0	Students in Temporary Housing - Total Number:					
Grade 8	0	0	0	(As of June 30)	2005-06	2006-07	2007-08		
Grade 9	0	0	0		0	0	6		
Grade 10	0	0	0	Recent Immigrants - Total Number:					
Grade 11	0	0	0	(As of October 31)	2005-06	2006-07	2007-08		
Grade 12	0	0	0		16	9	9		
Ungraded	1	2	7	Special Education Enrollment:					
Total	1346	1334	1298	(As of October 31)	2005-06	2006-07	2007-08		
					16	9	9		
Special Education Enrollment:				Suspensions (OORS Reporting) - Total Number:					
(As of October 31)	2005-06	2006-07	2007-08	(As of June 30)	2005-06	2006-07	2007-08		
# in Self-Contained Classes	53	58	59	Principal Suspensions	4	9	8		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	5	2	11		
Number all others	48	48	48						
These students are included in the enrollment information above.				Special High School Programs - Total Number:					
				(As of October 31)	2005-06	2006-07	2007-08		
				CTE Program Participants	0	0	0		
				Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:					
(As of October 31)	2005-06	2006-07	2007-08	(As of October 31)	2005-06	2006-07	2007-08		
# in Transitional Bilingual Classes	13	11	0	Number of Teachers	83	70	88		
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	98	85	65						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Preliminary Version - June 2008)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	19	17	3	Number of Administrators and Other Professionals	15	9	15
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	6	TBD	6
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2005-06	2006-07	2007-08	(As of October 31)	2005-06	2006-07	2007-08
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	67.5	80.0	65.9
				% more than 5 years teaching anywhere	57.8	62.9	62.5
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2005-06	2006-07	2007-08		86.0	90.0	84.0
American Indian or Alaska Native	1.5	0.8	0.5	% core classes taught by "highly qualified" teachers (NCLB/SED definition)			
Black or African American	6.0	7.4	6.6				
Hispanic or Latino	29.0	30.1	30.1				
Asian or Native Hawaiian/Other Pacific Isl.	60.0	58.5	60.0				
White	3.5	3.2	2.8				
Male	53.6	52.7	51.2				
Female	46.4	47.3	48.8				
2008-09 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2005-06	2006-07	2007-08	2008-09
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	No	If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2007-08) Based on 2006-07 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Preliminary Version - June 2008)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native		-	-				
Black or African American		√	√	-			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		√	√	√			
White		-	-	-			
Other Groups							
Students with Disabilities		√	√	-			
Limited English Proficient		√	√	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		7	7	4			
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2007-08				Quality Review Results – 2007-08			
Overall Letter Grade:	A			Overall Evaluation:	◇		
Overall Score:	88.9			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data	◇		
School Environment:	9.9			Quality Statement 2: Plan and Set Goals	◇		
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals	◇		
School Performance:	15.7			Quality Statement 4: Align Capacity Building to Goals	◇		
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise	◇		
Student Progress:	38						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	5.3						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				△ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
* = 2008-07 Progress Report Attendance Rate(s). If more than one attendance rate given, it is displayed as K-8/9-12.							
<i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.</i>							

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and highlights of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

An analysis of the school's cumulative data reflects the following:

- The overall School Report Card score of **A** reflects an **A** in each of the sub-categories: School Environment (A), Student Progress (A), and Student Performance (A). Our total score of **68.9** places our school in the **77%** percentile of all elementary schools citywide. A breakdown within each sub-category identifies our strengths in the area of English Language Learners. Results from several sources of data reflect on-going growth. **52.6%** of our ELL students have made exemplary gains as noted in the School Report Card and this resulted in a +1.5 of extra credit in literacy. Our mathematics results for ELL students reflect a similar growth. This growth is also demonstrated in our performance rates in the NYSESLAT. An analysis of NYSESLAT scores over the last three (3) years indicates a rate increase for children receiving a passing score of Proficiency from **2004-2005 rates of 24%** to **2007-2008 rates of 30%**. The results of the 2008 NYSESLAT exam indicate that of the students who were administered the test, 13 students were at the beginning level of English proficiency, 26 students were at the intermediate level, 26 students were at the advanced level and 26 students were proficient. In addition, ARIS Reports highlight Former ELL'S proficiency rates were applicable. Using this data, we are able to identify our Former ELL'S and focus on specific areas of need. State assessment results demonstrate an increase in the number of students approaching or meeting grade level standards in ELA. In **grade 3 = 40%** of the ELL students scored **level 3 or 4 on the ELA**. In **grade 4 = 25%** of the students scored a **level 3 or 4 on the ELA**. In **grade 5 = 20%** of the students scored **level 3 or 4 on the ELA**. Although there is a continued improvement of proficiency rates, we realize the importance of providing scaffolding support to these children, as they test out of ESL eligibility. Our plan is to continue to work to improve instruction for our current and former ELL students to enable them to become proficient in the English language, as well as, increase their success on standardized assessments. The school Inquiry Team has targeted our ELL children for the second consecutive year to monitor their on-going progress.

- In the area of Student Performance the following is indicated:
 - An analysis of our 2007-2008 School Report Card indicates the school received a proficiency rate of **75.9% for level 3 & 4 students**. Our Peer Horizon scores ranged from **56.8% to 91%** in literacy. Our median proficiency rate is **3.27**, and our Peer Horizon ranged from **3.07 to 3.51**. This demonstrates we are in the mid-range of our Peer Horizon number. In the area of *Student Progress* we received an **A**, which equates to **38.0 out of 60 points** resulting in **63.3% percentage rate**. We continue to see a steady growth in this area, but realize we need to monitor, re-evaluate, and adjust in order to challenge these children to increase their progress rates. As noted in our recent Quality Review Report in which we received a score of 'Outstanding', our reviewer noted our progress in this area and recommended we continue to support this group. An analysis of our report card in the area of Student progress, **60.1%** of the children have demonstrated at **Least One Year Progress**. The average change in student proficiency for Level 3 & 4 students was 0.01. This is reflected in both literacy & mathematics. Our Peer Horizon scores ranged from **0.15 to 0.07** which reflects the number noted above of **63.3%**. Generated ARIS Reports highlight Proficiency ratings for each child from 2007 to 2008 on State Assessments. This data reflects a broad range within levels 3 & 4. The following trends are evident: There are groups of level 3 & 4 children who have shown positive growth, with scores ranging from +0.08 to +0.49. These children have continued to 'perform' at or above grade level, but have not shown progress, which is reflected in anything greater than +0.50 percent. In addition, there are a group of children who are still level 3 & 4 students, but have proficiency scores ranging from: -0.02 to -0.30. Both represent target groups that will have a specific action plan implemented to address their specific needs.

- An analysis of several data sources indicates we have made some significant improvements with children with IEP'S. Results from 2006-2008 State ELA Assessments show a decrease in the percentage of level 1 students and an increase in the percentage of levels 3 & 4. The percentages for this time period are: In 2006 Level #1 was 28.9% compared to 2008 Level #1 was 23.1%. In 2006 the Levels 3-4 were 33.3% and in 2008 it was 34.6%. Although this is a positive growth in the right direction we understand that this is an area that must have on-going focused support throughout their time at PS 108Q. A comparison of these numbers to students without IEP'S demonstrates the need for further intensive support. A closer analysis of other data highlights specific areas each child needs to support their learning. Our Reading Assessment system, *Student Growth Monitor* indicates that children in this category have made incremental progress. Independent reading levels on average increase two (2) to three (3) levels during the school year, but some still remain below Fountas & Pinnell grade level reading level guidelines for their grade. This poses a special set of challenges for the children who are required to take State assessments, since these assessments are aligned to their grade level. We have designed an action plan that will **Pinpoint, Personalize** and provide time to **Practice** specific strategies to augment their learning. Our school Inquiry Team is closely monitoring this targeted group and has also designed a collaborative instructional plan aligned to their instructional levels.

- Research shows that affecting positive change in the early grades K-2 is critical to a student's ultimate success. We continue to implement our focused Action Plan to address the unique issues associated in the early grades. Some of the trends we see in the lower grades result from children entering into Kindergarten without having any pre-school experience. An analysis of DIBELS data that measures children's reading Benchmarks, reflects this discrepancy. It shows that our 72 Pre-Kindergarten students' comprehension levels after a few months in kindergarten are higher than the children without any pre-school experience. An emphasis on language development integrating both phonics and comprehension skills, using Wilson Foundations and our Balanced Literacy model, have been effective in supporting all students' learning. The home-school connection is also a critical component to a child's success. Our data indicates that when parents are actively involved in their child's learning and work with the child at home, by emphasizing the importance of reading and school work, it enhances their progress. In response to this significant connection, we have established a variety of school-home connection procedures and suggestions that help bridge each child's experience at PS 108Q.

Greatest Accomplishments

- The school received an **'Outstanding'** on our 2007-2008 Quality Review. There were only 11 schools citywide that received this top rating. The report provides an overview of the Best Practices taking place at PS 108Q. This rating has been the result of steadfast collaboration by all school stake-holders: parents, teachers, children, the development of a unified school mission statement, collaborative supervision, teacher professionalism and a continued commitment to create and support a positive learning environment for all.
- The new administration came on board in 2000. Prior to that time, the school was rated a SINI school, a school in need of improvement in literacy. Since then, with the implementation of specific instructional action plans, the scores have shown significant improvement:
 - We have been effective in guiding and supporting our teachers by creating opportunities to plan and work collaboratively creating curriculum plans to support the balanced literacy model. The outcome of this collaboration has included grade specific timelines that address the Standards and promote individualized instruction.
 - We have implemented many instructional initiatives to enhance teaching and learning. We provide on-going professional development to assist teachers with these programs.
 - Overall we have seen improvement in science, social studies, literacy and math assessments. There is demonstrated improvement of student growth over the last several years.
 - In our early grades we have seen marked student improvement: 90% of our Kindergarten children read on B level or higher, 10% are reading levels G-L. Over 90% of Kindergartens are writing one or more complete sentences. 85% of our first graders are reading on an F level and 15% are reading levels K-M; and

85% of first graders are writing one or more paragraphs. This represents our on-going focus in the lower grades to support teachers in the guiding reading process.

- There has been an overall decrease in the number of Level 1 & Level 2 students and an increase of Level 3 & 4 students.
 - In the content areas of Social Studies and Science we have seen an improvement in scores.
 - ELL growth: NYSESLAT results have shown significant improvement. The percentage of children passing the exam has improved.
 - Special needs students have shown improvement.
 - Improvement of student achievement in grades K-2 as evidenced by the following evaluative tools such as: DIBELS, ECLAS, Portfolios, and Student Growth Monitor which provide the Reading Benchmarking Levels of children. This is administered three times a year.
 - We have successfully developed school instructional plans across the grades that align to State Standards and focus on grade specific strategies and skills. Each year, we further 'fine tune' these plans. This year, we designed a mid-year and end-of-year K-2 Oral Math Assessment aligned to the standards to help identify student strengths and weaknesses. Our goal is to align math centers with activities that help children master these areas of need. With the use of ACUITY and other assessment programs, we have been better at assessing what we teach and providing children with opportunities for additional practice in areas of weakness.
- Professional Development has focused on the specific needs of the staff and students. Weekly study groups and weekly joint planning sessions allow staff to set and re-evaluate goals, exchange ideas and share information. In addition, monthly grade conferences provide teachers with on-going support and follow up by administration. Professional Development organizations, such as AUSSIE, provide for hands-on applications of Best Practices. Opportunities to attend PD conferences during the year are available to the staff.
 - The school places a strong emphasis in early identification of At-Risk students. An overview of data helps guide this process. In the early grades, children identified in DIBELS as 'Intensive' receive AIS support; quarterly benchmarks provide reading comprehension accuracy, Predictive and ITA exams provide specific outlines of areas of need, as well as other assessment in all the grades. Using assessment data results, we've purchased a variety of programs, materials and resources to support student learning.
 - The integration of extra curriculum activities provides the students with an opportunity to expand interests. Activities include the following: sports (tennis, cricket, basketball,) music (keyboard, violin band, chorus), dancing (ballroom, jazz, ballet), technology, Clubs (Art, Math, Writing, Drama.) In addition, Math and Reading after-school programs are provided for at-risk students throughout the school year.
 - Creation of a state of the art Computer Lab has provided our children the opportunity to integrate technology into the content areas. All classes are equipped with computers which are used regularly. In addition, cluster teachers make use of the Lab, the internet and projection carts to enhance teaching. Several classes have laptop computers. These classes have participated in city-wide technology contests, as well as using them in

content area studies. Technology parent workshops that support the Home/School connection provide parents with specific suggestions for at home support. Web sites such as RiverDeep, Scholastic Book Flixs, Brain Pop and National Geographic allow parents to guide student learning at home with additional practice in identified areas of need.

- Creation of a state of the art Library has provided the school with an environment conducive to student learning. The library was designed by our children. It is child friendly and provides an atmosphere that promotes a love of reading.
- In addition to testing data, the school monitors attendance, new admissions and punctuality. Regular reports are generated and reviewed and follow up measures are taken.
- Open access to the Library allows for all children to borrow books of interest and study. Our Science Lab provides children with the opportunities for hands on experiments and our Technology Lab gives children time to use computers in all areas of content study.
- Our school is often a site for other schools to visit and observe best practices.

Significant Aids

- This year we received additional funds - Children's First Initiative funding, and as such, we were able to reduce class size, hire an additional Assistant Principal, purchase additional K-2 materials and re-order printers and new computers throughout the grades. We continued our partnership with three F-status staff members to provide additional support for our special needs population in the area of the Arts, Dance and Technology. Funds are allocated throughout the year for trips and assemblies.
- We have an extremely dedicated and hardworking staff. They continually demonstrate and embrace teaching and learning, and work collaboratively to support each other. With the on-going exchange of their expertise they continue to maintain their level of passion and commitment to excellence.
- The school has purchased a variety of research-based materials to meet the identified needs of the student population. In addition, grade specific needs are identified and materials are ordered. These include programs for AIS students, whole class and differentiated instruction.
- The Parent Coordinator provides outstanding support to parents through various weekly workshops created to promote parent participation. A variety of schoolwide activities are offered to enhance the parent-school partnership.
- The school has many outside partnerships which enhance the student experience- Adult GED, EPIC, NYJTL, NYCARES; local partnerships- Verdino's Florist; CASA; Leadership in Grade 5 including a partnership with Home Depot.
- The Learning Leader Program has been highly successful in the school. Learning leaders volunteer their time to assist in the cafeteria, facilitate workshops with other parents and assist with an line-up. The Learning Leaders program has allowed many parents to become an integral part of the school community.
- This year the community is fortunate to have our schoolyard upgraded through the Mayor's office. Trust for Public Land is currently getting the project underway. This will provide the parents and children of the community with a playground area that will include many new trees, benches, slides, and table games. The project will be completed in early spring of 2009.

Significant Barriers

- Our new wing is currently 7 years old and many of the computers and printers purchased at that time now require much needed repair. One of the Department of Education's new policies requires schools to purchase computer repair services. The current cost is \$400 for a single visit to service ONE computer. With a school as large as PS 108Q - 62 classrooms, with 22 classes in the new wing needing repair - this presents a huge financial burden. In the past, we have been fortunate to receive RESO A funds on alternating years (even years). Unfortunately, this year we are not scheduled to receive these funds and will have to make some difficult choices in light of the city financial crisis. We remain hopeful that funds will surface and we'll be able to continue to integrate technology into each classroom. Either way, we will continue to support the use of technology and look for other ways to supplement our funds - Grant Writing, Fundraising...etc.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Annual School Goals

1. Our 2007-2008 Progress Report indicates children identified as special needs received an Exemplary Gains of 33.3%, which is a 16% positive increase from the year before, which was a gain of 17.2%. Although this represents a huge increase we did not receive exemplary credit. Our action plan to address this goal begins with the Inquiry Team. One of the two teams will track the progress of each student using a variety of tools which will then provide us with concrete data regarding student strengths and weaknesses. In addition specific intervention strategies will be provided to address areas of need. All children with IEP'S will receive AIS (Academic Intervention Support) throughout the year. Each child will receive additional support 3 to 4 times a week with a reading specialist, addressing their individual needs. We anticipate the outcome of this focused initiative will result in an overall increase of 5% this year.
2. By implementing a variety of assessments, our in-house assessments, as well as, the new K-2 on-line assessment (Children's Progress), we will be able to effectively monitor and track student progress in order to design individual action plans for each child. In order to achieve this goal, we will use an overarching approach that is multi-tiered. The first layer will be to identify student areas of strengths and weaknesses using a variety of data collection tools. These tools will provide quantitative and qualitative data helping to guide children through the assessment process and provide follow-up intervention support. Secondly, we will support teacher analysis through weekly meetings which will focus on 'looking at student work and student data' as a means of driving whole and small group instruction. The final approach will be the creation of meaningful at-home activities which parents can use to guide and support their child's learning. These activities will be aligned to the comprehension levels of the children. We anticipate an increase by the end of the year of a minimum of 7 % improvement in literacy as indicated from data collected from September to June.
3. This year our school received an '*Outstanding*' score on the School Quality Report. In addition to all the positive and supportive comments made by our reviewer, we had the opportunity to discuss and reflect on a specific area recommended for continued focus:

To further accelerate the progress of our higher achieving students. Over the last two years we have remained focused on our higher achieving students-*students scoring Levels 3 & 4*. An analysis of student data that identifies progress and proficiency rates for children in grades 3-5 is our initial starting point. An analysis of our Progress Reports from 2006-2007 to 2007-2008 indicates the following: In 2006-2007- 69% of our students performed at levels 3 & 4, as compared to 2007-2008- 75.9% performed at levels 3 & 4. This is an increase of 6.9% in the number of level 3 & 4 students. We anticipate a 6% increase this year of level 3 & 4 students. Using this data we have designed an instructional action plan to challenge and promote higher thinking and reasoning skills. Our objective is to provide a multi-layered support program that will take place during and after-school. Specific guidelines to address individual student needs in order to raise student achievement levels will be our central focus. The children will receive EIS service-Elevated Instructional Support from administrators, literacy and math coaches.

4. Our goal is to increase student performance for ELL students in literacy by providing multiple academic support services. An analysis of our school progress report indicates the following: In 2006-2007 - ELL'S scored at 42.6%. In 2007-2008 results indicate n Exemplary Gains of 52.6%, resulting in a 'Credit' of +1.5%, in Closing the Achievement Gap'. This is an increase of 10%. We anticipate a 6% increase in English Language Learners performance this year. Our goal is to demonstrate continued exemplary gains for these children by implementing an action plan designed to help ELL'S and former ELL children achieve a proficiency rating in literacy. Our School Inquiry Team is working with English Language Learners to provide specific intervention strategies to support their learning. In addition, we will continue to support our *former ELL student* as well. In the past, we were bound by constraints of ESL mandates, which discouraged providing multiple supports for these children. We currently describe this support as 'Double Dipping'. Each ELL student is currently receiving ESL mandated support and in addition, receives AIS literacy and math support during the week.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant):

Literacy- IEP'S

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Our 2007-2008 Progress Report indicates children identified as special needs received an Exemplary Gains of 33.3%, which is a 16% positive increase from the year before, which was a gain of 17.2%. Although this represents a huge increase we did not receive exemplary credit. Our action plan to address this goal begins with the Inquiry Team. One of the two teams will track the progress of each student using a variety of tools which will then provide us with concrete data regarding student strengths and weaknesses. In addition specific intervention strategies will be provided to address areas of need. All children with IEP'S will receive AIS (Academic Intervention Support) throughout the year. Each child we receive additional support 3 to 4 times a week with a reading specialist, addressing their specific needs. We anticipate the outcome of this focused initiative will result in an overall increase of 5% this year this year.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>An action plan outline has been put in place to help us achieve our goal. It includes the following:</p> <ul style="list-style-type: none">• All children who have an IEP are receiving multiple AIS support from literacy push-in staff a minimum of 4 times a week. This is in addition to their regular instructional programs of literacy by the classroom teacher.• The creation of a special Inquiry Team group to monitor and evaluate student progress. The team includes the AP for Special Needs children, two AIS reading intervention specialists, 2 special education teachers, 1 general education teacher and the literacy coach. Each member of the team will be assigned a group of children to track and support throughout the year.

Academic Intervention Feedback forms will track student progress and allow for purposeful collaboration between AIS staff and classroom teachers. Highlighted information will include their strengths and weaknesses. Specific information regarding the skill and strategy mastery of each child is denoted in the narrative. Copies of the AIS Feedback form are distributed bi-weekly and time is allotted for teachers to discuss and reflect on children's academic progress during weekly joint planning sessions.

Each child will participate in the 37.5 minute extended day program (4 times a week: Monday-Thursday) and they're also offered the opportunity to remain for our after-school program 3 times a week. After-school teachers also complete a Feedback form that includes assessment results, which are also shared with classroom teachers.

Mainstreaming plans will be developed for self-contained children. Identified children will be assigned a general education class in the areas of their academic strength. General and special education teachers exchange information and provide updates on student growth.

The implementation of several research-based intervention programs will be utilized. These programs include: Foundations, Wilson, Reading Street, Soar to Success, Early Success, Wrap & Rigby Benchmarking program, LeapFrog literacy and several technology programs in literacy and math, such as Orchard Literacy & Math, PlayStations, Brain Pop and RiverDeep.

We continue to utilize technology as an essential instructional tool for additional remediation at school and at home. Teachers have created school-wide Portal web pages with a variety of activities designed to guide and support in-class instruction.

In August, program schedules were created for all staff, including AIS/ESL...etc. to ensure all children receive services the first week of school. Schedules were designed to accommodate weekly planning.

In order to monitor the progress of our action plan, the following meetings are scheduled weekly/bi-weekly to exchange feedback and reflect on our progress:

- Weekly PIP Meetings attended by
Administration, Coaches
- Weekly Inquiry Team Meetings
- Bi-Weekly AIS Meetings/PPT Meetings
- Weekly Joint Planning Meetings
- Monthly Faculty & Grade Conferences

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funds were allocated in June for the following items in order to attain our goal for the 2008-2009 school year:</p> <ul style="list-style-type: none"> ✓ Contracts for Excellence Funds were used to help reduce class, so that children with identified special needs would have a smaller teacher to student ratio. ✓ An additional Assistant Principal was hired to allow for more one-to-one intensive instructional supervision of special needs classes. ✓ Funds were set aside to purchase reading materials to support additional AIS ✓ Funds were allocated to hire highly qualified literacy experts to provide children with additional support and to assist classroom teachers using a push-in model ✓ Funds were allocated for Professional Development to support teachers. ✓
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The following information will be used as evidence to evaluate our progress:</p> <ul style="list-style-type: none"> • Growth as identified by our in-house customized assessments • Student Growth Monitor Data • Cumulative Acuity Data • A comparative Analysis of State Exams • Student Portfolio's and IEP'S • An overall increase of 3 reading levels within the school year, as reflected in the Student Growth Monitor Reading Assessment • Demonstrated increases in Predictive/ITA exams as evidenced in specific comprehension reading skill areas of need • Demonstrated growth as reflected in AIS student Feedback forms • Demonstrated achievement of children's meeting their yearly IEP goals and objectives.

Subject/Area (where relevant):

K-2

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By implementing a variety of assessments, in-house assessments as well as the new K-2 on-line assessment (Children’s Progress), we will be able to effectively monitor and track student progress in order to design individual action plans for each child. In order to achieve this goal, we will use an overarching approach that is multi-tiered. The first layer will be to identify student areas of strengths and weaknesses using a variety of data collection tools. These tools will provide quantitative and qualitative data helping to guide children through the assessment process and provide follow-up intervention support. Secondly, we will support teacher analysis through weekly meetings which will focus on ‘looking at student work and student data’ as a means of driving whole and small group instruction. The final approach will be the creation of meaningful at-home activities which parents can use to guide and support their child’s learning. These activities will be aligned to the comprehension levels of the children. We anticipate an increase by the end of the year of a minimum of 7 % improvement in literacy as indicated from data collected from September to June.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>The Action Plan developed to support the above goal includes the following areas:</p> <ul style="list-style-type: none">• Hiring highly qualified staff in the early grades.• Hiring an assistant principal to help further support teachers with in-class demonstration lessons and to provide push-in AIS services for At-Risk children.• Reducing class size in grades K-2 to promote differentiated learning.• Developing purposeful Academic Intervention support programs.• Implementing research-based instructional materials that are designed to support student learning.• Creating a data collection system to promote collaboration between classroom teachers and AIS staff.• Developing Math Baseline/Mid/End of year assessments.• Monthly Parent Newsletters to aid parents with at-home reading and mathematics strategies.• Monthly Parent Feedback letters that identify their

child's strengths and weaknesses, with specific suggestions for at home support.

- Professional development opportunities to augment Best Teaching Practices and enhance student learning.
- In order to provide teachers in grades K-2 with a comprehensive literacy program that supports a Balanced Literacy approach, a variety of instructional materials will be purchased. The list includes the following: Early Success Reading Intervention Program, Reading Street Literacy Program that will be used with ELL students in a push-out program, Foundations Phonics/Language Development Program, LeapFrog Literacy, Making Meaning Daily Read Aloud Program. Shared Reading materials will include: Now I Get It, Let's Sing About It', a series of guided reading books in Kindergarten focusing on high frequency words, a variety of Big Books fiction & non-fiction and poems, materials to support literacy centers, such as, listening centers, computers, word game etc., and several computer software programs will be installed in classrooms. These include: Brain Pop, Scholastic Literacy Book Flixs, Orchard and others.
- In June 2008 we held June Planning Sessions as part of our on-going professional development. Teachers in each grade worked with our AUSSIE consultant further enhancing our grade-subject curriculum plans. These monthly and weekly plans focus on the specific 'Big Ideas', driven by 'Essential Questions'. Plans include the following: weekly reading strategies and skills, genre studies in writing plans, and problem solving strategies and investigations in math & science.
- Weekly Joint planning meetings scheduled for the 2008-2009 school year to ensure that on-going dialogue and collaboration are promoted.
- School administrators, Coaches and Staff Developers, in conjunction with AUSSIE Professional Developers, will provide on-going professional development support to teachers. This will include, demonstration lessons, assistance in developing effective lesson plans, study groups, discussion groups, and lesson studies. Our objective is to help create purposeful learning environments that exhibit rigorous teaching and

learning.

- Attendance at a variety of professional development workshops and conferences, which teachers will ‘turn-key’. These will include, but are not limited to the following: Reading: IRA Conference, Math: NCTM Conference, a variety of teacher support workshops in: Science, Social Studies, Art and technology, as well as inter-visitations to model classrooms.
- Academic Intervention Feedback forms were created to track student progress and allow for purposeful collaboration between AIS staff and classroom teachers. These forms include each student’s strengths and weaknesses in literacy/math, as indicated by the specific skills and strategies they are working on.
- Each month parents receive updated information regarding their child’s academic performance. This information includes areas of strength and weakness. It also provides parents will specific suggestions for at home support. In addition, parents will be invited throughout the year to celebrate student work.
- A “Book-A-Night’ reading incentive program will continue to be implemented to promote a love of reading and foster our 25 Book Campaign policy. Children will be required to read a minimum of 5 books a week at home for 40 weeks of school, totaling a minimum of 200 books a year at home. As the books get rotated, teachers allot time for ‘book talks’ among the children. Weekly book reports are also completed.
- Literacy & Math centers will be created to support assessment indicators from DIBELS/Math Assessments.
- Copies of the AIS Feedback forms are distributed bi-weekly for each teacher and time is allotted for teachers to discuss and reflect on their children’s academic progress during weekly joint planning sessions.
- Identified children in grades 1 & 2 remain for the extended day session 37 ½ minutes, four times a week for additional academic intervention services.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funds were allocated in June to purchase literacy, math and technology programs. Funds were also used to hire an additional assistant principal to support our instructional approach. Last year we hired highly qualified AIS Literacy teachers to begin the initial implementation of this objective. Funds were used to keep these experts on staff at PS 108Q in order to continue providing push-in & pull-out services. Three AUSSIE consultants have been hired to provide teachers with in class demonstration lessons across curriculum areas. We are fortunate to have remained with the same AUSSIE consultants and this has allowed us to further develop and refine our K-2 instructional plan.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Children’s Progress data • In-House Assessments • DIBELS • ECLAS Assessments • Student Growth Monitor • Math Assessments • Student Portfolios and Writing Binders <ul style="list-style-type: none"> ○ An overall increase of 3 reading levels within the school year. During the year children are given 3 benchmark exams. In each exam children should demonstrate movement of 1 reading level, totaling a minimum of 3 reading levels during the school year. ○ 60% Proficiency rating for English Proficient general education students on ECLAS. ○ Student Comprehension growth as evidenced in the Children’s Progress on-line assessments and in-house assessments. ○ Student math growth as measured by oral & written assessments (Baseline through end of year).

Subject/Area (where relevant):

Higher Achieving Students

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>This year our school received an ‘<i>Outstanding</i>’ score on the School Quality Report. In addition to all the positive and supportive comments made by our reviewer, we had the opportunity to discuss and reflect on a specific area recommended for continued focus: <i>To further accelerate the progress of our higher achieving students.</i> Over the last two years we have remained focused on our higher achieving students- <i>students scoring Levels 3 & 4.</i> An analysis of student data that identifies progress and proficiency rates for children in grades 3-5 is our initial starting point. An analysis of our Progress Reports from 2006-2007 to 2007-2008 indicates the following: In 2006-2007- 69% of our students performed at levels 3 & 4, as compared to 2007-2008- 75.9% performed at levels 3 & 4. This is an increase of 6.9% in the number of level 3 & 4 students. We anticipate a 6% increase this year of level 3 & 4 students. Using this data we have designed an instructional action plan to challenge and promote higher thinking and reasoning skills. Our objective is to provide a multi-layered support program that will take place during and after-school. Specific guidelines to address individual student needs in order to raise student achievement levels will be our central focus. The children will receive EIS service-Elevated Instructional Support from administrators, literacy and math coaches.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none">● Identifying all Level 3 & 4 children using data that highlights progress and proficiency● Hiring an additional Assistant Principal.● Developing an Elevated Intervention program.● Implementing research-based programs designed to develop higher thinking skills.● Creating a data collection system to better analyze data● To provide meaningful professional development to teachers to help support level 3 & 4 children with challenging center activities & project based hands-on tasks.● To provide a variety of after-school programs: Reading, Math, Art, Dance, Chorus, Tennis & Basketball.

	<ul style="list-style-type: none"> • An in-depth analysis of ARIS data and school data is used to identify the levels of all children. After a review of individual student proficiency & progress performances, we identify our level 3 & 4 students and we evaluate their year-to-year growth with an emphasis on the progress levels. Teams are then established to target support to these children 2-3 times a week during the school day. • The creation of a special Elevated Instructional Team is established to meet with a group of several children to practice higher thinking skills in a variety of different approaches. • Elevated Instructional Feedback forms will track student progress and allow for purposeful collaboration between EIS staff and classroom teachers. Copies of the EIS Feedback form are distributed bi-weekly and time is allotted for teachers to discuss and reflect on children's academic progress during weekly joint planning sessions. • Each identified child will be given an opportunity to participate in one of many enrichment after-school programs. • The implementation of several research-based enrichment programs will be utilized, these programs include: Kaplan, Rally-Skills & Strategies, Guided Book Clubs- Literature Circles and many Software programs- Think Quest, Web Design, Brain Pop and RiverDeep.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funds were allocated in June for the following items in order to attain our goal for the 2008-2009 school year:</p> <ol style="list-style-type: none"> a. An additional Assistant Principal was hired to allow for additional instructional support. b. Funds were set aside to purchase the necessary reading materials to support additional EIS support in literacy. c. Funds were allocated for Professional Development to support teachers. We have continued our partnership with AUSSIE Consultants in literacy and mathematics. d. Funds are set aside for teachers to participate in a variety of conferences and workshops focusing on enrichment.

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Growth as identified by our In-house customized assessments • Student Growth Monitor Data • Cumulative Acuity Data • A comparative Analysis of State Exams • Student Portfolio's • An overall increase of 4 reading levels within the school year, as reflected in the Student Growth Monitor Reading Assessment. • Demonstrated increases in Predictive/ITA exams as evidenced in specific comprehension reading skill areas of need. • Demonstrated growth as reflected in EIS student Feedback forms • Demonstrated achievement of children as reported in our Annual School Report Card.
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Subject/Area:

ELL'S

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Our goal is to increase student performance for ELL students in literacy by providing multiple academic support services. An analysis of our school progress report indicates the following: In 2006-2007 - ELL'S scored at 42.6%. In 2007-2008 results indicate n Exemplary Gains of 52.6%, resulting in a 'Credit' of +1.5%, in Closing the Achievement Gap'. This is an increase of 10%. We anticipate a 6% increase in English Language Learners performance this year. Our goal is to demonstrate continued exemplary gains for these children by implementing an action plan designed to help ELL'S and former ELL children achieve a proficiency rating in literacy. Our School Inquiry Team is working with English Language Learners to provide specific intervention strategies to support their learning. In addition, we will continue to support our former ELL student as well. In the past, we were bound by constraints of ESL mandates, which discouraged providing multiple supports for these children. We currently describe this support as 'Double Dipping'. Each ELL student is currently receiving ESL mandated support and in addition, receives AIS literacy and math support during the week.</p>
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Action Plan*Include:*

actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

- Identifying all ELL students: current and former.
- Hiring certified ESL staff
- Developing purposeful Academic Intervention Support programs.
- Implementing research-based instructional materials that are designed to support student learning.
- Creating a data collection system to promote collaboration between classroom teachers and AIS staff.
- To provide meaningful professional development to augment Best Teaching Practices and enhance student learning.
- All ELL children are receiving multiple AIS support services from several reading push-in staff. This support will be provided 5 days a week for a minimum of 45 minutes. This is in addition to their mandated ESL services based on their individual NYSESLAT results: Beginner, Intermediate, or Advanced. Former ELL students will also receive on-going support a minimum of 2 times a week.
- Academic Intervention Feedback forms track student progress and allow for purposeful collaboration between AIS staff and classroom teachers. These forms include each student's strengths and weaknesses as related to specific skills and strategies studied in the grade.
- Copies of the AIS Feedback forms are distributed bi-weekly for teacher review. Weekly joint planning sessions allow teachers to discuss and reflect on their children's academic progress.
- There are two (2) full time ESL teachers who push-in and/or pull-out during the week in grades K, 1, 2, 4, & 5. There is one (1) ESL Certified classroom teacher on the 3rd grade who provides ESL support to her 3rd graders. All ELL students are being serviced by these teachers.
- ELL Student Profile sheets are created by the ESL teachers for each student they service. These sheets include their NYSESLAT ratings, beginning, intermediate, and advanced. They also indicate specific areas, in which each child needs additional support, i.e.: Writing, Listening...as indicated on the NYSESLAT results.
- Each child is invited to participate in the 37 ½ extended day program (4 times a week: Monday-

	<p>Thursday) and offered the opportunity to remain for our ESL Reading & Math after-school program 3 times a week. After-school teachers complete an After-school Feedback form that includes individual assessment results in literacy and mathematics administered periodically throughout the program. This data is also shared with classroom teachers, in order to bridge student learning during and after-school.</p> <ul style="list-style-type: none"> • The ESL and AIS support teachers use a variety of research-based intervention programs to assist children in achieving yearly gains. The programs include: Foundations, Wilson, Reading Street, English at Your Command, Kaplan’s A Reader’s Workshop in literacy, Readers for Writers, LeapFrog, Making Meaning, Soar to Success, Early Success, Wrap & Rigby Benchmarking program, and several technology programs in literacy and math, such as Orchard, PlayStations, BrainPop and RiverDeep.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funds were allocated in June for the following items in order to attain our goal for the September 2008-2009 school year:</p> <ul style="list-style-type: none"> ✓ Funds were set aside to purchase the necessary reading and math materials to support ESL students. ✓ Funds were allocated to hire highly qualified literacy experts to provide children with additional support and to assist classroom teachers using a push-in model program. ✓ Two additional literacy coaches were hired to provide demonstration lessons, support teachers with daily routines and rituals, and provide on-going support using ESL strategies. ✓ Funds were allocated for Professional Development: AUSSIE Consultants were hired to support teacher’s development. This includes: demonstration lessons, co-teaching and facilitating workshops, and focused discussions on language development for ESL students. ✓ ESL Teachers have on-going opportunities for on-going professional development to support differentiated instruction.

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>In order to monitor the progress of our action plan, the following meetings are scheduled weekly/bi-weekly to exchange feedback and reflect on our progress:</p> <ul style="list-style-type: none"> ✓ Weekly PIP meeting-attended by Administration, Coaches ✓ Weekly Inquiry Team Meeting ✓ Bi-Weekly AIS/ESL Meeting ✓ Bi-Weekly PPT Meeting ✓ Weekly Joint Planning Meeting ✓ Monthly Faculty & Grade Conferences ✓ An overall increase of 2 reading levels within the school year. During the year children are given comprehension reading benchmark exams, these children should demonstrate a minimum growth of 2 reading levels during the school year. ✓ Demonstrated increases in Predictive/ITA exams as evidenced in specific comprehension reading skill. ✓ Demonstrated growth in NYSESLAT results as evidenced by increased proficiency ratings, as well as specific areas of need, i.e.: Writing, listening... ✓ Evidence of meeting grade specific standards in all subject areas as reflected in student portfolios.
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REQUIRED APPENDICES TO THE CEP FOR 2008-2009

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM
New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	33	28	15	N/A	0	3	0	0
1	44	39	17	18	1	4	1	1
2	51	42	18	N/A	1	5	0	0
3	41	35	N/A	6	3	6	2	1
4	69	58	10	9	2	5	3	0
5	70	61	40	24	4	7	1	0
6								
7								
8								
9								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after-school, Saturday, etc.).
ELA:	Several Research-Based Intervention programs are used during and after-school. Some of these programs include: Wilson-Fundations, Early Success, Soar to Success, Kaplan, LeapFrog, Play Stations, and Essential Skills & Strategies. AIS teachers and coaches service students in small groups during the school day. An ELA after-school program is available.
Mathematics:	Several Research –Based programs have been implemented. These include: Math Connects, Kaplan, Coach, and Orchard Math. AIS teachers and coaches service children during the school day in small groups. An after-school math intervention program is also available.
Science:	Our science clusters have 2 periods a week built into their programs to provide additional services to children in need of more support. These teachers push-in to classes and provide small group instruction. Materials used include: Science Text, children’s weekly magazines such as, National Geographic, Weekly Magazine...
Social Studies:	Our social studies clusters have 2 periods a week built into their programs to provide additional services to children in need of more support. These teachers push-in to classes and provide small group instruction. Materials used include: Social Studies Text, children’s weekly magazines such as, National Geographic, Weekly Magazine...
At-risk Services Provided by the Guidance Counselor:	Our Guidance Counselor provides At-Risk services to children during the school day. Depending of the individual situation, she meets them either one on one or in a small group. She utilizes a variety of behavior intervention strategies in her sessions.
At-risk Services Provided by the School Psychologist:	For children in need of At-Risk services, have opportunities during the school day to meet with the School Psychologist to discuss and address issues.
At-risk Services Provided by the Social Worker:	Our Social Worker provided time during the school day to meet with children to address any issues, and is also available for parents as an additional support.
At-risk Health-related Services:	For the children in need of At-Risk services they have opportunity to receive these services by one of several Health-Related personnel at the school.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2008-2009) LAP narrative to this CEP.

Language Allocation Policy Document 2008-2009:

P.S. 108Q is a pre-kindergarten through grade 5 elementary school located in South Ozone Park, New York. There are currently 1293 students enrolled at P.S. 108Q, 87 of the students are English Language Learners. 6.7% of the school's population consists of English Language Learners. Two ESL teachers and one general education teacher service 87 students in a push-in/pull out Freestanding English as a Second Language Program. All three teachers are certified to teach ESL. There are 28 ELL students in kindergarten, 18 ELL students in grade 1, 13 ELL students in grade 2, 12 ELL students in grade 3, 11 ELL students in grade 4, and 5 ELL students in grade 5. 66 students are Spanish speaking, 2 students are Bengali speaking, 2 students are Urdu speaking, 9 students are Arabic speaking, 2 students are Punjabi speaking, 1 student is Chinese speaking, 1 student is Hindi speaking, 2 speak Dutch, and 2 are French speaking.

The parent survey letters indicate that the parents prefer for their children to be in a mainstream class with the support of an ESL teacher in a push-in/pull out program. Parents are informed about the program choices through meetings held throughout the school year by the ESL teachers, the parent coordinator, and the administration. Letters go home in the families' native languages, and translators are available to meet with the parents to explain the different program choices. Ms. Rosa, the parent coordinator, works closely with the ESL teachers and the administration to plan meetings to inform and assist the parents. Out of the 87 parental options forms that were signed and returned, 78 chose Freestanding ESL and 9 chose Bilingual Education. The programs offered at our school are aligned with parent requests.

According to the LAB-R and the NYSESLAT results, 21 kindergarten students are at the beginning level, 2 are intermediates, and 5 are scoring at the advanced level of proficiency. In grade 1, 10 students are beginners, 6 are intermediates, and 2 are scoring at the advanced level of proficiency. In grade 2, 4 students are beginners, 1 student is intermediate, and 8 students are scoring at the advanced level of proficiency. In grade 3, 3 students are beginners, 6 students are intermediate, and 3 students are at the advanced level of proficiency. In grade 4, 3 students are

beginners, 3 students are intermediate, and 5 students are at the advanced level of proficiency. In grade 5, 1 student is a beginner, 2 students are intermediates, and 2 students are at the advanced level of proficiency. 48.3% of the ELL students in the Freestanding English as a Second Language Program are beginners, 23% are intermediates, and 28.7% are advanced. On average, the students improved in all four modalities across the proficiency levels and grades. The results of the NYSESLAT exams are broken down into the four modalities (listening, speaking, reading and writing), this helps drive instruction for the ESL and classroom teachers. Each student's individual results are analyzed by the ESL teacher, the classroom teacher and the administration, in order to individualize instruction based on each child's needs. The results of the exams are used to plan the push-in/pull-out program to ensure that differentiating strategies are used to meet the student's individual needs.

The data collected from the State Math Exams administered in the spring 2008 indicate that out of the 27 students who took the exam 2 students scored a level 1, 3 students scored a level 2, 18 students scored a level 3, and 4 students scored a level 4. According to these results, the majority of the ELL students are meeting grade level standards in mathematics. The data collected from the State ELA Exams administered in the winter of 2008 indicate that out of the 23 students who took the exam 4 students scored a level 1, 14 students scored a level 2, and 5 students scored a level 3. According to these results, the majority of the ELL students are approaching grade level standards in literacy. The LAP team analyzed the scores from the Social Studies State Exam administered to the grade 5 students in the fall of 2007. 5 fifth grade students took the State Social Studies Exam in the fall of 2007. 2 students scored a level 1, 1 student scored a level 2, 1 student scored a level 3, and 1 student scored a level 4.

The ELL students in grades 3-5 were the target students for the Inquiry Team. The team met weekly to analyze and discuss data, plan and organize assessments and outline an action plan to meet the needs of the students based on their needs (See the attached spread sheets outlining the results of the reading and math Predictives and ITA assessments).

The school leadership, the ESL teachers, and the classroom teachers use the data results of from the assessments outlined above to create an action plan to meet the needs of all of the students. The results help in Planning Instructional Curriculum, Professional Development, Academic Intervention, and the purchasing of materials in order to meet the needs of the children. The students are grouped according to their proficiency levels in grade appropriate

settings using materials to enhance their level of language acquisition. Students new to the country, who are beginners and who have just begun to learn the language, are offered the exams in their native language, where available, otherwise a translator is provided.

The students identified as Students with Interrupted Formal Education are placed in the corresponding ESL program level based on their assessments. They receive intense Academic Intervention Services from certified teachers in a push-in/pull out program. They attend the 37 minute extended day program and the after school programs for additional support.

All students who are new to the school are required to fill out the Home Language Survey. Students are tested immediately to determine their eligibility for the ESL program. Parents are informed about the three different program options and they are invited to meet with the teachers, parent coordinator and a supervisor. The students are placed in classes according to the mandated times based on their proficiency level in a push-in/pull-out model of instruction. The classroom teacher and the ESL teacher meet on a weekly basis to discuss the students' progress, lesson plans, and adapting the curriculum to meet the needs of the students. The ELL students in grades 2-5 are invited to an after school program to enhance language acquisition using Plato PlayStations, Leapfrog materials and a variety of literature books on their 'Just Right Reading' level.

The long term ELL students remain under the ESL program instruction after the first three years of instruction. The ESL teachers continue to service the students according to their mandated times based on their level of proficiency. The students are also invited to attend after school programs and additional academic intervention services throughout the school day. Classroom teachers and the ESL teachers work collaboratively to create an academic intervention plan to meet the needs of each student.

ELL students with special needs are placed in the Least Restrictive Environment according to their Individualized Educational Plans. ESL teachers service the students according to their mandated times based on their proficiency levels. The teachers adapt the lessons to meet the needs of the students according to their Individualized Educational Plans and their language needs. The teachers meet to devise a plan for the students.

The students who have reached proficiency level on the NYSESLAT Exam are placed in the mainstream classrooms that are designated for the ELL students on each grade. When the ESL teachers push in the classrooms they provide continuous support for the students who have

tested out of the program. An academic intervention plan is devised for each student based on his/her needs. After school and additional in school academic intervention services are offered to the students.

Academic language development is planned as an acquisition process over a two/three year span. The student acquires language by understanding language a bit beyond their level of competence with the help of context or extra linguistic information until language starts emerging fluently over time. Academic language development is planned based on the level of proficiency for each student. The students are immersed in a print rich environment and taught with standards based instruction in all content areas.

The three ESL teachers work collaboratively to plan and schedule their programs with the assistance of the supervisors in order to make sure that each student receives the mandated services he/she is entitled to. The majority of the students are clustered in 2 classes per grade in order to allow for a majority of push-in periods. Explicit ESL is taught by two teachers who service the students in kindergarten through grade 2 in a push-in/pull-out model. Two teachers services grades 3-5 in a push-in/pull out model. The beginner and intermediate students receive 360 minutes of instruction a week and the advanced students receive 180 minutes of instruction a week. All students who are required to receive ESL are being serviced according to the mandated times.

There are two book rooms in the school for the ESL teachers to borrow big books, books on tape, leveled books and picture books. Each classroom received a new Mayor's Library with a variety of books across the genres on all different levels. The classrooms have Making Meaning Kits, which are used for conducting a Read Aloud, these are used during their literacy blocks. Kindergarten and grade 1 teachers use the Foundations Program in the literacy block to help teach the students phonics and reading strategies. Early childhood teachers use the Leapfrog materials, the Reading Street Program, and the Plato PlayStations in their classrooms to enhance learning and language development. Upper and lower grade students are using the Lexia and the Attanasio computer software. The teachers have access to ELA packets with materials to use across the genres according to the skill of the week. The teachers use these materials to plan effective lessons following the Balanced Literacy Prototype. The teachers use the leveled books in the bookrooms for the guided reading lessons. The classroom teachers and

the ESL teachers have worked together to create reading and writing curriculum plans across the grade levels.

Continuous professional development is offered to the teachers of the ELL students within the school and through the district/city. Staff development sessions are held during weekly grade planning sessions, study groups, faculty conferences and grade meetings each month. The teachers are trained in teaching strategies across the curriculum areas. They are trained on how to modify instruction to meet each student's individual needs. Within the school, teachers train one another on successful teaching practices through inter-visitations and planning sessions. A schedule is created for master teachers to model lessons for their colleagues in their areas of expertise. Extensive training in Balanced Literacy and Everyday Mathematics has been provided over the past few years. A large majority of the professional development sessions is focused on assessing students through conferencing and using the information to meet the needs of the students. The teachers have received training on incorporating literacy in the content areas. The professional development is geared towards increasing the level of instruction in order to increase the level of student performance. Each professional development session focuses on a specific curriculum topic. During each professional development, discussions take place as to how to implement programs and practices with the ELL students. Teachers collaborate to analyze, plan and assess programs and materials and determine how they can be used to meet the needs of the students.

The Language Allocation Policy Team is working collaboratively to devise a plan in order to continue to enhance the academic progress of the ELL students. Through professional development and the collaboration of the teachers servicing the students, we will continue to increase the level of instruction for the ELL students, which, in turn will increase student performance across the content areas. The students' level of literacy in the native language is taken into consideration when planning to meet each student's individual needs. If a student is proficient in his/her native language, he/she has an easier time learning the English language. The supervisors, the ELL teachers, and the classroom teachers constantly analyze and assess student achievement to monitor academic growth. Our goal is to continue to evaluate the progress of our students in the Freestanding English as a Second Language Program in order to continue to enhance language proficiency.

Part B: CR Part 154 (A-4) Bilingual/ESL Program Description:

Type of Program: ___ Bilingual X ESL ___ Both Number of LEP (ELL) Students Served in 2007-08: 87
(No more than 2 pages)

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:

PS 108Q is a PreK-5 Title I school in District 27, in Region 5. PS 108Q serves a population of 1328 students. The majority of the students are from low-income families and all of our students qualify for free lunch. Our diverse ethnic population consists of the following: 2% of our students are white, 4% black, 30% Hispanic, 64% Asian and others (others include Pacific Islanders, Alaskan Natives, and Native Americans). Currently 70 of our students are English Language Learners (ELL). The major language spoken by the ELL students is Spanish. The results of the 2008 NYSESLAT exam indicate that, of the students who were administered the test, 13 students were at the beginning level of English proficiency, 26 students were at the intermediate level of proficiency and 26 students were at the advanced level of proficiency, and 26 students were proficient. In addition, State assessment results demonstrate an increase in the number of students approaching or meeting grade level standards in ELA. In grade 3, 40% of the ELL students scored level 3 or 4 on the ELA. In grade 4, 25% of the students scored a level 3 or 4 on the ELA. In grade 5, 20% of the students scored level 3 or 4 on the ELA. We are working to improve instruction for our ELL students to enable them to become proficient in the English language. This will increase their success on standardized assessments.

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

The school has a Free Standing ESL Program consisting of pull-out and push-in models. These models provide English as a Second Language and content area instruction in English only.

The program serves approximately 70 students in several classes per grade from kindergarten to grade 5. The ELL students are grouped according to their level of English language proficiency: Beginner, Intermediate, and Advanced, as determined by the Lab-R and NYSESLAT exams. Three fully certified full-time ESL teachers service the ELL population in the school.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

ESL children have an opportunity to participate in several extracurricular activities during the year. We provide an ESL after-school program three (3) days a week to all ESL children in grades 2-5. Teachers who teach this reading/math after-school program are ESL certified. In addition, we have several after-school programs in which ESL children can participate. They include: Dance/Movement, Basketball, Art, Book Club, Tennis (spring only) and Music.

- II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

PS 108Q is dedicated to increasing parental involvement of our ELL students. The administrative team, the Parent Coordinator and the ELL teachers are active in promoting parent involvement. Continued weekly workshops for parents will be offered during the school day. These workshops will address literacy as well as other areas of the curriculum and/or concerns. The Parent Coordinator will provide workshops and parent outreach on a consistent, on-going basis as well as support the needs of the school's parents at district-wide parent forums and training sessions. The ESL teachers, the literacy and math coaches, the Parent Coordinator and additional staff members will provide interpretation services for our parents who do not speak English and help translate all written communications sent home with students.

The following workshops for parents and community members will be offered:

- Understanding of, and participation in instructional initiatives, school procedures, grading policies
- Understanding the Parent/School Compact / Rights and Responsibilities of School and Parents
- Developing parent literacy: ESL classes, parenting skills, etc.
- Participating on the School Leadership Team and subcommittees
- Utilizing family support resources in the community in the areas of career development, health, social services, etc.
- Participating in Learning Leader's Parent Volunteer Program
- Adult ESL classes & GED Classes
- Computer Classes for Adults

- III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

PS 108Q provides parents of newly arrived ESL students a series of support services prior to their children attending PS 108Q. June Orientation Meetings are held during the school day. Parents and their children have the opportunity to visit the school, meet with ESL teachers, Administrators, classrooms and teachers. Several pieces of important school literature is also discussed and distributed for parent's reference. These include, curriculum plans, thematic units, student goals, Parent Brochure detailing school policies, such as arrival, dismissal procedures, lunch, bussing, and other essential information. In addition, newly arrived ESL children who register during the school year at PS 108Q are immediately identified during registration and ESL support staff and the Assistant Principal for ESL are notified of their arrival. During this initial meeting we are able to

confer with the parent(s) and provide specific information regarding our ESL program. The ESL teacher 'Benchmarks' the child to get an initial reading comprehension assessment, in either their native language or English. All ESL children immediately receive their mandated ESL support. In addition, we have several AIS reading specialists on staff who will also provide these children with additional reading support. These teachers typically push-in to classrooms to guide and support instruction. Our certified ESL teachers also provide a push-in and/or push-in model of support.

- IV. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in on-going, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

Professional Development Program

PS 108Q has identified the professional development needs of its staff. We concluded that in order to help our ELL students meet New York State Learning Standards, professional development in the area of effective use of teacher practices to support student increased performance was a priority. All targeted staff will work with high quality staff developers and specialists. Training and support will focus on the following:

- NYS-ESL standards alignment to core curriculum
- Best approach methodologies, instructional strategies, and ESL prototypes
- Data analysis and comprehensive needs assessment
- Parent involvement
- Preparing students for the NYSESLAT
- Maximizing the NYCDOE Workshop Model
- Incorporating LeapFrog, School-House Multi-sensory Instructional Resources
- Incorporating PLATO Learning Instructional Resources
- Strategies for Differentiated Instruction

The following outlines the Professional Development ESL teachers will attend this year:

- November 5th : ESL Instructional Strategies
- November 17th & 18th: ELL Workshop Writing Initiatives
- November 26th: ELL Workshop Writing Initiatives: Differentiating Strategies
- February 25th: ESL Workshop Reading Strategies
- April 24th: School-wide Workshop Writing

The Title III funding will allow PS 108Q to implement and sustain language instruction for ELL students throughout the school day and during after-school programs.

- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

PS 108Q provides all ESL children with double support services. Their first mandatory service is provided by our ESL certified teachers, and the second round of support comes from our literacy reading specialist. These teachers use a variety of research-based programs such as Reading Street, LeapFrog, Early Success and Soar to Success as well as immerse them in small guiding reading groups aligned to their reading comprehension. The data collected from the reading teachers is shared amongst all teachers who share the responsibility for these children. During bi-monthly meetings time is allotted to review and reflect on student information. A continual review of student work helps us to identify their strengths and weaknesses and helps the team to modify, intensify or redirect the support.

- VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2008-09

School Building: PS 108Q District 27

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program			
	3					3

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

Part D: CR Part 154 – Sample Student Schedules

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template

SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual) - N/A

Bilingual Program Type: ___ TBE ___ Dual Language
 Indicate Proficiency Level: ___ Beginning ___ Intermediate ___ Advanced

School District: _____ School Building: _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
2	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
3	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
4	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
5	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
6	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
7	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
8	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					

Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009

Form TIII – A (1)(a)

Grade Level(s) K-5 Number of Students to be Served: 70 LEP Non-LEP
Number of Teachers 3 Other Staff (Specify)

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Language Instruction Program

PS 108Q is a PreK-5 Title I School in District 27, in Region 5, that serves a population of 1328 students. The majority of the students are from low-income families and all of our students qualify for free lunch. Our diverse ethnic population consists of the following: 2% of our students are white, 4% black, 30% Hispanic, 64% Asian and others (others include Pacific Islanders, Alaskan Natives, and Native Americans). Currently 70 of our students are English Language Learners (ELL). The major language spoken by the ELL students is Spanish. The results of the 2008 NYSESLAT exam indicate that, of the students who were administered the test, 13 students were at the beginning level of English proficiency, 26 students were at the intermediate level of proficiency and 26 students were at the advanced level of proficiency, and 26 students were proficient. In addition, State assessment results demonstrate an increase in the number of students approaching or meeting grade level standards in ELA. In grade 3, 40% of the ELL students scored level 3 or 4 on the ELA. In grade 4, 25% of the students scored a level 3 or 4 on the ELA. In grade 5, 20% of the students scored level 3 or 4 on the ELA. We are working to improve instruction for our ELL students to enable them to become proficient in the English language. This will increase their success on standardized assessments.

PS 108Q has a Free Standing K-5 ESL Program that provides support for all ELL students. Academic Intervention Services are provided by an English Language Learner Specialist to help ELL students who require assistance to meet State and City Standards. We have three full time ESL teachers. ELL students in general education and special education classrooms receive mandated ELL services from an ESL teacher (pull-out/push-in models) to increase English language and vocabulary proficiency through a content-based course of instruction. The students are grouped according to their language proficiency in grades K-5. ELL students at the beginning and intermediate levels of English proficiency are provided with ESL services of 360 minutes per week. Students who are at the advanced level of English proficiency receive 180 minutes per week. A certified ESL teacher using a pull-out/push-in model services the students in small groups throughout the school day. Teaching practices include instruction in English using intensive ESL methodology. The philosophy of ELL instruction is best articulated in the Cognitive Academic Language Learning Approach (CALLA). This approach focuses on integrating academic language development, content area instruction and explicit instruction in learning strategies for both content and language acquisition. The LeapFrog Program, a highly motivational technology based ESL intervention that builds vocabulary and literacy, has been implemented. Additional teaching practices include cognitive, meta-cognitive and affective strategies that infuse language development through the content area based on research by A. Chamot and M. O'Mally. Additional teaching strategies include integrating listening, speaking, reading and writing activities that are relevant to academic subjects using Dr. D. Short's Sheltered Instruction Observation Protocol. PS 108Q continues to investigate best practices that are scientifically based for sustaining and accelerating the achievement of the English Language Learners.

At PS 108Q, a review of the results for ELL students by the Inquiry Team members using ELL Assessments including teacher observations, student work and NCE gains to measure growth in English proficiency, indicated the following needs:

- Increase student performance on the NYSESLAT
- Increase student academic achievement in all academic areas
- Continue to increase ESL instruction time for students through after-school programs using Title III funds
- Increase the quality of instruction through on-going teacher training

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

PS 108Q has identified the professional development needs of its staff. We concluded that in order to help our ELL students meet New York State Learning Standards, professional development in the area of effective use of teacher practices to support student increased performance, was a priority. All targeted staff will work with high quality staff developers and specialists. Training and support will focus on the following:

- NYS-ESL standards alignment to core curriculum
- Best approach methodologies, instructional strategies, and ESL prototypes
- Data analysis and comprehensive needs assessment
- Parent involvement
- Preparing students for the NYSESLAT
- Maximizing the NYCDOE Workshop Model
- Incorporating LeapFrog School-House Multi-sensory Instructional Resources
- Incorporating PLATO Learning Instructional Resources

The Title III funding will allow PS 108Q to implement and sustain language instruction for ELL students throughout the school day and during after-school programs.

Form TIII – A (1)(b)

**Title III LEP Program
School Building Budget Summary**

Allocation: \$15,000		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$11,787	Two (2) Licensed ESL teachers: After-school Program Three day a week program Tues-Thurs
Purchased services such as curriculum and staff development contracts		
Supplies and materials	\$1,262	ESL/ELA Materials (Skills/strategies)
Travel		
Other	\$1,951	Program Supervisor
TOTAL	\$15,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

We conducted an assessment of our written translation needs with the administration, the ESL teachers, the secretaries, the Parent Coordinator, the computer teacher, and our literacy and math coaches. We discussed our ELL population and our needs in terms of translation in order to maximize student achievement and parental participation. We have a large ELL population consisting of students who speak Bengali, Hindu, Arabic and Spanish. In order to provide the students and their families with continual support in our school community we determined that we need to be able to translate all school bulletins and memorandums for the parents in their native languages. In order to do so we must reach out to our school community and the schools in our region to find staff members who are able to translate in these languages so we can open up the lines of communication between the school and parents who have difficulty understanding the English language. In addition, we extensively use the DOE'S Translation and Interpretation Unit services to translate all parent letters, as well as, other important school information; this is designed to ensure that all parents are fully informed in their child's education.

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

The major findings of our school's written translation and oral interpretation needs are as follows:

- We need to provide language assistance to our parents and students who do not understand the English language. Parents have the opportunity this year to participate in weekly GED sessions in both English and Spanish. Attendance at these workshops is high and parent enthusiasm for the program can only be described as overwhelming and positive. During the school year several ESL children participate in the Spanish Citywide Spelling Bee in which our Spanish speaking parents help coach these children. We've had great success with this initiative.

- We need to translate and interpret all school documents in a timely fashion in order to communicate effectively with our parents. We do this by sending all of our parent letters, school brochures, etc, to the city's translation service, who in turn translate our documents. This is an excellent resource that we continually use throughout the year. In addition, during all parent

conferences with individuals who speak a language which we do not have someone on staff to interpret, we contact the DOE translation services (phone) for assistance. This is an excellent resource for the school and it has aided us in getting the correct information to these parents. The majority of the parents who require translation services are predominately speak Spanish, we also have several parents who speak Arabic and also require translation services.

- We need to provide parents with continual support and one-to-one meetings as needed. We created Home Resource materials for parents that are specifically aligned to their children's reading comprehension level. In this way, when parent-teacher conferences are held throughout the year a teacher provides that parent with content specific materials to assist their child at home. This is a new school initiative that has received wonderful feedback from parents.

These findings were reported to the school community through PTA meetings, Leadership meetings, and our Parent Coordinator.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
 - We will have teachers and staff members who speak the native languages of our students work on translating report cards, curriculum bulletins, exams, parent notices, and all other necessary documentation to assist the parents and the students.
 - We will have the computer teacher work collaboratively with the secretaries and the coaches on using computer software to translate materials for the parents and the students.
 - We will have teachers and staff members who speak the native language of our ELL students translate parent letters by the Parent Coordinator and the classroom teachers to order to open up the lines of communication between the parents and the school community.
 - We will continue to utilize the services provided by the DOE to aid in translating parent letters as well as their call-in translation services to assist us during parent meetings where necessary.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

We hold meetings in which the administration, the ESL teachers, classroom teachers, Parent Coordinator, coaches, and the family assistant discuss our oral interpretation needs. We found similar results to our written translation needs. We want to be able to open up the lines of communication between the school community and the parents who have difficulty understanding the English language. Because we have students who speak a variety of languages, it is important that we reach out within our school and the region to find people who

are able to translate for the parents. The teachers have expressed concerns about discussing the progress of ELL students with the parents during conferences.

The oral interpretation services we plan to provide to meet the needs of our ELL students and their parents are:

- We plan on reaching out to our school community and the region to find staff members who are able to translate Arabic, Spanish, Bengali, and Hindu.
 - We plan on offering parent workshops based on the ELL program and the required curriculum.
 - With the Parent Coordinator, the administration, and the ESL teachers, we would like to provide the parents of ESL students the opportunity to come to the school and work on their language skills using the Leapfrog program, Lexia software, and the Pacific Learning materials.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Upon student registration, the school administration is notified when the parent completes the Home Language Form indicating another language spoken at home. At that time, our certified ESL teachers are notified that they need to test the child using the LAB-R to determine children's eligibility for ESL services. If eligible, children will begin to receive services immediately. We will inform the parent that translation services are available. Language information will also be added to the student's Emergency Card. We will provide translated documents in a timely fashion in order to keep the parent informed about school issues (standards and performance, conduct, safety, discipline, special education and related services, transfers and discharges, and permission slips) and provide translation services so the parent understands important information regarding his/her child's education and progress. If the school cannot provide interpretation services, we will attach a cover letter informing the parent how he/she can receive free translation or interpretation of the document. Additionally, the school's safety plan will contain procedures for notifying parents in need of language assistance on how to reach the school's administrative offices.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

1. Enter the anticipated Title I allocation for the school for 2008-2009 \$664,662
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program \$6,647
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified \$33,233
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year 100%
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. **School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

Title I Parent Involvement Action Plan/Budget Proposal

Total Amount of Title I Parent Involvement Allocation \$6,647

Approved by General Membership on: October 27, 2008

School: PS 108 Q

PAC/PA Chairperson's Signature: Vedoutie Hoobraj

Principal's Signature: Marie Biondollilo

FOCUS	GOALS Strategic Outcome	OBJECTIVES Major Tasks & Activities	TIME FRAME	INDICATORS OF SUCCESS	RESPONSIBILITY Accountable Persons	SUPPORT Resources
GED	Train, teach and prepare parents for GED exam.	Attain higher degree in education and to ultimately secure a job in the work force.	Tuesdays and Thursday Sept. to June	Passing GED Parent participation Parent feedback	Parent Coordinator 2 NYC certified GED (Adult Education) teachers	GED appropriate materials Grammar/Math, 3 hour sessions, 2 days a week, 2 sessions am and pm.
Welcome Back to School 'Meet the Teacher'	To familiarize parents with curriculum and visit classrooms to meet with teacher	To familiarize parents with performance standards for the grade and school expectations	Week of Sept. 23, 2008	Parent participation Parent feedback	Administration Teachers Parent Coordinator Parent Association	Parent Brochures distribution Distribute flyers in 6 different languages Books – grade appropriate
EPIC Ready, Set, Read	To empower parents to help their children succeed in school	Provide a series of focused workshops designed to support student success and parent advocacy	October 2008 to December 2008 (Spring 2009 TBA)	Parent participation Parent feedback	Principal P.C. Co-facilitator EPIC Facilitators	Parent Handouts Parent Resources Refreshments Raffles
Ladies Book Club	To promote interest in reading To provide parents with the opportunity to meet and share ideas with other women	To provide time for parents to exchange ideas and feelings when reading a variety of books.	October – June	Parent participation Parent feedback	UFT Facilitator Parent Coordinator Principal PTA	Distribute books Discuss relevant issues Refreshments
Adult ELL Classes	Assist parents to learn English in an effort to empower parents academically and socially	Teach: Conversation and Grammar: grammar/phonics sentence structure reading and writing	Oct. 15, 2008 June 2009	Parent participation Improvement of communication skills	Parent Coordinator ELL Teacher Certified Board of Education ESL Teacher	Learn English CD (Classes on computer) Books and materials distributed to parents
	To familiarize parents	Teaching parents the importance of	On-going (Monthly)	Parent participation	Parent Coordinator	Books

Literacy Workshop	with the enjoyment of reading with their children	reading with children	workshops)	Parent feedback		Coordinated Craft
Halloween Magic Show Presentation Grades K-5	Socialization - Engaging parents and children in "Fun" school setting	Family Quality Time Celebration – Magic Show, Costume Contest	Oct. 23, 2008	Parent/children participation Parent feedback	Parent Coordinator Parent Association 25 Teachers –Gr. K-5	JPZ Entertainment Balloons and goodie bags distributed to all students; prizes awarded to winning costumes
Cancer Awareness	Support cancer awareness. To inform parents of early signs of cancer, prevention, and early diagnosis	To highlight the importance of cancer awareness	Oct. 21, 2008 Nov. 3, 2008	Parent participation Parent feedback	Parent Coordinator Assistant Principal American Cancer Society Presenter	Brochures Pins Refreshments Giveaways
Hockey Trip	To engage parents and children in quality time together	To show the importance of sportsmanship Expose children to new sporting events	Nov. 1, 2008 March 7, 2009	Parent/children participation	Administration Parent Association Parent Coordinator Teachers, Parents, Children	Toys/prizes Hats
Learning Leaders	To train school volunteers to become leaders Linking parents with school	Learning leaders assist in all school functions and activities	Nov. 14, 2008 Nov. 17, 2008	Parent participation	Parent Coordinator Volunteer Coordinator	Certificates and a Volunteer Guide Book distributed to parents Celebrations
Fire Safety Prevention	Promote Fire safety	Train parents about preventive measures for fire safety (safety tips) To discuss proper protocol for dealing with a fire	Nov. 12, 2008	Parent participation Parent feedback	NY Fire Safety Department Parent Coordinator	Free fire detectors Refreshments
CPR	To save lives	To teach parents CPR techniques to save lives	Nov. 21, 2008 2 Sessions	Parent participation Parent feedback	NY Fire Department	Refreshments Free materials Free 'Resuscitator Annie' to practice life saving techniques
Family Movie Nights and Holiday Events	Socialization among teachers, parents and children	Showing of Family Movies to encourage family interaction	Nov. 2008 Dec. 2008 Additional 2009 dates TBA	Parent/children participation Parent feedback	Parent Association Parent Coordinator Principal School Administration Teachers	Movie Goody Bag Activity Books
Prep for Parents - Social Studies and ELA Exams	Workshop presentation to familiarize parents with test taking strategies used for academic success	Review of previous exams Demonstration of effective test taking skills Sample booklets distributed; Discussion of Document Based	Nov./Dec. 2008	Parent participation Parent feedback Higher achievement scores	Principal Assistant Principal Literacy Coach	Sample of previous exams and materials given to parents Helpful websites

UPDATED – OCTOBER 2008

		Questions				given to parents
Traditional Karate America	Show Respect Leadership Street Smart Safe Kids	Teach students/parents to build quality characteristics – self-defense, esteem, self control, respect	Dec. 2008	Parent/children participation	Traditional Karate America Assistant Principal Parent Coordinator	Distribution of pens, flyers Refreshments
Multi-Cultural Feast	Expose parents and children to various cultures	Inform parents and children of diversity among peers.	Dec. 2008	Parent/children participation Parent feedback	Parent Coordinator PreK Social Worker Parent Association	Holiday Craft Refreshments
Learning Leader Appreciation Luncheon	Acknowledge parent support	To show appreciation and encourage continued parent support	Dec. 2008 June 2009	Parent participation	Administration Parent Association Parents	Distributed Certification of Thanks Token of appreciation
Computer Classes for Adults	Workshop presentation to familiarize parents with computers. Workshop to include a review of programs	To help parents become aware of the potential of the use of computers as a tool for enrichment/remediation	On-going	Parent participation Parent feedback	Principal Parent Coordinator Computer Teacher	Use of computers onsite Materials distributed to parents Refreshments
Cornell University Nutritional Classes	“Healthy Living” - Educating and demonstrating healthy recipes and physical exercise	Basic Nutrition Menu Planning Food Safety Exercise	Spring 2009 6 Weeks	Parent participation Parent feedback Completion Certificate	Parent Coordinator Cornell University Nutritionist	Certificates upon completion Refreshments Food to make healthy snacks
Preparation for NYS Math – ELA Grades 3 - 5	Presentation to familiarize parents with test taking strategies	Overview of the exams Demonstration of effective test taking strategies Review of specific materials	Jan. 2009 ELA Feb. 2009 Math	Parent participation Parent feedback Higher achievement scores	Assistant Principals Math Coach/Reading Coach Parent Coordinator	Handouts Review and discussion Refreshments
Literacy Night	Socialization: Year long event around a specific theme. Staff reads to children as well outside entertainment vendor: characters, etc.	Enhancing Quality Time	Spring 2009	Parent/children participation Parent feedback	Principal Literacy Coach Parent Coordinator Parent Association Volunteer Teachers	Variety of children literature Decorations around theme
Math Night	Workshop for parents and children focusing on hands-on math activities that support school math instruction	To help parents become familiar with math curriculum and to provide parents with concrete ideas (math activities) to use at home	Spring 2009	Parent/children participation Parent feedback	Principal Math Coach Parent Coordinator Parent Association Volunteer Teachers	Everyday Math Math manipulatives Handouts
Dental Screening And Parent Workshop	To inform parents of the importance of dental hygiene	Good dental hygiene Importance of dental visits	March 2009	Parent participation Parent feedback	Administration Nurse Parent Association Parent Coordinator School Psychologist	Brochure Toothpaste toothbrush Refreshments

UPDATED – OCTOBER 2008

Grandparents Day	Getting grandparents and grandchildren together	Provide a memorable time between grandparents and children	Spring 2009	Grandparent/children participation Positive feedback	Principal Parent Coordinator	Pictures Gifts for grandparents Refreshments
Preparation for NYS Science Test	Parents are familiarized with test taking strategies so that they can assist their children in preparing for State Exams	To demonstrate effective test taking strategies	April 2009	Parent participation Parent feedback Higher achievement scores	Assistant Principal Science Teacher Parent Coordinator	Handouts of sample tests and other helpful materials Refreshments
Mommy and Me Movie Night	Socialization among teachers, parents and children	Appreciation of Mom - The bond between mother and child	May 2009	Parent/children participation Parent feedback	Principal Parent Association Volunteer Teachers Parent Coordinator	Movie Flowers Craft Kits Refreshments
Educational Weekend Family Day Trips	Provide parents with affordable socialization with their children.	Family quality time	Spring 2009	Parent/children participation Parent feedback	Principal Assistant Principal Parent Coordinator Parent Association	Depends on Location
Daddy & Me Night	Socialization among fathers and children	Appreciation of Dad - Bond between father and child	June 2009	Parent/children participation Parent feedback	Principal Parent Volunteer Parent Association Parent Coordinator	Light dinner for fathers and children Guest speaker Crafts
ESL Spelling Bee Partnership	ESL parents to tutor and support ESL spelling bee participants	Students to participate in citywide spelling bee with confidence	March – April 2009	Student feedback Parent feedback Student success in Spelling Bee competition	Parent Coordinator Parents Students ESL teacher	Materials Certificates Refreshments
Volunteer Week Celebration	To acknowledge parent participation	Promote importance of volunteering	April 2009	Parent participation and involvement	Principal Volunteer Coordinator Parent Coordinator	Celebration Acknowledgement Luncheon/Dinner
Perfect Attendance Assembly	Promote Student attendance	Increase attendance rates To celebrate student achievement	June 2009	Parent/children participation	Parents Students Administration	Certificates Prizes Refreshments

Uniform Motivation	Promote school uniform policy	To increase percentage of students wearing school uniform	Sept. 2008 -June 2009	An increase in the monthly percentages of uniform across the grades	Children Parents Teachers	Monthly Class celebrations
Parent Newsletters	Enhancing communication between school and home	To provide parents with monthly outline of activities for all content areas	Sept. 2008 -June 2009	Parent feedback	Cluster Teachers Parents	Monthly Newsletter
End of Year Luncheon	Express thanks for continued cooperation and participation	To emphasis the importance of participating in children education	June 2009	Parent participation Parent feedback	Parent Coordinator Principal Parent Association Parents	Lunch Token of Appreciation Corsage

2. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

P.S. 108 Queens

The Capt. Vincent G. Fowler School
108-10 109th Avenue

South Ozone Park, NY 11420

Phone: (718) 641-4956 Fax: (718) 323 5379

2008-2009

Title I School - Parent Compact Framework

P.S.108Q and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This School-Parent Compact is in effect during school year 2008-2009.

P.S. 108Q will:	Parent/Guardian will:
<p>P.S. 108 Q will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State's student achievement standards as follows:</p> <ul style="list-style-type: none">Balanced Literacy will be implemented, focusing on differentiating instruction. The use of researched based programs will support and enhance student	<p>Parent/Guardian will support their children's learning by:</p> <ul style="list-style-type: none">Promoting positive use of their child's extracurricular time.Monitoring attendance and lateness.Attend to all health issues including

<p>learning. Teachers will be provided with ongoing professional development to continue to support student academic outcomes. We will focus on creating classroom environments that are instructionally based and support student learning. We identify students who are at-risk and provide academic instructional support designed to address individual student needs. We use a variety of assessment data to identify student strengths and weaknesses in order to create instructional action plans to address those needs.</p> <ul style="list-style-type: none"> • Hold parent-teacher conferences twice a year during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, these conferences will be held in November and March of each school year with one session in the afternoon and one session in the evening. • Provide parents with frequent reports on their children’s progress. Parents will receive the Acuity Report, which identifies student levels on the ELA, and Math exams and areas of strengths and weaknesses. Telephone calls and letters will continuously keep parents updated on students’ growth. Provide to each parent an individual student report explaining the performance of their child. • Provide parents reasonable access to staff. Specifically, teachers are provided with prep periods so they will be available for consultation with parents. Parents are requested to make appointments with teachers so that a mutually convenient time can be set. Parent Coordinator will assist with these meetings as needed. • Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities. Parents are encouraged to train and become Learning Leaders. They participate in school celebrations and activities and class trips. They are part of the Title I process, Leadership team, etc. They are afforded the opportunity to read with students on Literacy Night, as well as participate in other school related activities. • Involve parents in the planning, review, and improvement of the school’s parental involvement 	<p>proper rest, eyeglasses, dental needs etc.</p> <ul style="list-style-type: none"> • Making sure that homework is completed and that the student is prepared each day with all necessary supplies. • Monitoring amount of television children watch. • Volunteering in their children’s school. • Participating as appropriate, in decisions relating to their children’s education. • Staying informed about their child’s education and communicating with teachers, guidance and administration as needed. • Serving, to the extent possible, on policy advisory groups, such a being a parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, The School Support Team or other school advisory or policy groups. • Reading every night with children in grades K-2. “Book A Night Program” • Attending and participating in educational parent workshops including those on Exam Expectations. • Assisting when possible in Parent programs such as Spanish Spelling Bee training. <p>Students will:</p> <p>We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:</p> <ul style="list-style-type: none"> • Actively participate in class lessons. • Complete homework and project assignments and ask for help when I need assistance. • Respect class and school rules. • Read at least 30 minutes every day outside of school time. • Be responsible for school and personal items.
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<p>policy, in an organized, ongoing, and timely manner.</p> <ul style="list-style-type: none"> • Involve parents in the joint development of any School wide Program in an organized, ongoing, and timely manner. • Hold annual meetings to inform parents of the school’s Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time for parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible will attend. The school will invite all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend. • Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand. • Translation of documentation, interpretation and ELL classes are provided in order to inform parents and enable them to participate in the children’s education. • Provide information to parents as to the assessments used to measure children’s progress, and the proficiency levels students are expected to meet. • PTA meetings are held to discuss school matters, such as Title I, SLT, activities, etc. • At the request of parents, we will provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as possible. • Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the term in section 200.56 of the Title I. • AIS Services – parents of students receiving services will receive a letter of notification 	<ul style="list-style-type: none"> • Give my parents, or the adult who is responsible for my welfare, all notices and information received by me from my school every day.
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<p>indicating specific services provided, as well as the name of the provider.</p> <ul style="list-style-type: none"> • Provide parents with monthly cluster teacher Parent Newsletters outlining the special projects, goals and objectives in content areas. Information includes child friendly websites and parent tips. • Provide parents with various programs and clubs, such as Parent Book Club, to foster interest in reading and socialization. • EPIC – ‘Ready Set Read’ Spanish/English – Provides parents with a variety of workshops to support student success and promote parent advocacy. • Train, teach and prepare parents for GED exam. • Provide workshops to educate and support parents. These include Exam Expectation Workshops, ESL Workshops, etc. • Provide a summer reading lists which will list ‘forever words’ to review with children before school opens in September. 	
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SIGNATURES:

PS 108 QUEENS

Signature

Date

PARENT(S)

Signature

Date

STUDENT

Signature

Date

(Please note that signatures are not required)
Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

This information can be reviewed in our most recent Quality Review Report dated April 14-16, 2008. This report highlights the schools strengths and weaknesses. The report reflects an overall grade of *‘Outstanding’* in all of the five (5) categories. The following

Quality Statements represent an overall analysis of the schools comprehensive needs assessment: Gathering Data: Outstanding, Planning & Setting Goals: Outstanding, Aligning Instructional Strategy to Goals: Outstanding, Aligning Capacity Building to Goals: Outstanding, and Monitoring and Revising School Plans/Goals: Outstanding. For a complete overall view of the report please refer to the school's DOE website.

2. School-wide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at-risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

By incorporating an on-going analysis of student data, teachers and administrators are effectively able to track and monitor student progress and proficiency. Using a multi-layered approach we are able to provide intensive support to At-Risk students during and after-school. Literacy and math Coaches provide push-in or pull-out services several times a week to children who need additional support. We use a variety of research-based instructional programs, such as, Early Success, Soar to Success, Wilson Foundations...to help guide teachers best practices. On-going dialogue with classroom teachers is a critical part of the process. Bi-Monthly meetings allow for discussion and reflection on student progress. After-school programs meet 3 times a week to further support At-Risk children. There are several enrichment activities to support and accelerate the curriculum. A variety of after-school programs such as Dance, Basketball, Art and Music provide opportunities to explore and expand student experiences. Children who are new to the country, who speak English and therefore are not eligible for ESL services also are identified upon their arrival and receive intervention support as needed based on initial assessments. Our lowest performing students are support with a multi-layered approach as well. Each child in this group is provided intensive support during the school day. After-school programs are also provided for these children, as well as providing parents with specific strategies and materials to support at-home instructional continuity.

3. Instruction by highly qualified staff.

Information gathered from last years BEDS survey indicates that 100% of the staff is Highly Qualified. Throughout the school year teachers are provided with opportunities to

attend workshops and conferences to enhance and augment their teaching. Title 1 funds are set-aside specifically to support teacher excellence.

4. High-quality and on-going professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

As noted above, all teachers are given an opportunity to attend conferences that will help support and enhance their teaching. In addition, we have continued our partnership with AUSSIE Professional Development consultants as a source for in-house teacher support and professional development.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

N/A

6. Strategies to increase parental involvement through means such as family literacy services.

PS 108Q is dedicated to increasing parental involvement of our ELL students. The administrative team, the Parent Coordinator and the ELL teachers are active in promoting parent involvement. Continued weekly workshops for parents will be offered during the school day. These workshops will address literacy as well as other areas of the curriculum and/or concerns. The Parent Coordinator will provide workshops and parent outreach on a consistent, on-going basis as well as support the needs of the school's parents at district-wide parent forums and training sessions. The ESL teachers, the literacy and math coaches, the Parent Coordinator and additional staff members will provide interpretation services for our parents who do not speak English and help translate all written communications sent home with students.

The following workshops for parents and community members will be offered:

- Understanding of, and participation in instructional initiatives, school procedures, grading policies
- Understanding the Parent/School Compact / Rights and Responsibilities of School and Parents
- Developing parent literacy: ESL classes, parenting skills, etc.
- Participating on the School Leadership Team and subcommittees
- Utilizing family support resources in the community in the areas of career development, health, social services, etc.
- Participating in Learning Leader's Parent Volunteer Program
- Adult ESL classes
- GED Classes
- Computer Classes for Adults

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

We currently run two (2) ½ day Universal Pre-K programs. This means we have 36 children who attend the am session (18 in each class) and 36 children attend the pm session. This totals 72 children who attend our program. The Assistant Principal for Pre-K, K and 1st grades has established a cohesive system that promotes collaboration between our Pre-K classes and our kindergarten classes. Pre-Kindergarten teachers have time throughout the year to work alongside kindergarten teachers to aid in a smooth transition into kindergarten. In house pre-kindergarten instructional assessments are aligned to State mandates and school student goals.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

On a weekly basis, teachers in each grade meet during their circular six periods to joint plan and evaluate on-going assessment tools. Teachers and students actively use Acuity and ARIS to identify and support student learning. In addition, teachers create skills based assessments that align with their monthly teaching goals in order to assess student comprehension levels. An on-going review of student work is an essential component to help support and guide individual instructional goals.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Using a variety of resources such as ARIS, Acuity, Predictive, ITA'S, NYSESLAT, DIBELS, ECLAS and in-house assessments help to identify students' area of weaknesses. Each child who is in need of additional academic intervention support receives it during the school day by several literacy and math coaches that wither push-in or pull-out. Several after-school programs are offered during the year to augment and enhance student learning. A focused Balanced Literacy approach allows for small group and one-to-one support. Through the use of specific centers designed to guide student practice have been fully implemented into each classroom.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

As noted above, we provide a plethora of workshops for parents during the school year. GED, Adult ESL, EPIC, and several outreach programs are provided during and after-school.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after-school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.

**NCLB/SED
Status:** _____

**SURR¹ Phase/Group (If
applicable):** _____

Part A: For All School Improvement Schools (SINI and SRAP)

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
 - (a) Provide the following information: 2008-09 anticipated Title I allocation = \$_____;
10% of Title I allocation = \$_____.
 - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE)

All SURRE schools must complete this appendix.

**SURRE
Area(s) of
Identification:** _____

**SURRE
Group/Phase:** _____

**Year of
Identification:** _____

**Deadline
Year:** _____

Part A: SURRE Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURRE. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<p align="center">Type of Review or Monitoring Visit (Include agency & dates of visits)</p>	<p align="center">Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)</p>	<p align="center">Actions the school has taken, or plans to take, to address review team recommendations</p>

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF
FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production,

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composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

At each grade level administrators and teachers create an instructional program in literacy & writing that has three overarching goals: the first goal is to ensure that the state curriculum is covered, the second is to ensure we teach specific skills and strategies to support mastery of the goals & objectives for the grade and the last goal is to establish specific curriculum maps which build upon the child's previous experience, as well as prepares them for the next grade. Throughout the entire process, stating individual goals-short and long term with student accountability built in with the use of rubrics and self-reflection, children have first knowledge of their on-going progress.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of

mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

In conjunction with our Math coaches and AUSSIE consultants we have created specific math curriculum plans that are both aligned to state standards and incorporate Process & Content strands across the grades. Our plans focus on the Workshop model (90 minutes daily) allows for specific time to model, differentiate instruction. In our early grades we have worked extensively on the areas of Geometry and Measurement. In the upper grades, teachers have re-designed the Everyday Math program to align with further support in the areas of Geometry, Number Sense and Measurement. In addition, we have purchased supplemental materials to augment teaching in these areas, as well as creating math centers for extra practice (enrichment-revisit).

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

We use a Balanced Literacy approach to teaching literacy. This means 120 minutes each day is allocated to teaching literacy and writing. Through the use of inactive Read Alouds, teacher modeled Shared reading lessons and the Writer's Workshop we have been successful in providing children with specific opportunities to explore and use literacy strategies and skills to enhance their reading comprehension. Children are given time on task to work independently, as well as, work in small groups. This program is fully implemented in the school. This is evident by the alignment of materials purchased and used daily in each classroom on each grade and by the lesson continuity in throughout the building.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Our 90 minute daily math block incorporates the Workshop model. This means that during this block of time children have time to practice modeled math strategies, to work in small guided math groups with the teacher, to work in math centers, and most importantly to use hands-on manipulatives. Our math coach works extensively modeling the integration of math manipulatives. Supplemental materials are purchased to give children further support in specific content strand areas.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research-based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

At PS 108Q we have little teacher turn-over. Many of the newly hired teachers have been the result of teacher retirement and/or the reduction of class size.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Our certified ESL teachers participate in all our-house professional development and have multiple opportunities to attend District workshops as well as, ESL conferences locally or out of state. We feel it is critical for our teachers to be on top of ESL best practices and further support our goal of language development for our ELL'S. Our ESL teachers utilize a variety of research-based instructional materials that are aligned with

ESL strategies and support student growth. This includes materials in the content areas as well as in technology-software programs to aid student support.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

One of the focus groups of our Inquiry team last year was ESL students. In order to monitor these students throughout the year we have in place several support structures to provide all teachers involved with ESL children updated student information. All ESL children receive additional literacy support by a licensed reading specialist. This is in addition to their mandated ESL services. AIS- Academic Intervention Service meetings are held bi-monthly to discuss and review data from each of the support teachers. This data is used to further drive student instruction. All information is shared with classroom teachers to ensure effective collaboration and to align instructional support. As we track these students we design individual assessments to help monitor teacher support. This process has been extremely helpful in moving our ESL population towards proficiency.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

All special education teachers participate in all general education curriculum planning meetings. Special education teachers work closely with the assistant principal in charge of special education to review IEP'S in order to ensure that children's needs are being meet. Mainstreaming of children in self-contained classes is encouraged and is closely monitored and supported. Several research-based instructional programs have been effectively implemented to support specific challenges faced by special needs students. Our goal is to focus on their strengths, identify their weaknesses and work collaboratively with all support staff to ensure student growth. Our Guidance Counselor works closely with these teachers to develop behavior management strategies. All general education personnel who service special needs children have asses to their IEP'S and time is allotted to review and discuss how the content teachers can accommodate their individual needs.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

As noted above, time is allotted for teachers to review student IEP'S and to design specific instructional plans to accommodate their needs. This includes ensuring that content cluster teachers have this vital information to support student goals & objectives. Throughout the year teachers are given time to work with the AP for special needs, to reflect and re-design instructional plans based on recent student outcomes. That means if data reflects children are no meeting their IEP'S, teachers need to revisit their teaching strategies and consider additional options.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

CEP Appendix 8: Contracts for Excellence

This electronic version of the CEP Appendix 8 allows you to submit details about your proposed 2008-09 Contracts spending within the six eligible program areas.

1. This form must describe your preliminary plans to use the total amount of funds allocated to your school in the Excellence allocation category in Galaxy. If you do not know this amount, please refer to Galaxy.
2. The sum of the allocations you list in each program area must match the total amount allocated to you in G
3. Please provide all of the information requested for each of the program strategies to which you've allocated fund requirements.

This survey must be completed by Tuesday July 15 at 6pm.
Thank you!

Submit date: **Aug 6, 2008** Email address: **mbiondo@schools.nyc.gov**

Please provide the following information about your school. You must complete all of the fields on this page in or survey to be valid.

School DBN	Q108
School Name	The Captain Vincent G Fowler School
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 128,558
Principal Name	Marie Biondollilo
Principal Email	mbiondo@schools.nyc.gov
Principal Phone	7186414956

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes
 No

How much do you plan to allocate for each of the following program strategies?

Creation of additional classrooms	\$ 128,558
Reducing teacher-student ratio through team teaching strategies	

Does your school plan to allocate FY09 funding to reduce class size via the creation of additional classrooms?

- Yes
 No

What grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008- new classrooms/class sections will be created for school year 2008-09?

* If you plan to use C4E funds to target more than one grade, please fill out one row per grade.

For example:

C4E Target #1: 6 - ELA - ELLs - 25 - 1 -24

C4E Target #2: 8 - Math - Students with Disabilities - 26 - 1 -25

* If you plan to target more than one special population in a single grade, please fill out a separate row for each special population.

For example:

C4E Target #1: 6 - ELA - ELLs - 25 - 1 -24

C4E Target #2: 6 - ELA- Students with Disabilities - 25 - 1 -24

* If you plan to target more than one subject area in a single grade, please fill out a separate row for each subject area.

For example:

C4E Target #1: 6 - ELA - ELLs - 25 - 1 -24

C4E Target #2: 6 - Math - ELLs - 25 - 1 -24

	Targeted Grade	Targeted Subject	Targeted Population	Average Class Size 2007-08	# New Classrooms / New Sections
C4E Target #1	5	All (ES only)	English Language Learners	30.0	2
C4E Target #2					
C4E Target #3					
C4E Target #4					
C4E Target #5					
C4E Target #6					

Does your school plan to allocate FY09 funding to reduce class size by reducing teacher-student ratios in existing (e.g., team teaching models, creation of additional CTT classes, etc.)?

- Yes
- No

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes
- No

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
- No

Does your school plan to use FY09 C4E funding for middle and high school restructuring efforts?

- Yes
- No

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand an existing pre-kindergarten program at the school?

- Yes
- No

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Learners (ELLs)?

Yes

No

CEP Appendix 8: Contracts for Excellence