



P.S. 108 SAL ABBRACCIAMENTO

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 108 SAL ABBRACCIAMENTO
ADDRESS: 200 LINWOOD STREET, BROOKLYN, NY, 11208
TELEPHONE: 718-277-7010
FAX: 718-827-4137

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 19K108 **SCHOOL NAME:** P.S. 108 Sal Abbracciamento

SCHOOL ADDRESS: 200 LINWOOD STREET, BROOKLYN, NY, 11208

SCHOOL TELEPHONE: 718-277-7010 **FAX:** 718-827-4137

SCHOOL CONTACT PERSON: Constance Hahn **EMAIL ADDRESS:** chahn3@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**
SCHOOL LEADERSHIP TEAM CHAIRPERSON: Jennifer Persaud

PRINCIPAL: Constance Hahn

UFT CHAPTER LEADER: Lisa Donovan

PARENTS' ASSOCIATION PRESIDENT: Roseni Castro

STUDENT REPRESENTATIVE: N/A
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 19 **SSO NAME:** Knowledge Network Learning Support Organization

SSO NETWORK LEADER: Brucella, Joanne

SUPERINTENDENT: Martin Weinstein

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). 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 revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Constance Hahn	Principal	
Lisa Donovan	UFT Chapter Leader	
Jodi Depasquale	UFT Member	
Kristy Ferrante	UFT Member	
Jennifer Amato	UFT Member	
Roseni Castro	PA/PTA President or Designated Co-President	
Madeline Plasencia	Parent	
Roxane Aguilera	Title I Parent Representative	
Eugenia VonMaack	Parent	
Marianela Alvarado	Parent	

Signatures of the members 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.

*** Core (mandatory) SLT members.**

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.

P.S. 108K, which was built in 1895, is a Historical Landmark K-5 Elementary School. It is located in the Cypress Hills Section of East New York, Brooklyn.

P.S. 108K is committed to effectively communicating the vision and mission of the school to the staff, parents, and students. The mission of P.S. 108K, a collaborative school community consisting of educators, parents, and students, is to provide our children with sequenced, solid, shared, and specific learning experiences that will educate the whole child. In addition, by incorporating character education in the curriculum through the Core Knowledge Virtues, we are giving our children the necessary skills and knowledge to become productive members of society. P.S. 108K's school community empowers every member to share the responsibility for teaching and life-long learning. The belief of P.S. 108K resonates in our motto, "The Spirit of P.S. 108K is Excellence-Strive, Achieve, Succeed."

Our intensive professional development motivates teachers and ensures that the entire school community engages in the genuine sharing of mutual needs, aspirations, and values. The teachers participate by contributing their knowledge, ideas, and insights to the development of the vision of the school. Potential leaders are nurtured and molded. Lab sites are set up as model classrooms. Colleagues participate in inter-visitations to learn from one another. P.S. 108K recognizes that we are all life-long learners. Principal Hahn is a member of the prestigious Cahn Fellows, which involves analyzing critical issues in education and developing solutions. Furthermore, P.S. 108K was honored with an invitation to send representatives from our school community, including Principal Hahn and the UFT Chapter Chairperson, to be respondents for the Good Schools Seminar at The Albert Shanker Institute in Washington D.C.

P.S. 108K's accomplishments and curriculum is distinct. As a result of our good pedagogy and effective classroom practices, P.S. 108K has achieved recognition as a High Performing/Gap Closing School/District for 2004-2005, the 2005-2006, and the 2006-2007 school years.

In 2006-2007, ECLAS results indicated that 72.2% of first graders were on level in reading comprehension, 83.3% of second graders were on level in reading comprehension, and 84.2% of third graders were on level in reading comprehension due to the effectiveness of our implementation of our academic intervention programs.

Our curriculum and programs are designed to facilitate higher student achievement.

P.S. 108K's students are building their background knowledge with the Core Knowledge Curriculum. In November 2008, we became an Official Core Knowledge School. The READ 180 program services half of our 3rd graders and all of our 4th and 5th graders including our ELLs. Some of our kindergarten, first, second, third and fourth graders participate in the Dual Language Program. Our students engage

in Enrichment Programs such as ballet, dance, student government, science, visual arts, chorus, technology team and theatre. We have secured a competitive grant from the Julliard School. A musician is providing some of our first graders with violin lessons.

P.S. 108K also values the partnership with the community. Our local pizzeria rewards our Students of the Month; our students visit the local nursing home, Big Brother and Big Sister Organization, and we participate with the Children for Children Foundation in city-wide community service projects.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. 108 Sal Abbracciamento				
District:	19	DBN #:	19K108	School BEDS Code #:	19K108

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Pre-K	0	0	0		92.5	92.1	92.6		
Kindergarten	160	151	125						
Grade 1	185	174	161	Student Stability: - % of Enrollment					
Grade 2	160	185	192	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	148	155	169		89.8	90.4	92.96		
Grade 4	152	153	165						
Grade 5	161	150	152	Poverty Rate: - % of Enrollment:					
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	0	0	0			89.8	90.4		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	0	0	0		7	5	48		
Grade 12	0	0	0						
Ungraded	0	3	0	Recent Immigrants: - Total Number					
Total	966	971	964	(As of October 31)	2006-07	2007-08	2008-09		
					26.0	21.0	13		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number					
(As October 31)	2006-07	2007-08	2008	(As of June 30)	2006-07	2007-08	2008-09		

# in Self-Contained Classes	10	19	20				
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	22	45	TBD
Number all others	34	50	54	Superintendent Suspensions	14	8	TBD
<i>These students are included in the enrollment information above.</i>							
				Special High School Programs: - Total Number:			
English Language Learners (ELL) Enrollment (BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	87	34	102	Early College HS Participants	0	0	0
# in Dual Lang. Programs	59	75	87				
# receiving ESL services only	39	63	50	Number of Staff: - Includes all full-time staff:			
# ELLs with IEPs	1	0	1	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	65	75	75
				Number of Administrators and Other Professionals	8	12	12
Overage Students: # entering students overage for grade							
(As of October 31)	2006-07	2007-08	2008	Number of Educational Paraprofessionals	N/A	6	6
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.0	0.0	0.3	Percent more than two years teaching in this school	66.2	61.3	68.0
Black or African American	20.5	21.6	23.8	Percent more than five years teaching anywhere	50.8	42.7	49.3
Hispanic or Latino	68.9	69.0	67.6				
Asian or Native Hawaiian/Other Pacific Isl.	10.1	8.6	7.4	Percent Masters Degree or higher	78.0	72.0	80.0
White	0.4	0.7	0.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	91.5	94.2	96.5
Multi-racial							
Male	50.9	51.1	50.6				
Female	49.1	48.9	49.4				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY						
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:				
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):						
<input checked="" type="checkbox"/>	In Good Standing (IGS)					
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 1					
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 2					
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 1					
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 2/Planning for Restructuring (PFR)					
<input type="checkbox"/>	NCLB Restructuring - Year ____					
<input type="checkbox"/>	School Requiring Academic Progress (SRAP) - Year ____					
Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:	IGS		ELA:		
	Math:	IGS		Math:		
	Science:	IGS		Grad. Rate:		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:						
Student Groups	Elementary/Middle Level			Secondary Level		
	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	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	79.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.9	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	22.9	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	41.5	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3.0	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

Key: AYP Status		Key: Quality Review Score	
√	Made AYP	Δ	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	⊍	Well Developed
X*	Did Not Make AYP Due to Participation Rate Only	◇	Outstanding
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			
<i>Note: 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, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) 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 implications 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?

2008-2009 NYS ELA:

- 73.7% of tested students attained level 3 or 4.
- The median student proficiency is 3.21
- 59.4% of students made at least one year of progress.
- 79.8% of students in the lowest third made at least one year of progress.
- The average change in student proficiency for level 1 and level 2 students is 0.36
- The average change in student proficiency for level 3 and level 4 students is 0.01

2008-2009 NYS Mathematics:

- 92.5% of tested students attained level 3 or 4.
- The median student proficiency is 3.75
- 66.9% of students made at least one year of progress
- 68.4% of students in the lowest third made one year of progress.
- The average change in student proficiency for level 1 and level 2 is 0.15.
- The average change in student proficiency for level 3 and level 4 is 0.04.

English Language Learners:

2008-2009 NYSESLAT:

Listening/Speaking

- 13 ELLs are at a beginner level
- 18 ELLs are at an intermediate level
- 66 ELLs are at an advance level
- 61 have reached proficiency

Reading/Writing

- 38 are a beginner level
- 43 are at an intermediate level
- 54 are at an advance level
- 25 have reached proficiency

The Arts for 2009-2010:

- Only one licensed art teacher to service over 900 students.
- One music teacher to service over 900 students.
- Two dance/theater teachers
- Grades 1, 2 and 3 require 186 hours of the Arts
- Grades 4 and 5 require 93 hours of the Arts.

Demographical Needs Assessment:

- By age 4 the average child in a professional family hears about 35 million MORE words than a child in a poor family
- 62% of kindergartners from professional families are read to at home daily
- 36% of poor kindergartners are read to at home daily
- The child with a single parent is 2.5 times more likely to repeat a grade
- Absence rates are higher for poor children and are more transient than wealthier children.
- The average scores for black and Hispanic children on reading and math assessments are 20 percent lower than for white children at the start of kindergarten. Research cited from "In Gaps at School, Weighing Family Life" by Richard J. Coley
- Universal free lunch population
- Curriculum not specific
- Gaps and overlaps in curriculum in 2005

Professional Development:

- Diverse staff with diverse needs
- Several staff members are Teaching Fellows without educational background
- Several staff members fresh out of college
- Several staff members have changed positions
- One staff member is a transfer from a failing school.
- The Core Knowledge curriculum is new to many staff members
- Research cited from, The Benefit to Professional development, "American Educator" summer 2002, states that there is a direct correlation between effective professional development conducted in the classroom to student achievement.

TRENDS

- A LARGE MAJORITY OF LOWEST THIRD STUDENTS ENROLLED IN THE READ 180 PROGRAM MAKE AT LEAST ONE YEAR OF PROGRESS
- OUR LOWEST THIRD STUDENTS INCLUDE STUDENTS WITH LEVEL 3
- FOR THE FIRST TIME, THE AVERAGE CHANGE IN STUDENT PROFICIENCY FOR LEVEL 3/LEVEL 4 STUDENTS IS IN THE POSITIVE
- OUT OF THE 475 TESTED STUDENTS, 350 RECEIVED LEVEL 3 OR LEVEL 4 ON THE NYS ELA
- 126 OF THE 158 BOTTOM THIRD MADE AT LEAST ONE YEAR OF PROGRESS ON THE NYS ELA
- 156 OF OUR 316 TOP 2/3 STUDENTS MADE AT LEAST ONE YEAR OF PROGRESS ON THE NYS ELA
- 39.6% OF THE LIMITED ENGLISH PROFICIENT SCORED LEVEL 3 OR LEVEL 4 INDICATING A SIGNIFICANT DIFFERENCE AS COMPARED TO THE ENGLISH PROFICIENT STUDENTS ON THE NYS ELA
- IN GRADES 3 AND 4, FEMALES SIGNIFICANTLY OUTPERFORMED MALES ON THE NYS ELA
- IN GRADE 5, FEMALES AND MALES EQUALLY PERFORMED ON THE NYS ELA
- IN ALL TESTED GRADES, THERE IS NO SIGNIFICANT DIFFERENCE BETWEEN THE PERFORMANCE OF AFRICAN AMERICANS AND HISPANIC SUBGROUPS ON THE NYS ELA
- THE MAJORITY OF STUDENTS WHO PERFORM AT PROFICIENCY LEVEL IN ELA PERFORM AT PROFICIENCY LEVEL FOR NYS MATHEMATICS ASSESSMENT
- THE MORE TIME ON TASK PROVIDED TO THE STUDENT RESULTS IN HIGHER STUDENT ACHIEVEMENT
- STUDENTS PERFORMANCE ON ELA PERIODIC ASSESSMENTS DECLINE AFTER JANUARY
- A SMALLER PERCENTAGE OF ENGLISH LANGUAGE LEARNERS ATTAIN PROFICIENCY ON ELA AS COMPARED TO GENERAL POPULATION
- STAFF PROVIDES LESS TIME FOR THE ARTS AND MORE TIME FOR READING, WRITING AND MATHEMATICS
- STUDENTS ARE ACTIVE LEARNERS WHEN ENGAGING IN THE CORE KNOWLEDGE CURRICULUM
- THE LEVEL OF COLLABORATION RISES WHEN PLANNING FOR CORE KNOWLEDGE LESSONS
- STUDENTS STRONG IN LANGUAGE 1, ARE MORE LIKELY TO BE STRONG IN LANGUAGE 2
- THE TEACHING OF LESSONS ARE MORE EFFECTIVE WHEN THE TEACHER HAS RECEIVED PROFESSIONAL DEVELOPMENT DIRECTLY DEALING WITH THAT LESSON
- THE EFFECTIVENESS OF THE TEACHER INCREASES WHEN THE TEACHER RECEIVES "THE GRADUAL RELEASE OF SUPPORT MODEL" FOR PROFESSIONAL DEVELOPMENT.
- THE MAJORITY OF STUDENTS DO NOT READ AT HOME DUE TO LACK OF BOOKS
- THE MAJORITY OF STUDENTS DO NOT HAVE A LIBRARY CARD AND DO NOT VISIT THE LIBRARY

What have been the greatest accomplishments over the last couple of years?

- High Performing/Gap Closing School/District for two consecutive years.
- Successful implementation of Core Knowledge and we are in the process of becoming an official site.
- Official Core Knowledge School
- Four Core Knowledge Units selected for presentation at 2008 Core Knowledge National Conference
- Ms. C. Hahn selected to speak on principal's panel at Core Knowledge Conference
- Community service projects: Cypress Hills Senior Center visit by second and third grade students. Students grew plants for seniors and presented them along with Valentine's Day Cards. Students also performed for seniors. Community clean-up. Children for Children: students made cards, bookmarks and gift bags for sick and homeless children
- Integrating The Arts
- Enrichment Programs: dance, theatre, computer, violin lessons, visual arts, government, Boy's Club, and running club.
- Partnership with the Julliard School
- Progress of our bottom third
- Implementation of specific curriculum ensuring that there are no gaps in learning or overlaps
- Suggested visitation site by the UFT

- Respondents for Good Schools Conference at Albert Shanker Institute for our professional development model
- Principal has been nominated and accepted into the Cahn Fellowship Program
- Community involvement in a economically-disadvantaged area
- PTA attendance has greatly increased
- Grants such as Artful Learning

What are the most significant aids and/or barriers to the school's continuous improvement?

- Support from the Knowledge Network to build our capacity
- Support from the UFT and collaboration with the UFT to build our capacity.
- Respondent to the Good Schools Seminar with the AFT
- Professional development plan provided within the school
- Professional development received from outside sources
- Dedication and high expectations of staff
- Monthly scheduled parent visitations
- Enrichment Programs to help move our higher level students

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 2009-10 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 Goal	Short Description
To raise the median student proficiency to 3.30 as measured by the NYS ELA by June 2010.	According to our 2008-09 Progress report 73.7% of tested students attained level 3 or 4. The median student proficiency is 3.21 which is too close to a level 2.
To raise the percentage of English Language Learners achieving Level 3 and Level 4 by 3% resulting in 42.6% of Limited Language Proficient students scoring Level 3 or Level 4 as measured by the NYS ELA in 2010.	According to our 2008-09 Progress Report 39.6% of the limited English proficient scored level 3 or level 4 indicating a significant difference as compared to the English Proficient students on the 2009 NYS ELA · We need to close this gap in achievement.
To evaluate the effectiveness of teacher teams engaged in structured professional collaboration and make improvements to support this work as needed; these teams drive efforts to build coherence between curricular, instructional, assessment, and organizational practices by June 2010 as evident by the curriculum maps and analysis of assessments.	Steps leading to teaching practices that are aligned to the curriculum and reflect a coherent set of beliefs about how students learn best that is informed by discussions at the team and school level.
To raise the average change in students proficiency for level 1 and 2 students to 0.20 as measured by NYS mathematics assessment by June 2010.	According to our 2008-09 progress report the average change in student proficiency for levels 1 and 2 is 0.15.

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 2009-10 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, Corrective Action, Restructuring, 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) :**

English Language Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To raise the median student proficiency to 3.30 as measured by the NYSELA by June 2010.</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 most at – risk third graders will participate in System 44 until Lexile scores indicate they have the basic skills to transition to READ 180 Program. All fourth grade students, except Dual Language fourth graders, and all fifth grade students, except bilingual fifth grade students and one stand alone 5th grade class, will participate in the READ 180 Program. The remaining third grade class and 5th grade class will participate in Achieve 3000. The Dual Language third grade classes, fourth grade classes and the bilingual fifth grade students will also participate in Achieve 3000. Administrators, READ 180 Staff Developers, AIS coordinator, Dual Language Coordinators, Data Specialist, members of the Teacher Teams and teachers will collaboratively analyze individual student data to provide differentiated instruction and to determine the implications for instruction. The READ 180 Program and Achieve 300 will be utilized in order to directly address individual needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills. Through the utilization of the Student Achievement Manager (SAM), all interim goals are objectively measurable and evaluations of plans clearly show progress towards their final outcomes. We will be able to set longer-term improvement goals for each grade level taking full account of students’ starting points. PLATO reading will be utilized as center activities to improve comprehension. Professional development will include demonstration lessons, inter-visitations, co-teaching, workshops and an AUSSIE consultant. Every class 1-5 will have push-in reading support. Kindergarten classes will receive paraprofessionals as push-in support beginning January. Scheduled library visits for grades k-5. Part of the 37 ½ minutes will be utilized for English Language Arts instructions for 3rd, 4th, 5th graders. All 3rd, 4th, and 5th grades will be</p>

	<p>invited to attend extended day from October 2009 to December 2009 and then again from February 2010 to May 2010. The at-risk students in grades 3, 4 and 5 will be invited to Saturday academy for instruction from November 2009 to December 2009 and then again from March 2010 to May 2010.</p>
<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>	<ul style="list-style-type: none"> • READ 180 and Achieve 3000 Staff Developers funded with Title I • Scholastic Professional Development funded with Tax Levy and Title I • Licenses for Achieve 3000 • Five READ 180 Teachers funded with Tax Levy and Title I • Four Dual Language Teachers • One Bilingual Teacher • Two System 44 teacher • One third grade teacher • One fifth grade teacher • Two para-professionals funded with Tax Levy • AIS Coordinator funded with Title I • Two Dual Language Coordinators • Scholastic READ 180 site license funded with Tax Levy • On-site professional development funded with Tax Levy and Title I • 5 days a week for 90 minutes per day-Sept.- June funded with Tax Levy and Title I 37 ½ minutes (as per UFT contract for small group instruction) funded with Tax Levy, Title 1 and early grade reduction. • 15 extended classes in grades 3, 4 and 5 funded with Tax Levy, Title I and Title III • 5 Saturday academy classes in grades 3, 4, and 5 funded with Tax Levy, Title I and Title III
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>READ 180 Lexile scores and SPI data at interim benchmark dates: Sept., Nov., Jan., March and May. Achieve 3000 student data, NYS ELA results, Progress Report tools, Scantron Performance Series and Fountas and Pinnell assessment.</p> <p>The median student proficiency to 3.30 as measured by the NYS ELA by June 2010.</p>

**Subject Area
(where relevant) :**

English Language Learners

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To raise the percentage of English Language Learners achieving Level 3 and Level 4 by 3% resulting in 42.6% of Limited Language Proficient students scoring Level 3 or Level 4 as measured by the NYS ELA in 2010.</p>
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<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>ELL students will participate in either Achieve 3000 or READ 180.</p> <p>Weekly Professional development to include lesson planning with structures that focus on forms of instruction such as explicit instruction, Implicit instruction, structural input, production practice.</p> <p>Differentiated instruction to address their unique needs such as developmental level, proficiency in the native and second language, experiential and cultural background.</p> <p>Instruction using My Sidewalks is provided to support beginner readers.</p> <p>Foster acquisition of functional language while developing academic knowledge in primary language for students in the Transitional and Dual Language Programs.</p> <p>Promote the continued development of primary language of students participating in Bilingual transitional and Dual Language Programs.</p> <p>Incorporate strategies to extend reading comprehension strategies and communication abilities.</p> <p>Guided instruction and group activities with opportunities for independent/small group classroom activities with an array of materials, on a variety of levels in both the native language and English.</p> <p>Model language and scaffold language structures to promote understanding and comprehension of text.</p>
<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>Personnel Cost</p> <ul style="list-style-type: none"> • 13 classroom teachers with Tax Levy – 6 bilingual license, 5 monolingual license 2 ESL teachers. • Dual Language Coordinators • Guided reading support • Additional ESL support for students in Dual Language and Bilingual transitional. • After-school Program (Title III funds, ELL Success Grant) • Morning Program for 3rd to 5th grade students. • Saturday Academy <p>Materials</p> <ul style="list-style-type: none"> • Title III funds will purchase Evaluación del Desarrollo de la Lectura kits and professional Development services for all the teachers of providing Spanish instruction.

	<ul style="list-style-type: none"> • Funds will also purchase new sets of leveled libraries for independent reading. • Achieve 3000 program for 2nd, 3rd, and 4th grade students in Dual Programs and Bilingual Transitional. (ELL Success Grant)
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<p>Results from periodic assessments for grades 3 to 5th.</p> <p>READ 180 Lexile scores for ELLs participating in Self-contained ESL and Push-in programs.</p> <p>Achieve 3000 student results, NYSELAT results</p> <p>Observational assessments using Fountas and Pinnell as well as Evaluacion del Desarrollo de la Lectura</p> <p>The percentage of English Language Learners achieving Level 3 and Level 4 by 3% resulting in 42.6% of Limited Language Proficient students scoring Level 3 or Level 4 as measured by the NYS ELA in 2010.</p>

Subject Area
(where relevant) :

Professional Development

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<p>To evaluate the effectiveness of teacher teams engaged in structured professional collaboration and make improvements to support this work as needed; these teams drive efforts to build coherence between curricular, instructional, assessment, and organizational practices by June 2010 as evident by the curriculum maps and analysis of assessments.</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>The entire school community engages in the genuine sharing of mutual needs, aspirations, and values. Professional development will meet the needs of a diverse staff. The teachers will participate by contributing their knowledge, ideas, and insights to the development of the vision of the school. In the spring of 2009, the AIS coordinator in collaboration with the staff, will select three students from each class that represent the demographics of the school as targeted students. Teacher Teams will engage in inquiry every Thursday morning from 8:00 A.M. – 8:37 A.M. They will analyze targeted students' work and collaboratively plan differentiated lessons to address the needs of each tier.</p> <p>Potential leaders are nurtured and molded. Lab sites will be set up as model classrooms. Colleagues will participate in inter-visitations to learn from one another. Some members will engage in study groups. All members of the school community will be held responsible for the professional development because we are all life-long learners. AUSSIE consultants will also provide professional development. Staff members will</p>

	attend workshops off-site that are offered by the DOE and/or LSO. Lessons will be video-taped and colleagues will provide feedback. Low-inference transcripts will be shared with teachers for self-reflection. Teachers will set personal-professional goals using the rubrics from the Teachers Continuum of Learning.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ul style="list-style-type: none"> • Professional literature funded with Tax Levy • Technology equipment funded with Tax Levy • Teachers and para-professionals funded with Tax Levy and Title I • Teachers Continuum of Learning Consultants funded with Tax Levy and Title I • Weekly Professional Development Calendar funded with Tax Levy • AUSSIE consultants funded with Tax Levy and Title I • Staff Developers funded with Title I • Data Specialists • Technology Coordinator • SBO for 37 1/2 minute option
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Improved pedagogical practices as measured by the rubrics from the Teachers Continuum of Learning. Engaging and meaningful lessons as determined through informal and formal observations, informal and formal walkthroughs, feedback from colleagues and self-reflection that result in increased student outcomes as measured by the Fountas and Pinnell and EDL levels.

**Subject Area
(where relevant) :**

Mathematics

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	To raise the average change in students proficiency for level 1 and 2 students to 0.20 as measured by NYS mathematics assessment by June 2010.
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>	Three 3rd grade classes, all fourth grade classes except Dual Language and all fifth graders except one stand alone 5th grade and the bilingual class will participate in departmentalization allowing students to engage in mathematics instruction for 90 minutes with a mathematics specialist. Administrators, staff developers, AIS coordinator, Dual Language Coordinators, Data Specialists, Teacher Teams will collaboratively analyze individual student data to provide differentiated instruction and to determine the implications for instruction. Teachers follow a math pacing calendar focusing on the pre-March standards and then the post-March standards. Students will be grouped during mathematics lessons. One group will engage in a teacher-directed lesson while other groups engage in appropriate centers as modeled by AUSSIE consultant. One teacher from grades 1 - 5 attended

	<p>PLATO math training and will be incorporating it into math lessons as whole group, mini or individual lessons.. All interim goals are objectively measurable and evaluations of plans clearly show progress towards their final outcomes. We will be able to set longer-term improvement goals for each grade level taking full account of students' starting points. Professional development will include demonstration lessons, inter-visitations, co-teaching, workshops and an AUSSIE consultant. An AIS mathematics teacher will have 3 periods a week to provide intervention. Part of the 37 ½ minutes will be utilized for Mathematics instructions for 3rd, 4th, 5th graders. All 3rd, 4th, and 5th grades will be invited to attend extended day from October 2009 to January 2010. The at-risk students in grades 3, 4 and 5 will be invited to Saturday academy for instruction from October 2009 to January 2010. Extended day and Saturday Academy will resume from March 2009 to May 2010.</p>
<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>Staff developers funded with Title I</p> <p>Two Data Specialist funded with Title I</p> <p>Dual Language Coordinators</p> <p>AUSSIE Consultant AIS coordinator funded with Title I</p> <p>Teachers funded with Tax Levy and Title I</p> <p>Math tutor funded with Title I</p> <p>Professional development from AUSSIE funded with Tax Levy and Title I</p> <p>Math libraries funded with Tax Levy</p> <p>5 days a week for 90 minutes per day.</p> <p>Everyday Counts Calendar Math funded with Tax Levy</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The average change in student proficiency for Level 1 and 2 students to 0.20 as measured by the NYS Mathematics Assessment by 2010.</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, 7, & 9. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

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.

ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk rela Serv
# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
30	18	N/A	N/A	150	49	42	15
31	18	N/A	N/A	143	74	68	14
42	35	N/A	N/A	176	73	65	17
72	44	N/A	N/A	174	73	61	17
61	44	61	61	162	75	62	16
84	71	84	84	145	76	64	14

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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:	<p>My Sidewalks on Reading Street - small group during the day.</p> <p>Wilson - small group during the day and after school.</p> <p>Read 180 - small group during the day.</p> <p>System 44- small group for at-risk third graders during the day.</p> <p>Achieve 3000 - small group for some Dual Language students during the day.</p>
Mathematics:	Centers, Manipulatives and differentiated instruction - small group before, during, and after school.
Science:	Differentiated instruction before, during, and after school, including Saturday Academy- use of multiple choice, short answer and experiments.
Social Studies:	Strategy - determining important information, how to use expository text with map skills, captions, photos and diagrams. How to use primary and secondary sources to write a DBQ. Differentiated groups before and after school.
At-risk Services Provided by the Guidance Counselor:	<p>The School Guidance Counselor has extensive training and experience which assist her in developing and implementing prevention and intervention programs for the children at PS 108K. The Guidance Counselor provides individual and group counseling services to address the academic, social, emotional and behavioral needs of our students. She reviews many topics including self respect, responsibility, bullying, tolerance and peer mediation/conflict resolution. The Guidance Counselor visited each class PS 108K to introduce herself and to review issues related to child abuse, emotional abuse, sexual abuse and educational neglect. The Guidance Counselor assists in resolving crisis situations. She conducts investigations of possible child abuse and suicidal ideations. The Guidance Counselor participates in the Pupil Personnel Committee, Attendance and Safety Committee, the Child Abuse and Neglect Prevention and Intervention Team, the Crisis Intervention Team, and the Principal's Student Review Team. She consults with students, teachers and families to develop educational plans as well as to provide referrals for community services for the families. The Guidance Counselor provides workshops to teachers reviewing issues related to child abuse and neglect, suicidal ideations, crisis intervention and development of educational strategies. Effective at risk counseling programs are important to the</p>

	<p>school's climate and are a crucial element in providing student achievements. School counseling programs have significantly influenced on discipline problems. Many of our students display poor self-esteem, which affects their functioning in class. School counseling interventions have reported success for helping students reduce anxiety. Poor socialization affects the children's abilities to function amongst themselves, with teachers and in class.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>The School Psychologists plays a vital role in PS 108K's intervention efforts. He provides individual and group counseling to address academic, emotional, social and behavioral difficulties. He consults with school staff, parents, and students regarding behavioral management issues and concerns to develop educational plans as well as to provide referrals for community services for the families, as needed. The School Psychologists assists in resolving crisis situations. He conducts investigations of possible child abuse and suicidal ideations. He participates in the Child Abuse and Neglect Intervention and Prevention Team, the Crisis Intervention Team, the Pupil Personnel Committee and The Principal's Student Review Team. He serves as the case manager on the School Assessment Team.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>The School Social Worker is an integral member of the intervention team at PS 108K. She provides individual and group counseling to students to address academic, emotional, social and behavioral difficulties. She consults with school staff, parents, and students to review students' needs and develop educational plans. She provides students and families referrals for community services. The Social Worker assists during crisis situations, child abuse investigations and situations of children displaying suicidal ideations. She participates in the Pupil Personnel Committee, the Child Abuse and Neglect Intervention and Prevention Team, The Crisis Intervention Team and the Principal's Student Review Team. She is also a member of the School Assessment Team.</p>
<p>At-risk Health-related Services:</p>	<p>At Risk Health Services are provided to each class at PS 108K. The SAPIS Counselor conducts presentations for each class reviewing issues related to substance abuse, self esteem, decision making, bullying, conflict resolution, and life skills. The SAPIS Counselor conducts individual and group counseling for students. She participates in the Child Abuse Intervention and Prevention Team, the Crisis Intervention Team and the Pupil Personnel Committee. She provides support services to families including making referrals for community services.</p>

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 (2009-2010) LAP narrative to this CEP.

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

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2009-2010) LAP narrative to this CEP.

P. S. 108 LAP

SY 2009 - 2010

I: Language Allocation Team Policy (LAP)

Language Allocation Policy team members:

Constance Hahn	Principal
Gilda Galassi	Assistant Principal
Olga Castillo	Parent Coordinator
Ramona Jimenez	Guidance Counselor
Angel Andino	Bilingual Psychologist
Vicky Lopez	Bilingual Social Worker
Ruth Parker	ESL/Bilingual Coordinator
Nancy Raza	ESL/Bilingual Coordinator
Clara Stevens	Test Coordinator
Diana Pavlic	AIS Coordinator

II: Teacher Qualifications

2 Certified ESL teachers

7 Certified Bilingual teachers

1 Bilingual. Special Ed. Teacher w/ Bilingual Extension

III: School Description / ELL Demographics

PS 108 is a K-5 elementary school located in East New York, Brooklyn. We are a Title I and 100% lunch free school. As of October 31st, there are 963 students enrolled in our school. 67.6% of our population is Hispanic. There are 170 English Language Learners in our school. That is 17.65% of our school population.

IV: ELL Identification Process

Initial Identification Process for ELLs

During the registration process, our Bilingual Secretary ensures that the parent receives the HLIS in the language spoken by the parent/household. There are various pedagogues available through out the day to assist the parents in filling out the HLIS. This team includes our school assistant principal, Ms. G. Galassi, the ESL teachers Ms. R Parker and Mrs. N. Raza, the testing coordinator Ms. C. Stevens and Ms. A. Mimmnaugh, the Reading teacher.

As the parent completes the HLIS, the *Bilingual Parent Coordinator or /and Bilingual Secretary contacts the ESL teacher or Bilingual/ESL Coordinator* to interview the student and the parents. The ESL teachers speak Spanish and French. When a parent speaks a language other than Spanish or French, we contact the Translation Unit and have the HLIS interview conducted by teleconference.

Once it has been determined that the child is eligible for LAB-R administration, the ESL teacher or the Bilingual/ESL coordinator verbally informs the parent. The student is then administered the LAB-R exam. All Parents are then informed of the LAB-R results and subsequent placement options which are available to their child. Literature about services for English Language Learners is provided in the parents’ native language. This information is downloaded from the Office of ELLs DOE website.

Parent Orientation

During the spring the parents of Kindergarten candidates are invited for an orientation where they are made aware of the Dual Language program and ESL Programs offered in our school. During the registration process students are identified for entitlement to Bilingual/ESL services. At the same moment, the parent is invited to view the NYC DOE videotape informing them of the programs available to them in the City of New York. Parents are also invited to visit the Dual Language and ESL classes. A second Parent Orientation is held in the fall for transfer and newly admitted students. At P.S. 108K, we make every effort to have the parent make a choice before the student steps into a classroom or before the 10th day of attendance.

Once the parent signs the parent survey letter that indicates their choice of program, the student is placed in the program indicated by the parent. The letters are kept on file and one copy is placed in the students' cumulative folder. The parent coordinator outreaches to the parents of students who do not return the forms in a timely fashion. She ensures that an appointment is made for the parent to come in to discuss and choose a program for their child. Parents who fail to return the Parent Choice Survey are told that their child will be placed in the default bilingual program, which in our school is the dual language program.

NYSESLAT Implementation

The ESL and Bilingual coordinators together with the test coordinator, ensure that every teacher that instructs the English Language Learners in the different programs, are aware that these students receive modifications such as extended time, use of glossaries and separate location if needed. Parents are informed in writing of the dates, and the format of the NYSESLAT. We also hold a workshop to inform parents about the NYSESLAT. The team ensures that every student is tested following the protocol set forth by the DAA.

After the results of the NYSESLAT are reviewed, it is determined which students continue to be entitled to the Bilingual/ESL programs. A letter is sent to the parents informing them of the results of the NYSESLAT and their child's continuation to entitlement. Parents of students no longer entitled are also informed of the NYSESLAT results and these former ELLs continue to receive sheltered support through the My Sidewalks reading program and the READ 180 program. Parents are also informed that their child will continue to receive the extended time modification during the NYS/ NYC standardized examinations for the following two years.

Trends in Program Selection

Over the past 3 years, the trend has been for parents to request ESL or Dual Language placement. Most parents seem to prefer both of these options over the Transitional Bilingual program. This is why we have added two Dual Language classes on each grade every year since 2005. Next year for the first time Dual Language will be offered throughout the entire school, from grades K-5. Due to our demographic make up, we are able to offer the three choices: Transitional Bilingual Education in Spanish, Dual Language, and Free standing push-in ESL. There are two ELL students with languages other than Spanish or English. These other languages are Urdu and Bengali. Both of these ESL students are in the 3rd grade.

V: ELL Programs

At P.S. 108 we offer three programs: ESL, Transitional Bilingual and Dual Language.

Transitional Bilingual Education Program:

We have one Transitional Bilingual class in the 5th grade. There are 22 students in this classroom. The teacher delivers all the instruction in English and Spanish. This classroom contains the following population: 8 new arrivals and 12 SIFE students. All 22 students in this class have had 3 years or less of ESL instruction. The proficiency levels in this classroom are as follows: 15 Beginners, 3 Intermediates and 4 Advanced. These fifth grade students' language allocation is 60% Spanish and 40% English.

Dual Language Program:

The program selected for implementation is the 50/50 side-by-side alternating day language pattern with a 90 minute simultaneous literacy block. Emergent literacy is taught in the student’s native language first. There are two classes on every grade in K- 4th grades. There are 115 ELLs and 103 EPs in this program. One of the two teachers in the team is assigned to provide instruction in English and the other teacher is assigned to provide instruction in Spanish. ELL students are integrated with English proficient (EPs) students in an instructional program that uses two languages for instruction. The breakdown for these classes is as follows:

K		1 st		2 nd		3 rd		4 th	
EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL
25	25	22	21	23	16	18	26	15	27

ESL Program:

ELL students who have been opted-out of Bilingual Education by their parents receive the necessary ESL and ELA instructional units as required by Commissioner’s Regulations Part 154. Students are grouped according to their language proficiency. There are 33 ESL students in grades K-5.

Language	Kgn	1 st	2 nd	3 rd	4 th	5 th
Spanish	1	3	9	5	7	6
Bengali				1		
Urdu				1		

VI: ELL Years of service and Programs.

There are 170 ELLs at P.S. 108.

There is a total of 105 students in the 0-3 years category.

- 22 students in the transitional Bilingual Program, 71 in the Dual Language Program and 12 in the ESL Program.

There are 64 students who have 4-6 years of service.

- 44 students in the Dual Language program.
- 20 students in ESL.

There is 1 student with more than 6 years of service (Long term ELL).

- This 5th Grade student is in the ESL program.

There are 16 SIFE students

- 2 SIFE students in 3rd grade in the Dual Language classes.
- 1 SIFE student in the 4th grade in the Dual Language classes.
- 12 SIFE students in the 5th grade in the Bilingual class.
- 1 SIFE students in the 5th grade ESL class.

There are 2 ELLs in our Special Education self-contained classes. Both of these students are in ESL. One is in the 2nd grade and the other is in the 3rd grade.

VII: Home Language Breakdown and ELL Programs

There are 33 English Language Learners in our ESL push-in program.

- Kindergarten- 1 Spanish speaking student
- 1st Grade- 3 Spanish speaking students
- 2nd Grade- 9 Spanish speaking students
- 3rd Grade- 5 Spanish speaking students
 - 1 Urdu speaking student
 - 1 Bengali speaking student

4th Grade- 7 Spanish speaking students
5th Grade- 6 Spanish speaking students

There are 22 Spanish speaking students in the 5th grade Transitional Bilingual Education class.

There are 115 Spanish speaking ELLs in our K-4 Dual Language program. Ten of these students are fluent in both Spanish and English. One child also speaks Polish as a third language.

We have 103 EPs or English Proficient students in the Dual Language Program.

- 15 African-American, 7 Asians, and 2 White non-Hispanic, and 79 Latinos.

The Dual Language breakdown is as follows:

Kindergarten □ 25 ELLs and 25 EPs

1st grade □ 21 ELLs and 22 EPs

2nd grade □ 16 ELLs and 23 EPs

3rd grade □ 26 ELLs and 18 EPs

4th grade - 27 ELLs and 15 EPs

VIII: Programming and Scheduling Information.

Dual Language Program:

The program selected for implementation is the 50/50 side-by-side alternating day language pattern with a 90 minute simultaneous literacy block. Emergent literacy is taught in the student's native language first. There are two classes on every grade in K- 4th grades. One of the two teachers in the team is assigned to provide instruction in English and the other teacher is assigned to provide instruction in Spanish. ELL students are integrated with English proficient (EPs) students in an instructional program that uses two languages for instruction. Students receive the required periods of NLA, ELA and ESL based on their NYSESLAT or LAB-R scores. Content area is taught in both Spanish and English, using second language acquisition strategies. During the 90 minute literacy block, the components of the balanced literacy program are introduced in the student's first language. The program's curriculum and instruction is aligned with New York State's Learning Standards for ELA, NLA and ESL, as well as the content areas.

Transitional Bilingual Education Program:

This 5th grade class contains the following population: 8 new arrivals and 12 SIFE students. All 22 students in this class have had 3 years or less of ESL instruction. The proficiency levels in this classroom are as follows: 15 Beginners, 3 Intermediates and 4 Advanced. These fifth grade students' language allocation is 60% Spanish and 40% English. During the literacy block all of these students will be using the Achieve 3000 technology-based reading program. The content area instruction is provided by the classroom teacher in Mathematics, and Social Studies. A bilingual Science cluster instructs these students in Spanish.

ESL Program:

The 33 ESL students receive the necessary ESL and ELA instructional units as required by Commissioner's Regulations Part 154. Instruction is provided using a Push-in model by two certified ESL teachers who push in for the necessary amount of minutes as determined by the student's level of proficiency. The ESL teachers support the classroom teacher with writing and content area subjects. Our third, fourth and fifth grade students receive 90-minute reading instruction using the technology-based reading program READ 180 with specific strategies to support ELL students.

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2009-10

School Building: Sal Abbracciamento School District 19

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

Number of Teachers 2009-2010				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			
7	2			5	0	14

* 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 2009-10 (ESL)

ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 19 School Building: P.S. 108

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:8:38 To:9:23	Subject (Specify) ESL				
2	From:9:24 To:10:09	Balanced Literacy				
3	From:10:10 To:10:55	Block ESL	Block ESL	Block ESL	Block	Block
4	From:10:56 To:11:43	Writing	Writing	Writing	Social Studies	Science (English)
5	From:11:46 To:12:33	Lunch	Lunch	Lunch	Lunch	Lunch
6	From:12:35 To:1:20	Mathematics (English)				
7	From:1:25 To:2:12	Social Studies (English)	Science (English)	Social Studies (English)	Science (English)	Social Studies (English)
8	From:2:12 To:2:57	Art (English)	Music (English)	Phy. Education (English)	health (English)	Phy Ed. (English)

SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 19 School Building: P.S. 108

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:8:38 To:9:23	Subject (Specify) ESL				
2	From:9:24 To:10:09	Balanced Literacy				
3	From:10:10 To:10:55	Block	Block	Block	Block	Block
4	From:10:56 To:11:43	Writing	Writing	Writing ESL	Social Studies ESL	Science (English) ESL
5	From:11:46 To:12:33	Lunch	Lunch	Lunch	Lunch	Lunch
6	From:12:35 To:1:20	Mathematics (English)				
7	From:1:25 To:2:12	Social Studies (English)	Science (English)	Social Studies (English)	Science (English)	Social Studies (English)
8	From:2:12 To:2:57	Art (English)	Music (English)	Phy. Education (English)	health (English)	Phy Ed. (English)

SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 19 School Building: P.S. 108

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:8:38 To:9:23	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify)
2	From:9:24 To:10:09	ELA (READ 180)	ELA (READ 180)	ELA (READ 180)	ELA (READ 180)	ELA (READ 180)
3	From:10:10 To:10:55	Block	Block	Block	Block	Block
4	From:10:56 To:11:43	Writing	Writing	Writing	Social Studies	Science (English)
5	From:11:46 To:12:33	Lunch	Lunch	Lunch	Lunch	Lunch
6	From:12:35 To:1:20	Mathematics (English)	Mathematics (English)	Mathematics (English)	Mathematics (English)	Mathematics (English)
7	From:1:25 To:2:12	Social Studies (English)	Science (English)	Social Studies (English)	Science (English)	Social Studies (English)
8	From:2:12 To:2:57	Art (English)	Music (English)	Phy. Education (English)	health (English)	Phy Ed. (English)

SAMPLE STUDENT SCHEDULE 2009-10 (Bilingual)

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

School District: 19 School Building: P. S. 108

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:8:38 To:9:23	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL)	Subject (Specify) ESL	Subject (Specify) ESL)
2	From:9:24 To:10:09	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL)	Subject (Specify) ESL	Subject (Specify) ESL)
3	From:10:10 To:10:55	Subject (Specify) Science NL	Subject (Specify) Science NL	Subject (Specify) Science NL	Subject (Specify) Science NL)	Subject (Specify) Soc. St. NL
4	From:10:56 To:11:43	Subject (Specify) Math NL SPA	Subject (Specify) Math NL	Subject (Specify) Math NL	Subject (Specify) Math NL	Subject (Specify) Math NL
5	From:11:45 To:12:35	Subject (Specify) Math NL SPA	Subject (Specify) Math NL	Subject (Specify) Math NL	Subject (Specify) Math NL	Subject (Specify) Math NL
6	From:12:35 To:1:25	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
7	From:1:25 To:2:12	Subject (Specify) Social St. NL SPa	Subject (Specify) Social St. NL SPa	Subject (Specify) Social St. NL SPa	Subject (Specify) Native Lang Arts	Subject (Specify) Native Lang Arts
8	From:2:12 To:2:57	Subject (Specify) Music ENG	Subject (Specify) Art ENG Prep	Subject (Specify) Nat. Lang Arts	Subject (Specify) Wat Lang Arts	Subject (Specify) Gym

SAMPLE STUDENT SCHEDULE 2009-10 (Bilingual)

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

School District: 19 School Building: P. S. 108

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:8:38	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:9:23	ESL	ESL	ESL	ESL	Science ESL
2	From:9:24	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Social Studies (ESL)
	To:10:09	ESL	ESL	ESL	ESL	
3	From:10:10	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:10:55	Science NL	Science NL	Science NL	Writing NL	Soc. St. NL
4	From:10:56	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:11:43	Math NL SPA	Math SPA	Math SPA	Math SPA	Math (ESL)
5	From:11:45	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:12:35	Math NL SPA	Math NL SPA	Math NL SPA	Math NL SPA	Math NL SPA
6	From:12:35	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:1:25	Lunch	Lunch	Lunch	Lunch	Lunch
7	From:1:25	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:2:12	Social St. NL SPa	Social St. NL SPa	Social St. NL SPa	Native Lang Arts	Native Lang Arts
8	From:2:12	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:2:57	Music ENG	Art ENG Prep	Phy. Ed	Wat Lang Arts	Phy. Ed

SAMPLE STUDENT SCHEDULE 2009-10 (Bilingual)

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

School District: 19 School Building: P. S. 108

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:8:38	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:9:23	ESL	ESL	ESL	ESL	ESL
2	From:9:24	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:10:09	READ 180	READ 180	READ 180	READ 180	ELA
3	From:10:10	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:10:55	Science NL	Science NL	Science ENG	Science ENG	Soc. St. ENG
4	From:10:56	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:11:43	Math NL SPA	Math NL	Math NL	Math NL	Math NL
5	From:11:45	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:12:35	Math NL SPA	Math NL	Math NL	Math NL	Math NL
6	From:12:35	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:1:25	Lunch	Lunch	Lunch	Lunch	Lunch
7	From:1:25	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:2:12	Social St. NL Spa	Social St. NL SPa	Social St. ELA	ELA	ELA
8	From:2:12	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:2:57	Music ENG	Art ENG	Nat. Lang Arts	Wat Lang Arts	Gym Eng

SAMPLE STUDENT SCHEDULE 2009-10 (Bilingual)

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

School District: 19 School Building: P. S. 108 (Spanish Room Group A SSL push-in) (English Room Group B ESL push-in)
 ALTERNATING DAY SIMULTANEOUS LITERACY.

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:8:38 To:9:23	Balanced Literacy block Group A SSL	Balanced Literacy block Group B SSL	Balanced Literacy block Group A SSL	Balanced Literacy block Group B SSL	Balanced Literacy block Group A SSL
2	From:9:24 To:10:09	Balanced Literacy BLOCK SSL/push-in	Balanced Literacy BLOCK SSL/ push-in	Balanced Literacy BLOCK SSL/ push-in	Balanced Literacy BLOCK SSL push-in	Balanced Literacy BLOCK SSL/ push-in
3	From:10:10 To:10:55	Subject (Specify) Science SPA	Subject (Specify) Science SPA	Subject (Specify) Science SPA	Subject (Specify) Science SPA	Subject (Specify) Soc. St. SPA
4	From:10:56 To:11:43	Subject (Specify) Math NL SPA	Subject (Specify) Math SPA	Subject (Specify) Math SPA	Subject (Specify) Math SPA	Subject (Specify) Math SPA
5	From:11:45 To:12:35	Subject (Specify) Math NL SPA	Subject (Specify) Math SPA	Subject (Specify) Math SPA	Subject (Specify) Math SPA	Subject (Specify) Math SPA
6	From:12:35 To:1:25	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
7	From:1:25 To:2:12	Subject (Specify) Social St. NL SPA	Subject (Specify) Social St. NL SPA	Subject (Specify) Social St. NL SPA	Subject (Specify) WRITERS WORKSHOP	Subject (Specify) WRITERS WORKSHOP
8	From:2:12 To:2:57	Subject (Specify) Music ENG	Subject (Specify) Art ENG Prep	Subject (Specify) SSL Lang Arts	Subject (Specify) SSL Lang Arts	Subject (Specify) Gym

SAMPLE STUDENT SCHEDULE 2009-10 (Bilingual)

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

School District: 19 School Building: P. S. 108 (Spanish Room Group A SSL push-in) (English Room Group B ESL push-in)
 ALTERNATING DAY SIMULTANEOUS LITERACY.

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:8:38 To:9:23	Balanced Literacy block Group A ESL	Balanced Literacy block Group B ESL	Balanced Literacy block Group A ESL	Balanced Literacy block Group B ESL	Balanced Literacy block Group A ESL
2	From:9:24 To:10:09	Balanced Literacy BLOCK ESL/push-in	Balanced Literacy BLOCK ESL/ push-in	Balanced Literacy BLOCK ESL/ push-in	Balanced Literacy BLOCK ESL push-in	Balanced Literacy BLOCK ESL/ push-in
3	From:10:10 To:10:55	Subject (Specify) Science ENG	Subject (Specify) Science ENG	Subject (Specify) Science ENG	Subject (Specify) Science ENG	Subject (Specify) Soc. St. ENG
4	From:10:56 To:11:43	Subject (Specify) Math ENG	Subject (Specify) Math ENG	Subject (Specify) Math ENG	Subject (Specify) Math ENG	Subject (Specify) Math ENG
5	From:11:45 To:12:35	Subject (Specify) Math ENG	Subject (Specify) Math ENG	Subject (Specify) Math ENG	Subject (Specify) Math ENG	Subject (Specify) Math ENG
6	From:12:35 To:1:25	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
7	From:1:25 To:2:12	Subject (Specify) Social St. ENG	Subject (Specify) Social St. ENG	Subject (Specify) Social St. ENG	Subject (Specify) WRITERS WORKSHOP	Subject (Specify) WRITERS WORKSHOP
8	From:2:12 To:2:57	Subject (Specify) Music ENG	Subject (Specify) Art ENG Prep	Subject (Specify) ELA	Subject (Specify) ELA	Subject (Specify) Gym

SAMPLE STUDENT SCHEDULE 2009-10 (Bilingual)

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

School District: 19 School Building: P. S. 108

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:8:38 To:9:23	Balanced Literacy block Group B ESL/push in	Balanced Literacy block Group A ESL/push in	Balanced Literacy block Group B ESL/push in	Balanced Literacy block Group A ESL/push in	Balanced Literacy block Group B ESL/push in
2	From:9:24 To:10:09	Subject (Specify) ESL				
3	From:10:10 To:10:55	Subject (Specify) Science ENG	Subject (Specify) Science ENG	Subject (Specify) Science ENG	Subject (Specify) Science ENG	Subject (Specify) Soc. St. ENG
4	From:10:56 To:11:43	Subject (Specify) Math ENG				
5	From:11:45 To:12:35	Subject (Specify) Math ENG				
6	From:12:35 To:1:25	Subject (Specify) Lunch				
7	From:1:25 To:2:12	Subject (Specify) Social St. ENG	Subject (Specify) Social St. ENG	Subject (Specify) Social St. ENG	Subject (Specify) Writers workshop ENG	Subject (Specify) Writers Workshop ENG
8	From:2:12 To:2:57	Subject (Specify) Music ENG	Subject (Specify) Art ENG Prep	Subject (Specify) ELA	Subject (Specify) ELA	Subject (Specify) Gym

SAMPLE STUDENT SCHEDULE 2009-10 (Bilingual)

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

School District: 19 School Building: P. S. 108 (Spanish Room Group A SSL push-in) (English Room Group B ESL push-in)
ALTERNATING DAY SIMULTANEOUS LITERACY.

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:8:38 To:9:23	Balanced Literacy block Group A SSL	Balanced Literacy block Group B SSL	Balanced Literacy block Group A SSL	Balanced Literacy block Group B SSL	Balanced Literacy block Group A SSL
2	From:9:24 To:10:09	Balanced Literacy BLOCK SSL/push-in	Balanced Literacy BLOCK SSL/ push-in	Balanced Literacy BLOCK SSL/ push-in	Balanced Literacy BLOCK SSL push-in	Balanced Literacy BLOCK SSL/ push-in
3	From:10:10 To:10:55	Subject (Specify) Science SPA	Subject (Specify) Science SPA	Subject (Specify) Science SPA	Subject (Specify) Science SPA	Subject (Specify) Soc. St. SPA
4	From:10:56 To:11:43	Subject (Specify) Math NL SPA	Subject (Specify) Math NL SPA	Subject (Specify) Math NL SPA	Subject (Specify) Math NL SPA	Subject (Specify) Math NL SPA
5	From:11:45 To:12:35	Subject (Specify) Math NL SPA	Subject (Specify) Math NL SPA	Subject (Specify) Math NL SPA	Subject (Specify) Math NL SPA	Subject (Specify) Math NL SPA
6	From:12:35 To:1:25	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
7	From:1:25 To:2:12	Subject (Specify) Social St. NL SPA	Subject (Specify) Social St. NL SPA	Subject (Specify) Social St. NL SPA	Subject (Specify) WRITERS WORKSHOP	Subject (Specify) WRITERS WORKSHOP
8	From:2:12 To:2:57	Subject (Specify) Music ENG	Subject (Specify) Art ENG Prep	Subject (Specify) SSL Lang Arts	Subject (Specify) SSL Lang Arts	Subject (Specify) Gym

SAMPLE STUDENT SCHEDULE 2009-10 (Bilingual)

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

School District: 19 School Building: P. S. 108

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:8:38 To:9:23	Balanced Literacy block Group B ESL/push in	Balanced Literacy block Group A ESL/push in	Balanced Literacy block Group B ESL/push in	Balanced Literacy block Group A ESL/push in	Balanced Literacy block Group B ESL/push in
2	From:9:24 To:10:09	Subject (Specify) ELA				
3	From:10:10 To:10:55	Subject (Specify) Science ENG	Subject (Specify) Science ENG	Subject (Specify) Science ENG	Subject (Specify) Science ENG	Subject (Specify) Soc. St. ENG
4	From:10:56 To:11:43	Subject (Specify) Math ENG				
5	From:11:45 To:12:35	Subject (Specify) Math ENG				
6	From:12:35 To:1:25	Subject (Specify) Lunch				
7	From:1:25 To:2:12	Subject (Specify) Social St. ENG	Subject (Specify) Social St. ENG	Subject (Specify) Social St. ENG	Subject (Specify) Writers workshop ENG	Subject (Specify) Writers Workshop ENG
8	From:2:12 To:2:57	Subject (Specify) Music ENG	Subject (Specify) Art ENG Prep	Subject (Specify) ELA	Subject (Specify) ELA	Subject (Specify) Gym

SAMPLE STUDENT SCHEDULE 2009-10 (Bilingual)

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

School District: 19 School Building: P. S. 108

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:8:38 To:9:23	Balanced Literacy block Group B SSL/push in	Balanced Literacy block Group A SSL/push in	Balanced Literacy block Group B SSL/push in	Balanced Literacy block Group A SSL/push in	Balanced Literacy block Group B SSL/push in
2	From:9:24 To:10:09	Subject (Specify) NLA				
3	From:10:10 To:10:55	Subject (Specify) Science SPA	Subject (Specify) Science SPA	Subject (Specify) Science SPA	Subject (Specify) Science SPA	Subject (Specify) Soc. St. SPA
4	From:10:56 To:11:43	Subject (Specify) Math Spanish				
5	From:11:45 To:12:35	Subject (Specify) Math Spanish				
6	From:12:35 To:1:25	Subject (Specify) Lunch				
7	From:1:25 To:2:12	Subject (Specify) Social St. SPA	Subject (Specify) Social St. SPA	Subject (Specify) Social St. SPA	Subject (Specify) Writers workshop SPA	Subject (Specify) Writers Workshop SPA
8	From:2:12 To:2:57	Subject (Specify) Music ENG	Subject (Specify) Art ENG Prep	Subject (Specify) NLA	Subject (Specify) NLA	Subject (Specify) Gym

Differentiating Instruction for ELLs/Subgroups

IX: Plan for SIFE

Our 3rd, 4th and 5th grade SIFE students receive the support of three Bilingual push-in teachers during the 37^{1/2} minute morning program. They also attend the extended day program, which meets on Tuesdays and Wednesdays from 2:57 to 4:27pm. 4th and 5th grade SIFE students attend the Saturday Academy Program which provides ESL instruction with Native Language support in Mathematics and the Content areas. The purpose of these supplemental programs is to provide ESL and NLA instruction as well as the academic and content language support that these students lack. These classes are taught by certified bilingual teachers.

X: Plan for ELLs in School less than 3 years/Newcomers

ELLs with less than 3 years of service who are deemed beginners receive 360 minutes of ESL instruction per week. They also receive the support of a paraprofessional who provides small group instruction using the *My Sidewalks* reading program. During the Morning program, these students receive extra support in ESL instruction by push-in bilingual teachers.

XI: Plan for ELLs in school 4-6

ELLs with 4 to 6 years of service receive ESL instruction according to their proficiency level. Beginner and Intermediate students receive 360 minutes of ESL, while Advanced students receive 180 minutes of ESL and 180 minutes of ELA instruction. ESL students receive reading instruction through the *READ 180* program while the Bilingual and Dual Language students use the *Achieve 3000* reading program. Most of these ELLs participate in our After School, Morning Program and Saturday Academy programs. During the 37 ½ minutes morning program, these students are placed in small groups, where the student to teacher ratio is less than 10 to 1. Some of these students receive additional small group support through the Fountas & Pinnell Intervention reading program.

XII: Plan for ELLs in schools 6 yrs. Completed or more/Long Term ELLS.

There is only one Long term ELL in our school. This child receives the same services as students with 4-6 years of service (morning and after school programs, Saturday Academy, READ 180 and ESL and ELA instruction.) In addition, this student gets one on one support from a Bilingual paraprofessional for reading and writing, which are the student's lowest scored modalities.

XIII: Plan for ELL Special Needs Students

Two of our ELL students, one 2nd grader and one 3rd grader, are students with special needs. These students participate in Special Education 12:1:1 classes. These ELLs are assisted by Bilingual placement paraprofessional. The ESL teachers push in to work with each of these students. In addition, the ELL student in the 3rd grade Special Education class uses the technology based *System44* reading program which focuses on phonemic awareness, vocabulary development, comprehension and self-correction. The Bilingual Resource Room teacher provides SETSS to three ESL students, two Dual Language and one student in the Transitional Bilingual Program.

XIV: Intervention Programs for ELLs (AIS)

Tier 1 ELLs who are far below their grade level, are pulled out for small group instruction with a bilingual paraprofessional for at risk intervention using the *Fountas and Pinnell Intervention Program* or *My Sidewalks* reading program. These groups have a maximum of 5 students, so that the students get more individualized instruction. The other intervention program that is used for at risk ELLs is the phonics-based *Wilson Reading Program*.

XV: Transitional Students Support Plan

ELLs who have passed the NYSESLAT continue to receive testing accommodations for up to two years. They are given extended time and are allowed the use of glossaries. Their parents are informed of these accommodations. The former ELLs in our school continue to receive small group instruction through the use of *My Sidewalks* and the *READ 180* reading program during the school day. Classroom teachers continue to use ESL strategies with these students to ensure their continued language development as FELLs.

XVI: Future Plans for ELL Programs

Due to parental feedback on the parent selection survey, the trend has been for parents to choose Dual Language or ESL for newly admitted students. Five years ago our school instituted a Dual Language Program with our incoming Kindergarten class. Every year since then we have added two Dual Language classes on each grade. This means that we have gradually phased out our Transitional Bilingual Education Classes so that in the 2010 school year we will no longer have a Transitional Bilingual Program. Going forward we will only offer Dual Language and ESL Programs at P.S. 108, as long as this continues to be the parents' preference.

XVII: Equal Access to all Programs

Our enrichment programs are available to all of our students including ELLs, throughout the week. All of our students receive the mandated minutes of Physical Education and the Arts. All ELLs have equal access and opportunities to participate in all programs. Some of these programs include the Dance and Theatre club, Art club, Homework club, Fitness Gram, and violin lessons.

XVIII: After School Programs for ELLs

Before/After-School and Saturday Programs

Morning Tutorial

ELL Students in grades 3-5 attend the Morning Tutorial Program which lasts from 8:00 AM to 8:37 AM, Mondays through Wednesdays. There is an average of 3 teachers per class in the morning program, so that students are provided with small group instruction. After reviewing the LAB-R data, we decided to address the needs of our newly arrived students in the 3rd, 4th and 5th grades, as well as twelve 5th grade SIFE students. These students receive instruction in ESL as well as in their native language. Instruction is provided by three Bilingual teachers, thus reducing the student to teacher ratio. These teachers use the RIGOR reading program.

After School

ELLs in grades 3-5 attend after-school on Tuesdays and Wednesdays from 2:57 PM to 4:27 PM. Fourth and fifth grades ELL students attend the Saturday Academy from 8:30 AM to 11:30 AM. The after-school program will run from October 2009 to May 2010. All of these extended day programs provide small group instruction, technological support, and intensive development in the content areas in both English and Spanish. All students in the Dual Language and Transitional Bilingual classes use Achieve 3000 in their after-school program. They will also use materials such as activity books and picture cards for new comers from the McMillan program *Treasure Chest*. The ELL students in the ESL program attend the after-school and they use the READ 180 Program.

Saturday Academy

The Saturday Academy will be run in two sessions, Fall and Winter. The Saturday Academy Program meets from 8:30AM to 11:30 AM.

24 ELLs in the 4th and 5th grade attended the Saturday Academy. 10 of these students have less than 3 years in the NYC school system. These 0-3 years 5th graders are taught ESL and content area in their native language by a Bilingual Teacher. They use the Achieve 3000 Reading Program. Students in the Dual Language and ESL programs also participate in the Saturday Academy. They receive instruction from a Bilingual teacher. Instruction is provided in ELA, ESL and Mathematics in the Native Language.

XIX: Instructional materials including technology

We use a variety of materials to enhance our ELLs' language acquisition. Kindergarten and 1st grade Dual Language classes use the *Benchmark Learning Spanish Explorers* reading program. 2nd grade Dual Language classes use Rigby's *On Our Way To English*. 3rd and 4th grade Dual Language classes use *Puentes and Bridges* Reading program, as well as the *Achieve 3000* technology-based reading program. The 5th grade Bilingual class also uses *Achieve 3000*, *RIGOR*, and the *Oxford Content Area Dictionaries* for the SIFE and newcomers. ESL students in grades 3-5 use the *READ 180* technology-based reading program, while ESL students in grades K-2 use the *Rigby Guided Reading* program.

XX: Instructional materials in Content Areas

All ELLs use the Everyday Math Program and Math Steps. Dual Language and Bilingual classes use Science and Social Studies textbooks in Spanish. These include Harcourt's *Ciencias* and *Estudios Sociales*. Oxford Content Dictionaries are also used in the 5th grade Bilingual class. The Oxford series supports Science and Social Studies vocabulary development.

XXI: Native Language Support

Content area instruction is provided by two bilingual Science cluster teachers. Dual Language and Bilingual teachers provide Social Studies instruction in both Spanish and English. Bilingual paraprofessionals provide small group tutoring through the *Fountas and Pinnell* and the *My Sidewalks* intervention programs. The *READ 180* program has a native language component which allows students to preview a 5 minute clip of the upcoming unit on their laptops in Spanish, French and several different languages. The *Achieve 3000* computer-based reading program has native language support embedded as one of its components.

XXII: Support Services

The School Base Support Team and ELLs

The Bilingual Guidance Counselor provides information and materials which address various social issues faced by ELLs. This information is differentiated according to their ages and grade levels. She has an open door policy for all her ELL students in which she helps them with social, behavioral and personal challenges. In addition, she guides parents and students through the transition from elementary to middle school by facilitating the selection and application process for choosing a middle school which best meets their child's needs. She aides the students in writing their personal essays and guides them into evaluating their own interests and abilities. The bilingual psychologist and social worker provide educational evaluations, as well as individual and group counseling for our ELLs and their parents.

Parental Support

Our goal is to encourage families to be actively involved in the learning community of our school. Our Bilingual Parent Coordinator provides multiple workshops throughout the year to engage parents in the education of their children. Parents of newly enrolled ELL students are provided with two orientation sessions in September and June. These sessions provide information about the ELL programs we offer: the Transitional Bilingual, ESL, and Dual Language Programs. These orientation sessions are separate and apart from regularly scheduled parent meetings and are conducted by the ESL teacher and the Assistant Principal. During the year the parent coordinator and the staff developers offer workshops on other topics such as the State standards, State and City assessments, and school expectations. A plethora of workshops are provided for the parents in English and Spanish. We occasionally invite community based organizations to send in special speakers and offer their services to our parents. We evaluate parental needs by having parents fill out surveys indicating the type of workshops and/or services they would like us to offer. For example, due to overwhelming parental demand, we offered extensive ARIS training for our parents at the beginning of the school year.

This school year we will be offering our usual parent ESL classes. For the first time, we will also offer Spanish as a Second Language to all parents who are interested in learning Spanish. This will be especially useful to parents of EPs in the Dual Language classes.

The last Friday of every month has been designated as *Family Friday*. At this time parents are invited to visit the classroom while instruction is going on so that they can experience the education we provide for their children. A monthly calendar, as well as a school newsletter is sent to each of our students' home in an effort to keep parents informed of current activities and upcoming events in the school.

XXIII: Professional Development

Professional development is provided to every teacher in our school building on a weekly basis by the professional development team in all areas of the curriculum. All of our teachers are provided with common preparation periods during which the Staff Developers engage teachers in study group activities and best practices. Dual Language teachers have daily common preps so that they can collaborate and plan their lessons in both languages. Our Assistant Principal, will also provide our Bilingual and Dual Language teachers with professional development in Literacy, Mathematics, and ESL strategies. Differentiated Instruction is imbedded in all lesson planning and workshops.

Lesson planning, thematic instruction and differentiation of instruction are some of the topics on the agenda. This staff development consists of study groups, modeling instruction and inter-visitations. Part of the staff development will take place after school hours during the school year. Our teachers also attend professional development activities provided by BETAC and by our LSO.

All of our new teachers will receive the 7.5 hours of ELL training as per Jose P. mandate in the Spring of 2010. During these meetings teachers will be informed about the compliance issues, identification of students as well as testing accommodations and strategies for differentiating and supporting ELLs in their classrooms.

ELL Teacher Staff Development schedule

Constituents

New Dual Language and Bilingual Teachers

Dual Language, ESL and Bilingual Teachers

Meeting Time

Fridays: 8:00 □ 8:30 AM

Meet twice a month during common prep periods and twice a month during after school hours.

These Inquiry Team workshops will provide vertical planning for the Bilingual/ESL department. The focus will be on strategies which can be implemented across the grades to move students' achievement in the four modalities.

XXIV: Assessment Analysis

Analysis of ELA Results

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
4	2	16	14	0	32
5	6	6	1	0	13

32 4th grade ELLs took the ELA test in 2009. 16 of our 4th graders scored at a level 2, 14 students scored at level 3, and 2 students scored at level 1. No one scored at level 4.

13 5th graders took the ELA test. 6 students scored at level 1 and 6 scored at level 2. One student scored at level 3 and no one scored a 4.

The results indicate that we need to help our level 2 students in both 4th and 5th grade who are approaching grade level to reach level 3. We will provide small group instruction during the Morning program, After school and Saturday Academy. The ELLs who received level 1 will be given AIS services through small group instruction using programs such as *Fountas and Pinnell Intervention* and *My Sidewalks*. Students in level 3 will be supported through the *Achieve 3000* and *READ 180* technology-based reading programs.

Our school no longer uses ECLAS 2 or EL SOL to evaluate our students. Therefore we have attached the following charts which show a breakdown of student results for the *Evaluación del Desarrollo de la Lectura*, which we use in lieu of EL SOL and the *Fountas and Pinnell* which is used in lieu of ECLAS 2.

Fountas & Pinnell

	Tier I	Tier II	Tier III	Tier IV
K	N/A	N/A	N/A	N/A
1	17	3	5	0
2	17	5	1	0
3	22	5	6	0

In 1st grade, 25 students were assessed. 17 were Tier 1, 3 students were Tier 2, 5 were Tier 3. In the 2nd grade, 23 students were tested. 17 were Tier 1, 5 were Tier 2, and 1 student was Tier 3. In the 3rd grade 33 students were tested. 22 were Tier 1, 5 were Tier 2, and 6 were Tier 3. The data shows that many ELL students in the lower grades are below grade level in English Language Arts. As a result we have paraprofessionals and cluster teachers who push in throughout the day, and especially during the literacy block, to provide small group, individualized and differentiated instruction. This ensures a smaller student to teacher ratio.

Evaluación del Desarrollo de la Lectura 2

	Emergent	Early	Transitional	Extending	Intermediate
K	N/A	N/A	N/A	N/A	N/A
1	22	0	0	0	0
2	13	2	1	0	0
3	3	3	14	5	0

In the 1st grade, 22 students were assessed and they are all emergent readers in their native language. In the 2nd grade, 16 students were tested. 13 were emergent, 2 were early readers and one was a transitional reader. In the 3rd grade 25 students were tested. Only 3 were emergent readers and 3 were early readers. 14 were deemed transitional and 5 students were extending. The data shows that more native language support is needed in order to move students from the emergent and early stages to the transitional and above. This is why we have two bilingual teachers and three bilingual paraprofessionals pushing in to support these students with small group instruction during the literacy block.

Assessment of EPs

Our English Proficient Students are assessed in Spanish through the EDL Assessment. The 3rd to 5th grade students are also assessed with the ELE. 10 EPs took the ELE in the 4th grade. 2 students scored in quartile 1, 3 scored at quartile 2, 2 scored at quartile 3 and 3 scored at quartile 4. After only three years of Spanish as a second language, half of the EPs who were tested scored in the third and fourth quartiles, showing that they are starting to be functionally bi-literate.

Spring 2009 ELE

Present Grade	0-25 Perf		26-49 Perf		50-74 Perf		75-100 Perf		TOTAL	
	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL
4 th	2	2	3	8	2	12	3	18	10	40
5 th	0	2	0	2	0	3	0	6	0	13

Analysis of Math Results

NYS MATH

Grade	Level 1		Level 2		Level 3		Level 4		Total
	ENG	NL	ENG	NL	ENG	NL	ENG	NL	
4	0	0	1	3	6	19	0	2	31
5	0	1	0	3	5	9	0	1	19

31 4th grade ELLs took the New York State Math exam. 7 students took it in English and 24 took it in Spanish.

4 students scored a level 2, 25 scored a level 3, and 2 scored a level 4.

19 5th grade ELLs took the exam. 5 students took it in English and 14 took it in Spanish.

1 student scored a level 1, 3 students scored a level 2, while 14 scored a level 3, and 1 scored a level 4.

In order to increase the proficiency levels of these students, Math instruction is differentiated by tiers. Teachers guide students in tiers 1 and 2, while students in tiers 3 and 4 are given more challenging individualized tasks.

NYSESLAT

The data from the 2009 NYSESLAT indicates that our students continue to show growth in the four modalities. Our present students fall into the following modalities: In the Listening/Speaking strand there were 7 Beginners, 17 Intermediates, 60 Advanced and 35 were Proficient. In the Reading/Writing strand there were 28 Beginners, 49 Intermediates, 39 Advanced and 2 were Proficient.

Proficiency Level	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Listening/Speaking					
B	1	1	0	1	4
I	6	5	1	1	4
A	9	11	9	24	7
P	3	4	10	14	4
Reading/Writing					
B	12	7	1	2	6
I	7	7	12	16	7
A	1	6	7	19	6
P	0	1	0	1	0

As a result, we are providing extra support to the Dual Language and Bilingual classes during the literacy block.

We will provide these students with instruction that will improve their listening/speaking and reading/writing skills.

This support is in the form of a push-in Bilingual teacher to provide differentiated instruction in Spanish to students in all the grades. Students in grades 3 to 5 also receive instruction that is tailored to their needs by either the *READ 180* or *Achieve 3000* technology based programs which provide instruction in listening, speaking, reading and writing. These programs generate data for the teachers so they can monitor the students' progress. They can analyze the information and point out the students' needs and strengths. We will be using the *Treasure Chest* reading program which has a strong audio-visual component that will help beginner/intermediate students in Listening/Speaking become advanced or proficient. The *Treasure Chest* Program provides a thematic approach to language learning with specific lesson plans and strategies for ELLs. The *Achieve 3000* computer-based program is being used by the 3rd - 5th grade Dual Language and Bilingual classes. This program also has a writing component which correlates to the student's reading level. Beginner students are also given AIS services through the *Fountas and Pinnell Reading Intervention* and *My Sidewalks Programs*.

The formation of the After School and Saturday Academy Programs was also driven by this data. All ELLs in the upper grades were invited and highly encouraged to attend these programs. Groups were created according to the students' needs, in order to help them achieve their goals and become proficient throughout the four modalities. The after school program will meet for 16 sessions during the fall and 12 sessions during the spring on Tuesdays and Wednesdays from 2:57 to 4:27 PM. The program will be taught by a bilingual teacher and will use the *Treasure Chest for English Language Learners* intermediate/advanced levels, ensuring that these students receive intensive ESL instruction.

Science and Social Studies Analysis

Twenty-two 4th grade ELLs took the Science Exam in 2009. 4 scored at level 1, 6 scored at level 2, 11 scored at level 3 and 1 scored at level 4.

NYS Science

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	3	2	4	5	6	1	0	22

Twenty-one 5th grade ELLs took the Social Studies Exam in 2008. 8 scored at level 1, 6 scored at level 2, 7 scored at level 3 and no one scored at level 4.

NYS Social Studies

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	7	1	6	0	7	0	0	0	21

Upon analyzing these results we have decided to provide intensive content area instruction during our Saturday Academy. Students will also get additional support with Science and Social Studies during the Morning Tutorial Program.

XXV: Describe ELL program success

Upon reviewing the most recent NYSESLAT scores and the LAB-R for new admits, we can see that our students are progressing through the hierarchy of modalities as expected. The overall proficiency levels continue to rise across the grades. We had a total of 58 beginners, 55 intermediates, 57 advanced and 14 students who tested at the proficient level. Results from the ELA also show our students' success. In the 4th grade, 14 out of 32 ELL students scored a level 3 and 16 scored a level 2. In the NYS Science exam, 6 out of 22 ELL students who took this assessment scored a level 2 while 11 students scored a level 3. Our success is further measured by the high number of parent choice for our schools' Dual Language Program. Five years ago we started with only two Kindergarten Dual Language classes and each year we have added two Dual Language classes per grade. After only three years of Spanish as a second language, half of the EPs who were tested scored in the third and fourth quartiles, showing that they are starting to be functionally bi-literate.

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-8 LANGUAGE ALLOCATION POLICY WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District 19	School P.S. 108 K
Principal Constance Hahn	Assistant Principal Gilda Galassi
Coach N/A	Coach N/A
Teacher/Subject Area ESL teachers R. Parker/N. Raza	Guidance Counselor R. Jimenez
Teacher/Subject Area C. Stevens- Test Coordinator	Parent Roseni Castro
Teacher/Subject Area D. Pavlic- AIS Coordinator	Parent Coordinator Olga Castillo
Related Service Provider type here	SAF type here
Network Leader Joanne Brucella	Other SBST A. Andino

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	7	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	963	Total Number of ELLs	170	ELLs as Share of Total Student Population (%)	17.65%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)

6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education <small>(60%:40% @ 50%:50% @ 75%:25%)</small>						1				1
Dual Language <small>(50%:50%)</small>	2	2	2	2	2					10
Freestanding ESL										
Self-Contained										0
Push-In	1	1	2	2	1	1				8
Total	3	3	4	4	3	2	0	0	0	19

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	170	Newcomers (ELLs receiving service 0-3 years)	88	Special Education	2
SIFE	16		ELLs receiving service 4-6 years	79	Long-Term (completed 6 years)

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	22	12								22
Dual Language	71	3		44						115
ESL	12	1	1	20		1	1			33
Total	105	16	1	64	0	1	1	0	0	170

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
										L
Spanish						22				22
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	0	0	0	0	0	22	0	0	0	22

Dual Language (ELLs/EPs)																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP								
Spanish	25	25	21	22	16	23	26	18	27	15									11	10
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian Creole																			0	0
French																			0	0
Other																			0	0
TOTAL	25	25	21	22	16	23	26	18	27	15	0	11	10							

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 10 | Number of third language speakers: 1

Ethnic breakdown of EPs (Number)

African-American: 15 Asian: 7 Hispanic/Latino: 79
 Native American: 0 White (Non-Hispanic/Latino): 2 Other: 0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

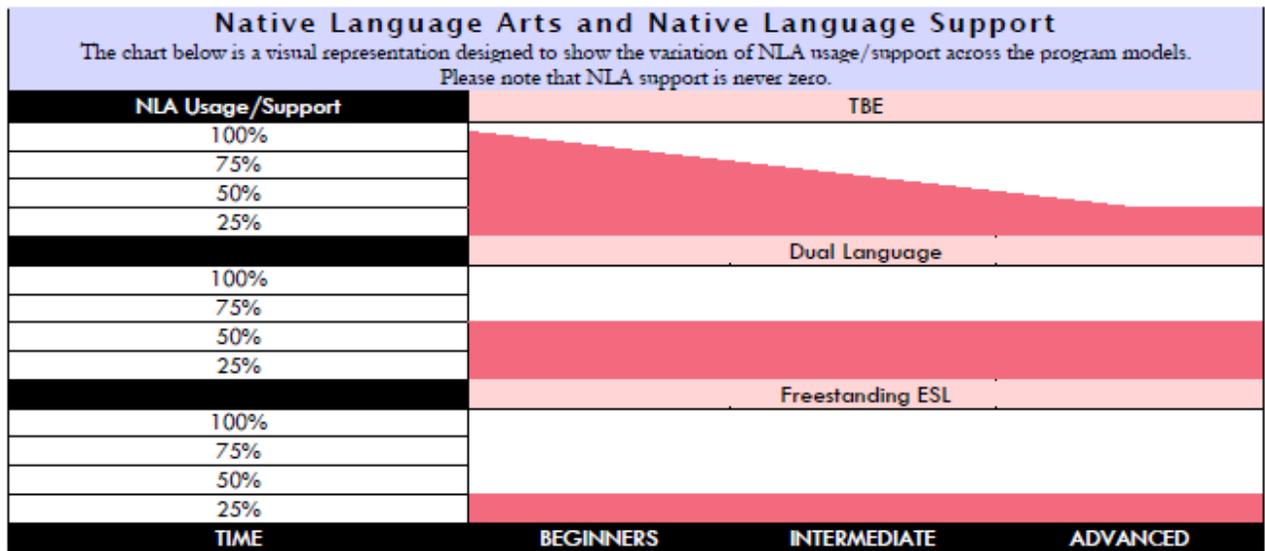
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	1	3	9	5	7	6				31
Chinese										0
Russian										0
Bengali				1						1
Urdu				1						1
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other										0

Programming and Scheduling Information

TOTAL	1	3	9	7	7	6	0	0	0	33
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1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day



Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

Schools with Dual Language Programs

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Parental Involvement

- Describe parent involvement in your school, including parents of ELLs.
- Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
- How do you evaluate the needs of the parents?
- How do your parental involvement activities address the needs of the parents?

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	10	15	10	7	2	14				58
Intermediate(I)	5	7	8	18	9	8				55
Advanced (A)	10	2	7	8	24	6				57
Total	25	24	25	33	35	28	0	0	0	170

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING/ SPEAKING	B		1	1	0	1	4			
	I		6	5	1	1	4			
	A		9	11	9	24	7			
	P		3	4	10	14	4			
READING/ WRITING	B		12	7	1	2	6			
	I		7	7	12	16	7			
	A		1	6	7	19	6			
	P		0	1	0	1	0			

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	2	16	14	0	32
5	6	6	1	0	13
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	0	0	1	3	6	19	0	2	31
5	0	1	0	3	5	9	0	1	19
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	3	2	4	5	6	1	0	22
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	7	1	6	0	7	0	0	0	21
8									0
NYSAA Bilingual Spe Ed									0

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
ELE (Spanish Reading Test)	4	10	15	24	2	3	2	3	
Chinese Reading Test									

B. After reviewing and analyzing the assessment data, answer the following									
1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.									
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?									
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?									
4. For each program, answer the following: <ul style="list-style-type: none"> a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language? b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments. c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used? 									
5. For dual language programs, answer the following: <ul style="list-style-type: none"> a. How are the English Proficient students (EPs) assessed in the second (target) language? b. What is the level of language proficiency in the second (target) language for EPs? c. How are EPs performing on State and City Assessments? 									
6. Describe how you evaluate the success of your programs for ELLs.									

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gilda Galassi	Assistant Principal		12/15/09
Olga Castillo	Parent Coordinator		12/15/09
Ruth Parker Nancy Raza	ESL Teacher		12/15/09
Roseni Castro	Parent		12/15/09
Clara Stevens	Teacher/Subject Area		12/15/09
Diana Pavlic	Teacher/Subject Area		12/15/09
	Coach		
	Coach		
Ramona Jimenez	Guidance Counselor		12/15/09
	School Achievement Facilitator		
Joanne Brucella	Network Leader		12/15/09
Angel Andino	Other		12/15/09
	Other		
Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII - A (1)(a)

Grade Level(s)

K-5

Number of Students to be Served:

LEP 170

Non-LEP 103

Number of Teachers 11

Other Staff (Specify) 5

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.

Rationale for the Selection of Program/Activities and Supporting Data

Over the past several years, the trend has been for parents of ELLs to request either ESL or Dual Language placement. Bearing this in mind, we provide Dual Language in grades K through 4 (each year the program moves up a grade), ESL school wide and Transitional Bilingual education in grade 5.

The data shows our students continue to show growth in the four modalities on the 2009 NYSESLAT. Our present students fall into the following modalities:

- Listening/Speaking strand there were 7 Beginners, 17 Intermediates, 60 Advanced and 35 Proficient
- Reading/Writing strand there were 28 Beginners, 49 Intermediates, 39 Advanced and 2 Proficient.

Proficiency Level	1	2	3	4	5
Listening/Speaking					
B	1	1	0	1	4
I	6	5	1	1	4
A	9	11	9	24	7
P	3	4	10	14	4
Reading/Writing					
B	12	7	1	2	6
I	7	7	12	16	7
A	1	6	7	19	6
P	0	1	0	1	0

As a result of the data, we are providing extra support to the Dual Language and Bilingual classes

during the literacy block. This support is in the form of a push-in Bilingual teacher to provide differentiated instruction to students in all the grades. Students in grades 3 to 5 also receive instruction that is tailored to their needs by the READ180 or Achieve 3000 technology based programs which provide instruction in listening, speaking, reading and writing. These programs generate data for the teacher so she can monitor the ELL students' progress.

Program descriptions and language allocation

Transitional Bilingual Education: There are 22 students in this 5th grade transitional bilingual class. The three levels of proficiency in this classroom are: beginning, intermediate and advanced. In this classroom the language allocation is 60% native language and 40% English as a Second Language. Beginners receive 360 minutes a week of explicit ESL provided by the classroom teacher. The intermediate group receives explicit ESL instruction for 360 minutes a week. Advanced students, receive 180 minutes of ESL instruction and 180 minutes of ELA.

After reviewing the NYSESLAT data, we decided to address the needs of eight 5th graders newly arrived in the USA, as well as twelve 5th grade SIFE students. These students receive additional instruction during the 37 1/2 minute-morning program. This program meets on Mondays, Tuesdays and Wednesdays. These students receive instruction in ESL as well as in their native language. Instruction is provided by two Bilingual teachers, thus reducing the student to teacher ratio.

Dual Language Program:

There are 115 ELLs and 103 EPs in our Dual Language Program. The language allocation for these students is 50% English and 50% in Spanish on alternating days. These classrooms receive the support of a push-in teacher for guided reading in L1 and L2. During the 90 minute literacy block, the components of the balanced literacy program are introduced in the student's first language. The program's curriculum and instruction is aligned with New York State's Learning Standards for ELA, NLA and ESL, as well as the content areas such as mathematics, science, and social studies. Students in grades 3 and 4 receive additional instruction during the 37 1/2 minute-morning program. This program meets on Mondays, Tuesdays and Wednesdays. These students receive instruction in ESL as well as in their native language. 3rd and 4th grade students new to the country, receive instruction during the 37 1/2 minute morning program in their native language. The instruction is provided by a Bilingual teacher.

Self contained ESL:

There are 33 students our ESL program. Two certified ESL teacher provides ESL as required by the student's proficiency level. For the most part these students are advanced in Listening and Speaking and need support with the reading and writing. The ESL teacher provides 360 minutes a week to the beginner and intermediate students and 180 to the advanced students. The ELA support is provided by the READ 180 program for a 90 minute period. The READ 180 teacher uses ESL methodologies as explicitly designed in the program.

ELL Students in grades 3-5 attend the Morning Tutorial Program which lasts from 8:00 AM to 8:37 AM, Mondays, Tuesdays and Wednesdays. There is an average of 3 teachers per class in the morning program, so that students will be provided with small group instruction.

To support our ELL children, we have

- 9 Bilingual teachers
- 2 ESL teachers
- 5 Bilingual paraprofessionals

After-School and Saturday Programs

The school Title III Program funds will support additional instruction to ELLs as follows:

After-School Program

We would like to provide our ELL students with instruction that will improve their listening/speaking, reading/writing skills. These students will attend our afterschool program. The program will be taught by bilingual teachers and will use the Treasure Chest For English Language Learners intermediate/advanced levels, ensuring that these students receive ample practice in listening/speaking. Achieve 3000 will continue to be used to provide support with their reading and writing in non-fiction and thus improve their content area instruction.

Title III funds will be used to partially fund an after school program for ELLs in grades 3,4,5. The program will run in two sessions. Session I was conducted from October 2009 to December 2009. Session II will begin in the end of February and commence in May 2010. The program will meet on Tuesdays and Wednesdays from 2:57 – 4:27 PM. Title I and tax levy funds will supplement the after school program for our ELL children.

In Session I the following students attended the after school program:

- 26 3rd grade Dual Language Students
- 6 3rd grade ESL Students
- 27 4th grade Dual Language Students
- 17 5th grade Transitional Bilingual Students

There was a total of 5 teachers (2 teaching the 3rd grade, 2 teaching the 4th grade and 1 teaching the 5th grade).

In Session 2, all ELL students will be encouraged to attend. We project the following students to attend:

- 26 3rd grade Dual Language Students
- 6 3rd grade ESL Students
- 27 4th grade Dual Language Students
- 7 4th Grade ESL Students
- 23 5th grade Transitional Bilingual Students
- 6 5th grade ESL Students

There will be a total of 5 teachers working with the ELL students in Session II (2 teaching the 3rd grade, 2 teaching the 4th grade and 1 teaching the 5th grade).

The sessions will include ESL strategies with the goal of preparing the students to reach or exceed standards on the NYS ELA and for the NYS Mathematics Exam, helping them to close the achievement gap between ELLs and their peers in general education. Our after school program provide small group instruction, technological support and intensive development in the content areas in both English and Spanish.

All ELLs as well as English Proficient students were invited and strongly encouraged to attend the program. Our school aide follows up to ensure their participation in the after school and Saturday Academy programs.

Title III funds will be used to fund 3 of the above teachers for a total of 30 sessions (45 hours) costing \$6735.15. The other 2 teachers and the balance of the sessions will be funded by either Tax Levy funds or Title I SWP funding. Title III funds will also be used to fund an Assistant Principal for 30 sessions (45 hours) costing \$2349.45. The supervisor will ensure that all program activities are implemented in accordance to the program design. In addition, the supervisor will supervise the staff and facilitate on-going communication with parents.

Saturday Academy Program

We also host a Saturday Academy program for ELL students in grade 4 and 5. This program is taught by two bilingual teachers (1 teaches the 4th graders and 1 teaches the 5th graders). The Saturday Academy Session I held 5 sessions from November 7th through December 12th, 2009 and another 9 sessions in the Spring for a total of 14 sessions. The Saturday Academy Program meets from 8:30AM to 11:30 AM.

In Session 1 Saturday Academy, the following students attended:

- 8 4th Grade Dual Language Students
- 3 4th Grade ESL Students
- 11 5th Grade Transitional Bilingual Students
- 2 5th Grade ESL Students

A total of 24 ELLs attended Session I Academy. Ten (10) of these 5th grade students have less than 3 years in the NYC school system. These students are taught by a Bilingual Teacher in their native language for content area. Instruction is also provided in ELA, ESL and Mathematics in the native language.

In Session 2 Saturday Academy, all ELL students will be encouraged to attend. We project the following students to attend:

- 27 4th Grade Dual Language Students
- 7 4th Grade ESL Students
- 23 5th Grade Transitional Bilingual Students
- 6 5th Grade ESL Students

All ELLs, as well as English Proficient students, were invited and strongly recommended that they attend the program. Our school aide and parent coordinator follows up with phone calls to ensure their participation in the After School/Saturday academies.

Title III funds will be used to fund one of the Saturday Academy teachers for the 9 spring sessions for a total 27 hours costing \$1347.03. The additional teacher as well as the earlier winter sessions will be funded with Tax Levy or Title I funding.

A program supervisor will also be funded with Title III funds for the 9 spring sessions. One Principal will work a total of 27 hours costing \$1879.56. The supervisor will ensure that all program activities are implemented in accordance with the program design. In addition the supervisor will supervise staff and facilitate on-going communication with parents.

□□ □Materials:

Title III funds will be used to purchase materials identified to support instruction in After School and Saturday Academy programs. This includes the purchase of Grade 4 and Grade 5 Treasures/Tesoros leveled Reader Libraries in English and Spanish costing \$2953. These materials provide a thematic approach to language learning with specific lesson plans and strategies for ELLs. An additional \$2170.52 in Title III funds will be used to purchase books, Spanish/English dictionaries, Activity books, and picture cards for new comers from the Lakeshore Company content area series.

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.

Teachers of ELLs receive Professional Development from our Professional Development Team. Among the topics that are covered are: Interim Assessment training, ARIS, READ 180, ACHIEVE 3000, guided reading, and the Writer's Workshop. The teachers of ELLs are included in the regular Professional Development sessions provided for the General Education during the school day. The Professional Development team ensures that Differentiation of Professional Development is provided as they seek to meet the specific needs of teachers of ELLs.

The Dual Language teachers have daily common preparation periods so they can collaborate and plan their lessons in both lessons.

Teachers working the After School and /or Saturday Academy programs will receive professional development in preparing students for the NYS ELA and NYSESLAT as well as content area instruction.

The textbooks and materials that we will use for the Professional Development will be: Scaffolding Language Scaffolding Learning by Pauline Gibbons for ELLS by. Mary Capellini's Balancing Reading and Language Learning: A Resource for Teaching English Language Learners; Jennifer Serravallo and Gravity Goldberg, Conferring with Readers. When Students Can't Read: What Teachers Can Do by Kylee Beers.

Teacher Inquiry Team

Another portion of these funds are going to be used to support a Teacher Inquiry Team. Team members will assess the progress of the EPs and ELLs in the Dual Language Program as well as the Transitional Bilingual Program. Participating members will interpret their soft and hard data such as Lexile results of Achieve 3000, interim assessments and the results of their assessments. They will design a plan of action to implement in their classrooms and set short -term and long-term goals. Lesson plans will be developed in order to meet the diverse needs of the students. These members will meet weekly in a combination of during the school day and after school hours. Sessions conducted after school hours will be comprised of 5 sessions at training rate and 5 sessions at per-session rate. These meetings will begin in January 2010 and will end in April 2010. Title III funds, for the training sessions and for per sessions, will be used to support this component of the program.

Title III funds will fund 16 team members costing \$3991.20 in Per Session and \$1817.60 in Training Rate.

Parent Involvement Program

Parents of our ELLs have requested classes in ESL and SSL. Funds from Title III will also be used to provide instruction to parents during the Saturday Academy. The program will be taught by a Spanish Speaking Guidance Counselor (former ESL teacher) for 9 weeks. There will be two 1.5 hour sessions with a 30 minute break in between for the instructor to prepare costing \$1691.55. One 1.5 hour session will be for ESL and the other 1.5 hour session will be for SSL.

Form TIII – A (1)(b)

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School: PS 108
 BEDS Code: 331900010108

Title III LEP Program
 School Building Budget Summary

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$19,816.00	Bilingual, ESL and Dual Language staff. (On Galaxy, each line must be rounded up.) <u>After School Per Session</u> 3 trs x 2 days x 1.5 hrs x 15 weeks x \$49.89=\$6735.15 <u>After School Supervisor Per Session</u> 1 AP x 2day x 1.5 hrs 15 weeks x \$52.21= \$2,349.45 <u>Teacher Inquiry Team Per Session</u> 16Tr X 5 Sessions X 1hr X \$49.89 =\$3991.20 <u>Training Rate</u> 16Tr X 5 Sessions X 1hrs X \$22.72=\$ 1817.60 <u>Saturday Academy Per Session</u> 1 Tr. x 3hrs. X 9 sessions X \$49.89=\$1347.03 <u>Parent ESL Saturday Program Per Session</u> 1 GC. x 3.5hrs. X 9 sessions X \$53.70=\$1691.55 <u>Saturday Academy Supervisor Per Session</u> 1 PR x 4 hours x 9 sessions x \$52.21= \$1,879.56
Purchased services - High quality staff and curriculum development contracts	\$0	Services will not be purchased with these funds.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$5124.00	\$2,953.00 Tesoros/Treasures \$2,170.52 Spanish/English Dictionaries, Content Area Picture Dictionaries, Books, Picture cards, Wall Charts, Vocabulary cards and Transparencies for new comers. (On Galaxy each line must be rounded up)
Educational Software (Object Code 199)	\$0	No Educational Software will be purchased with these funds.

Travel	\$0	No travel expenditures were necessary.
Other	\$0	No other expenses were incurred.
TOTAL	\$24,940.00	

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.

Looking at our language surveys, 70% of our students' households speak a language other than English. Therefore, the communication between the school community and the parents, including monthly school calendars and notices, must be in Spanish and English. A few of our parents speak Bengali, French and Urdu. We also use the Home Language information on the ATS to track any new languages that are used by our school community.

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.

All of our written communication to the parents is in English and Spanish: Letters to parents, calendars, newsletters, etc. The greatest need occurs during parent teacher conferences, PTA meetings, workshops, and conferences. For this purpose, we are using the funds to give per session pay to any of our Bilingual personnel who provide these services. These services consist of translations and oral presentations. In addition, when parents speak languages other than Spanish, French or English, the parent coordinator requests translation services from the Translations Unit.

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.

Any type of material which is distributed by the school community: teachers, guidance counselors, administration etc., will be translated into the parent's preferred language of communication as

indicated on the student's home language survey. Translated items include parent and student handbooks, students' school calendar of activities, weekly reports, and notices.

Spanish and French written translations are done in-house by school personnel. When a translation into a language other than those mentioned above is needed, the parent coordinator sends the document to the Translations Unit.

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.

During PTA meetings, workshops and other parent events, a bilingual staff member will provide oral interpretation in order to keep the parents informed and ensure that they become active members of the school community. When there is no staff available to translate a given language, we request translation services from Central Board.

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>.

As per Chancellor's Regulations A-663 all posters which advertise the availability of translation/interpretations upon request, are posted in a central area which is visible to all parents as they walk into the building. Our school will maintain the home language information and will create a database which will be maintained by the Parent Coordinator so that the school community is aware of the translation needs of the household and the language that will be required for the school-home communication.

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

	Title I
1. Enter the anticipated Title I Allocation for 2009-10:	1,144
2. Enter the anticipated 1% set-aside for Parent Involvement:	11,440
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	57,200
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):	
6. Enter the anticipated 10% set-aside for Professional Development:	114,400
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:

94.2%

9. If the percentage of high quality teachers during 2008-2009 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.

Teachers were advised to meet with certification specialists with the NYCDOE. We hosted a HR representative at P.S. 108K to meet individually with the teachers to counsel them on becoming Highly Qualified. Where applicable, teachers' positions were re-assigned to their certified licensed area.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

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 on the NYCDOE website.

NCLB requirement for all Title I schools

Statement of Parent Policy

P.S. 108K

P.S.108K is committed to developing and implementing a parent policy that fosters a partnership between the home, school and community that is required by section 1118(a) (2) of the Elementary and Secondary Education Act (ESEA).

I. General Expectations

P.S.108K agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). These programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 -

- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including and ensuring—
 - - that parents play an integral role in assisting their children’s learning;
 - that parents are encouraged to be actively involved in their children’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. P.S.108K will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA
2. P.S.108K will take actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.

There are key areas that are identified that contribute to a partnership that supports greater student achievement:

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children’s development and how to support the changes the children undergo.
- The school will reach out to provide parents and provide them with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
 - The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
 - This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- The school will incorporate this parental involvement policy into its school improvement plan.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- Parents are encouraged to become learning leaders to assist teachers and take an active role in the education of our students.

- P.S.108K will coordinate and integrate Title I parental involvement strategies through the following activities:
 - With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Teacher Association (PTA) resource centers, following directions, reading recipes, etc.)
 - The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - the State's academic content standards
 - the State's student academic achievement standards
 - the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
 - Through the efforts of the Parent Coordinator, the PTA President with Regional support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend culminating celebrations marking their child's success at the school.
- Student of the month celebrations will be held in conjunction with PTA meetings.
- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month to all parents, two weeks before the start of the month.
- Saturday English as a Second Language (ESL) classes will be held for parents.
- Parents are invited to Family Friday to discuss and set their child's educational goals on the last Friday of the month.
- Parents are invited to attend special events such as: Core Knowledge assemblies and fairs, luncheons, activities, and celebrations.
- The parents of English Language Learners/Limited English Proficiency (ELL/LEP) will receive an orientation session on parental choice of programs available such as bilingual education, Dual Language programs and/or free standing ESL programs, as well as state standards assessment program, school expectations and general program requirements.
- Communication with parents is provided in the language of their choice.

- Compliance posters in the parent's dominant language are visible and available by the schools main entrance.

Parent workshops will focus on basic educational concerns, health care, and financial planning.

Professional Development:

Monthly professional development for parents will be provided by regional parent coordinators. This professional development will focus on school life for students, curriculum standards, assessments, and health and medical issues for families.

Professional Development is provided by professionals at monthly PTA meetings in areas of health, school curriculum, assessment and other matters pertaining to family social and educational issues.

Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.

Workshops are provided to parents by the Professional Development Team to assist parents with information about the 3rd, 4th, and 5th grade tests.

Professional Developers provide workshops to parents of Early Childhood students in Early Literacy.

Regional monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

Regional monthly professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

III. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by PTA minutes. This policy was adopted by P.S. 108K at the PTA Executive meeting in May of 2006 and will be in effect for the period until August 2009. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 1, 2006.

IV. Annual evaluation of the Parent Involvement Policy

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PTA and the school's parent coordinator and administration.

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 on the NYCDOE website.

200 Linwood Street Brooklyn, NY 11208

718 277-7010 Fax 718 827-4137

2008-2009

Title I School-Parent Compact Framework

The school and parents working cooperatively to provide for the successful education of their children agree:

<p>P.S.108K will:</p>	<p>The Parent/Guardian will:</p>
<p>P.S.108K, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.</p> <p>This school-parent compact is in effect during school year 2008-09.</p> <p>P.S.108K will:</p>	<p>Support their children's learning, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Promoting positive use of my child's extracurricular time <input type="checkbox"/> <input type="checkbox"/> Monitoring attendance <input type="checkbox"/> <input type="checkbox"/> Making sure that homework is completed <input type="checkbox"/> <input type="checkbox"/> Monitoring amount of television their children watch

<p><input type="checkbox"/> <input type="checkbox"/> 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> <p><input type="checkbox"/> <input type="checkbox"/> Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held: November 2008 and Spring 2009</p> <p>Provide parents with frequent reports on their children's progress:</p> <p><input type="checkbox"/> <input type="checkbox"/> Parents may access information from their children's Princeton Review Assessments.</p> <p><input type="checkbox"/> <input type="checkbox"/> Every 8 weeks, teachers will distribute goal sheets.</p> <p>Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:</p> <p><input type="checkbox"/> <input type="checkbox"/> Parents may make appointments with teachers before school, after school, or during the school day during the teacher's prep or lunch. If necessary, the teacher will be covered by a tutor, coach or staff developer to meet with a parent.</p> <p>Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:</p> <p><input type="checkbox"/> <input type="checkbox"/> During Open House</p> <p><input type="checkbox"/> <input type="checkbox"/> Class trips</p> <p><input type="checkbox"/> <input type="checkbox"/> Special activities as deemed by the teacher.</p> <p>Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.</p>	<p><input type="checkbox"/> <input type="checkbox"/> Volunteering in my child's classroom</p> <p><input type="checkbox"/> <input type="checkbox"/> Participating as appropriate, in decisions relating to my children's education.</p> <p><input type="checkbox"/> <input type="checkbox"/> Promoting positive use of my child's extracurricular time.</p> <p><input type="checkbox"/> <input type="checkbox"/> Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.</p> <p><input type="checkbox"/> <input type="checkbox"/> Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School</p> <p><input type="checkbox"/> <input type="checkbox"/> 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.</p> <p>Student Responsibilities:</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> <p><input type="checkbox"/> <input type="checkbox"/> Do my homework every day and ask for help when I need to.</p> <p><input type="checkbox"/> <input type="checkbox"/> Read at least 30 minutes every day</p>
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- Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

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.

Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

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

outside of school time.

- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from P.S.108K.

Have good attendance and arrive to school on time.

who is not highly qualified within the meaning of the term in section 200.56 of the Title I.	
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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.

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.

2008-2009 NYS ELA:

- 73.7% of tested students attained level 3/4.
- The median student proficiency is 3.21.
- 59.4% of students made at least one year of progress.
- 79.8% of students in the lowest third made at least one year of progress.
- The average change in student proficiency for level 1 and level 2 students is .
- The average change in student proficiency for level 3 and level 4 students is

2008-2009 NYS Mathematics:

- 92% of tested students attained level 3/4.
- The median student proficiency is 3.75.
- 66.9% of students made at least one year of progress
- 68.4% of students in the lowest third made one year of progress.
- The average change in student proficiency for level 1 and level 2 is 0.15.
- The average change in student proficiency for level 3 and level 4 is 0.04.

2007-2008 NYS Science:

- 72% of tested students attained level 3/4.
- 22% of tested students scored at level 2
- .06% the tested students scored at level 1
- 9 of the 14 former ELLs students tested students attained a level 3
- 22 ELLs were tested 3 scored a level 3 and 19 attained a level 2/1.

NYS Social Studies:

- 85% of tested students attained level 3/4.
- 10% of the tested students attained level 2/
- 5% of the tested students attained level 1.
- 20 of the students 146 students were ELLs. 13 students attained a level 3/4

TRENDS

- A LARGE MAJORITY OF THE LOWEST THIRD STUDENTS ENROLLED IN THE READ 180 PROGRAM MAKE AT LEAST ONE YEAR OF PROGRESS
- A SMALLER PERCENTAGE OF STUDENTS ENROLLED IN READ 180 WHO SCORE LEVEL 3 OR LEVEL 4, MAKE AT LEAST ONE YEAR OF PROGRESS AS COMPARED TO THE LOWEST THIRD
- THE MAJORITY OF STUDENTS WHO PERFORM AT PROFICIENCY LEVEL IN ELA PERFORM AT PROFICIENCY LEVEL FOR NYS MATHEMATICS ASSESSMENT
- THE MORE TIME ON TASK PROVIDED TO THE STUDENT RESULTS IN HIGHER STUDENT ACHIEVEMENT
- A SMALLER PERCENTAGE OF ENGLISH LANGUAGE LEARNERS ATTAIN PROFICIENCY ON ELA AS COMPARED TO GENERAL POPULATION
- THE MAJORITY OF STUDENTS DO NOT READ AT LEAST 25 BOOKS INDEPENDENTLY
- STAFF WILL PROVIDE LESS TIME FOR THE ARTS AND MORE TIME FOR READING, WRITING AND MATHEMATICS
- STUDENTS ARE ACTIVE LEARNERS WHEN ENGAGING IN THE CORE KNOWLEDGE CURRICULUM
- THE LEVEL OF COLLABORATION RISES WHEN PLANNING FOR CORE KNOWLEDGE LESSONS
- STUDENTS STRONG IN LANGUAGE 1, ARE MORE LIKELY TO BE STRONG IN LANGUAGE 2
- THE TEACHING OF LESSONS ARE MORE EFFECTIVE WHEN THE TEACHER HAS RECEIVED PROFESSIONAL DEVELOPMENT DIRECTLY DEALING WITH THAT LESSON
- THE EFFECTIVENESS OF THE TEACHER INCREASES WHEN THE TEACHER RECEIVES “THE GRADUAL RELEASE OF SUPPORT MODEL” FOR PROFESSIONAL DEVELOPMENT.
- THE MAJORITY OF STUDENTS DO NOT READ AT HOME DUE TO LACK OF BOOKS
- THE MAJORITY OF STUDENTS DO NOT HAVE A LIBRARY CARD AND DO NOT VISIT THE LIBRARY

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Comprehensive Balanced Literacy:

The definition of Balanced Literacy is a balance of instructional format, instructional strategies, and instructional content. There are four key instructional concepts that encompass all learning. They relate to the optimum way that people learn any new skill or information: modeling, sharing, guiding and developing independence. For example,

- The teacher models a new skill or strategy.
- Next, the teacher and student share in the new behavior by doing it together.
- Then the teacher guides the student with the new skill with less support.
- The ultimate goal is the student working independently.

This model, based on the work of Irene Fountas and Gay Su Pinnell, provides a flexible structure as the teacher assesses what individual children need, giving children the support to learn and practice strategies as they become accomplished readers, writers, listeners, speakers, viewers, and thinkers.

Components to engage students include the following literacy experiences:

- Reading Aloud
- Shared Reading
- Guided Reading
- Independent Reading
- Shared/Modeled Writing
- Interactive Writing
- Guided Writing
- Independent Writing

The components of Balanced Literacy are included during a Three-Block Framework which includes Reading Workshop, Writing Workshop, and Language/Word Study. Instructional formats include whole class, small group, partner work, and individual work as well as work with others outside the classroom, school, and community through the use of technology.

Instructional strategies in literacy include the following:

- Using results of assessment and data for instruction
- Teaching strategies for fluency, comprehension and writing
- Providing focused mini-lessons
- Planning for teaching points
- Scaffolding students for improvement in learning
- Using a variety of literature to teach writing
- Allowing for student choice
- Familiarizing students with standards, checklists and rubrics
- Communicating in literature and writers' circles
- Using word walls and word banks
- Using response journals and learning logs
- Creating meaningful independent activities
- Providing Work Boards and management tools for independent work
- Fostering questioning in students
- Using the district curriculum and portfolio to guide instruction

- Working with colleagues to professionally further a literate culture in classrooms

READ 180 Program:
“R” Skills book:

- Use the Workshops in sequence:
 - students benefit from recursive review of skills and vocabulary
 - curriculum-based assessment using rSkills Tests, which assess students’ mastery of core rBook skills.
- Adjust rBook pacing according to student needs:
 - Teacher should adjust the number of repeated readings, depending on student proficiency.
 - Teacher must spend additional time on skills when students demonstrate the need for further support.
 - Teacher must make use of the Differentiated Support options that help meet student needs in decoding, fluency, and English-language development.
- Supplement the test-taking strategies within each Workshop with additional practice geared to your local test requirements and formats.
- Use the four Checkpoints in each Workshop for Differentiated Instruction:
 - Stop and determine differentiated instruction needs.
 - Analyze student needs using Scholastic Achievement Manager (SAM) reports and your own recorded observations of student mastery of rBook skills.
 - Differentiate using targeted materials from the Resources for Differentiated Instruction library. This may take from one to five days.
 - Monitor Individual Performance-when students need more guidance with passage reading, encourage them to use the “Work,” “Phrase,” “Practice,” or “Record,” reading support buttons.
 - Differentiate Small-Group Instruction-when a number of students are struggling with the same skill, teach a small-group lesson to meet their needs. Organize rotations so that you can focus on a particular skill such as main idea, cause and effect... with the appropriate students.
 - If most of the class is struggling with the same skill, review and reteach during the Whole Group.
 - Provide Independent Reading Practice-students should be practicing the targeted skill appropriate for them according to the Skills Report. Make sure that the students complete the Reading Counts! Quizzes.
- To support English Language Learners:
 1. Take prior knowledge into account

2. Front-loading to improve understanding: Anchor Videos/translations and summaries of the Anchor Videos to clarify content/audio translations

3. Developing academic-language proficiency

System 44:

System 44 was designed for our most challenged, struggling readers in Grades 3 and shy;–12. Many of these students are demotivated and disenfranchised from school as the result of years of academic failure. Intentionally metacognitive, System 44 helps students understand that the English language is a finite system of 44 sounds and 26 letters that can be mastered. The program invites students to “crack the code” and join the community of readers, and provides educators with a comprehensive set of tools to meet this challenge:

- Validated assessment for screening and placement
- Research-based phonics instruction
- Highly motivating and age-appropriate adaptive technology

System 44 invites students to crack the code and master the 44 sounds and 26 letters that make up the English language.

Writing Fundamentals:

P.S. 108K has purchased Writing Fundamentals and has purchased professional development. Some of our staff members have already attended an all day workshop and it was due to their feedback that we purchased this system.

Writing Fundamentals supports teachers in meeting standards.

After a multi-state analysis, Schoolwide found that K–5 state standards fit into six general categories. The Writing Fundamentals Units of Study have been created with these categories in mind. Each Writing Fundamentals Unit of Study will support teachers in helping students meet state and local writing standards.

Aligned to State Standards:

- Teach students to conduct research on issues and interests.
- Teach students to use literature as models for their own writing.
- Teach students to use a wide range of strategies as they write and to use different writing process elements appropriately.
- Teach students to use writing to accomplish their goals and match their intentions.
- Teach students to use writing to communicate with different audiences for different purposes.
- Teach students to understand and apply knowledge in the following areas:
 - Language structure
 - Language conventions
 - Figurative language
 - Genre
 - Critique and analyze texts

Core Knowledge Curriculum:

- If we believe that disadvantaged children can catch up, then we must provide our children with the special richness of vocabulary in school and must provide the broad knowledge needed for true reading comprehension through content-rich, appealing books.
- Curriculum needs to be solid, sequenced, shared, and specific.

The Knowledge Deficit by E.D. Hirsch, Jr.

- If we believe that there is a need for academic excellence, greater fairness, and higher literacy, then schools must provide their students with solid, shared, specific core curriculum in order to help children establish strong foundations of knowledge, grade by grade
- Body of lasting knowledge that should form the core of a Pre-school-Grade 8 curriculum. For example, the basic principles of constitutional government, important events of World History, essential elements of mathematics and of oral and written expression, widely acknowledged masterpieces of art and music and stories and poems passed down from generation to generation.
- Body of lasting knowledge that should form the core of our K-5 curriculum. For example, the basic principles of constitutional government, important events of World History, essential elements of mathematics and of oral and written expression, widely acknowledged masterpieces of art and music and stories and poems passed down from generation to generation.
- Knowledge builds on knowledge
- Only a school system that clearly defines the knowledge and skills required to participate in each successive grade can be excellent and fair for all students.
- Clear outline of content to be learned grade by grade
- Helps prevent repetitions and gaps
- Core Knowledge Sequence is distinguished by its specificity.
- Specifying important knowledge in language arts, history, and geography, math, science, and the fine arts
- Literacy depends on shared knowledge.
- To be literate means, in part, to be familiar with a broad range of knowledge taken for granted by speakers and writers. For example, when sportscasters refer to an upset victory as “David knocking off Goliath,” they are assuming their audience shares certain knowledge.
- Our goal is to provide all children, regardless of background, with the shared knowledge they need to succeed.

Everyday Mathematics and Calendar Math:

Currently all grades (K-5) are using Everyday Math as the primary vehicle for math instruction in the school. This program will be continued in the 2009-2010 school year as it has been selected as the uniform citywide program for Mathematics. All of our fourth grade students receive instruction from a

math specialty teacher for 90 minutes. All but the bilingual class and highest cohort in fifth grade receives instruction from a math specialty teacher for 90 minutes however math is taught by the classroom teacher for 90 minutes as well. Three classes on the third grade also receive instruction from a math specialty teacher for 90 minutes. Math Staff Developers support the effective implementation of the program through focused, on-site math staff development which includes analyzing data (results from the Beginning of the Year inventory, pre/post unit assessments, and NYS math assessments), incorporating mini lessons and center activities, and differentiating instruction. Aussie consultants model lessons in the classroom incorporating new strategies. PLATO math using PSP's with math games will begin to be utilized in grades 1-5 to model strategies, incorporate into mini lessons, or as center activities. Everyday Mathematics recognizes and builds on children's capabilities by expanding the range of their mathematics experiences and ideas. Beginning in kindergarten, Everyday Mathematics helps children make the transition from intuition to concrete operations, and to abstractions and skills with symbols. The program in Grades 4 through 5 continues to develop these links so that by sixth grade, students will have the foundation they will need for algebra, geometry, and data analysis courses. Mathematics instruction is integrated into other curriculum areas; special emphasis is placed on applications in science and social studies, on the origins and uses of the language of mathematics, and on the close relationship between mathematics and visual arts. Mathematics becomes a part of the ongoing daily routines of the classroom, outdoor play, and those transitional moments that occur during every school day. Everyday Mathematics establishes a framework for dialogue about mathematics between teacher and students and among the students themselves. Additionally, Everyday Mathematics will be used in District 19 (2007-2008). It is a research based, inquiry driven, hands-on program with extensive use of manipulatives that aligns with NCTM, city and state standards. The developmental lessons include whole class direct instruction, small group guided practice, whole group sharing and independent practice using real world experience. Math Steps, a skills support program aligns with Everyday Math to support computational skill development. A cluster teacher will provide additional mathematical support. We are hoping that we will see an increase in the number of students on Performance Levels 2, 3 and 4 with a decrease in Performance Level 1 on the city and state tests.

P.S. 108K also incorporates Every Day Counts Calendar Math. Every Day Counts® is a research-based program aligned with the National Council of Teachers of Mathematics (NCTM) standards. In just 10–15 minutes each day, Every Day Counts® provides daily exposure to critical math concepts such as place value, mental math,

measurement, time, money, geometry, estimation, patterns and algebraic thinking, graphing, and statistics. Every Day Counts® appeals to the natural way children learn math—building on concepts a little at a time, every day. Students have the entire year to explore critical concepts through multiple experiences giving them the opportunity to learn at their own pace over time. The continuous learning experience offered by the program has increased student math proficiency and test scores at many schools across the country. When used throughout a school, *Every Day Counts®* provides strong continuity to the math curriculum and builds upon key concepts from year to year.

Research

Every Day Counts® Calendar Math is based on best classroom practices for teaching mathematics that have been validated by scientific research. These practices include daily whole class discussion and dialogic discourse, the usage of real life data and visual models, continuous exposure to critical mathematical concepts, making connections across mathematical strands, offering students multiple points of entry, cooperative learning, developing number sense and computational fluency, the usage of informal learning and games, differentiating instruction, and ongoing assessment. The topics and challenges at each grade level of the *Every Day Counts® Calendar Math* program are aligned with the NCTM standards and build on what students learn in class with activities that engage students, allowing them to explore, make and test conjectures, and apply their mathematical understanding

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.

The Morning Program:

- Half of third, fourth, and fifth grade students are enrolled in the Morning Program. It segues into the regular school day to ensure seamless instruction. Students receive extra support in small groups of no more than 10 students in ELA, social studies, science and mathematics

Extended Day:

- All of third, fourth and fifth grade students are invited to the Extended Day Program. The students receive additional support in social studies, science, math, and ELA.

Saturday Academy:

- Students receive additional support in science, social studies, math and ELA
 - o Help provide an enriched and accelerated curriculum.

Enrichment Programs:

The Extended Day/ Violence Prevention Program

P.S. 108K is involved in the Extended Day/Violence Prevention Program for the third consecutive year. The Extended Day Program has six different programs: Arts Enrichment, Introduction to Dance Styles, Theater-Drama Club, Physical Education/Health Enrichment Program, Technology Team and “The Boys Club”. Students from grades 2 through 5 will participate in the Extended Day/Violence Prevention Program. Approximately 150-200 students will participate in the 2009-2010 Extended Day/Violence Prevention Program.

P.S. 108K believes in Educating the whole child. A diverse, well rounded academic program is offered to the students that will extend their learning beyond the classroom.

Our enrichment programs enable the students to extend their learning process through the Arts, Technology, and physical fitness. Our goal is to develop each child to their fullest potential in a nurturing environment. The enrichment programs are in session Mondays and Fridays from 3:00pm – 5:00pm. Below is a detailed description of each program:

Theater-Drama Club

The theater program will introduce selected students to various authors. The students will rehearse and then perform a play. Through participation in this play, students will become familiar with theatrical language, develop acting confidence, and technique, and work with an ensemble to create an excellent production.

“The Boys Club” Program

The focus of the Boys Club Program will be on community awareness and service. The goal of the program will be to build relationships, and build a stronger community while forming common values that promote leadership in the student members. Planned activities include potential field trips to local

area community helper sites such as firehouses and precincts for tours and talks from the community helpers. Potential trips outside of the immediate community involve Columbia University and a tour of their campus and athletic facility. The students will also brainstorm ideas about how they can add to their community via projects. Incorporating the student ideas will promote ownership of the club and community leadership among the boys.

Arts Enrichment Program

The Arts Enrichment Program will encourage the students to express themselves creatively. The students will integrate art and science during the program. The students will create murals reflecting the work of Diego Rivera. The students will have to sketch their murals on a small canvas. The students will also have to mix different paints to create the proper color for their work. Students in the 2nd, 3rd and 4th grades will be involved in the Arts Enrichment Program.

The Technology Team

The Technology Team will focus on project-based learning. The students will research a topic and create a technology-based project such as an iPhoto slide show or an iMovie. The students will research their topics using the Internet, create a story board and a script and assemble images for their project. Third, fourth and fifth grade students will be participants on the technology team.

Physical Education/Health Enrichment Program

Students in grades 3 through 5 will participate the Physical Education/Health Enrichment Program. The students will be given the opportunity to be involved in a variety of physical activities; activities such as, jogging, walking, basketball and soccer. They will also be introduced to basic exercises for strength and flexibility. Every week the students will be exposed to information about healthy living and nutrition.

Introduction to Dance Styles Enrichment Program

The Introduction to Dance Styles Enrichment Program is designed to introduce the students to different dance styles. The students will practice weekly on different dance styles like ballet, jazz and waltz. The students will have culminating performance during a grade assembly and possibly during a PTA meeting. Second and third grade students will participate in the Physical Education/Health Enrichment Program.

Violin Enrichment Program

The Academy: A program of Carnegie Hall, The Julliard School, and The Weill Music Institute. In Partnership with the New York City Board of Education.

We are pleased to have received a grant for the second year that will enable our students to receive a musician from Julliard to accompany Ms. Slutsky, our music teacher, to co-teach using the violin, with her lessons. The musician will be providing selected first and second grade students with violin lessons on Tuesdays and Wednesdays from 3:00 pm – 4:30 pm each week until May 2010. This program will end in a recital performance given by the first and second grade violinists to the students in a school-wide assembly and to the parents at our last PTA meeting.

o Meet the educational needs of historically underserved populations.

PPC meetings are scheduled with the parents and the SBST team to find academic strenghtens and weaknessess. The committee writes up a plan and one of the team members monitors the academic and social progress. The student is also encouraged to

attend the morning, extended day and Saturday programs. A follow-up meeting is scheduled a month later.

- 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.

Using observational and standardized test results, the cabinet team and the AIS coordinator analyze the data and provide support as needed. The instruction is tailored address the areas of weakness or in need of improvement as indicated by the data. Some of this instruction includes, My Sidewalks. This program is delivered in small group settings.

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- Validated assessment for screening and placement
- Research-based phonics instruction
- Highly motivating and age-appropriate adaptive technology

System 44 invites students to crack the code and master the 44 sounds and 26 letters that make up the English language.

- o Are consistent with and are designed to implement State and local improvement, if any.

N/A

3. Instruction by highly qualified staff.

100.0% of our teachers are fully licensed and permanently assigned to P.S. 108K. 61.3% are teaching for more than two years at this school. 42.7% are teaching for more than five years. 72.0% have a Masters Degree or higher. 94.2% core classes are taught by “highly qualified” teachers (NCLB/SED definition). Any teachers who are not highly qualified are referred to a certification specialist. Teachers who are not highly qualified are informed of options available possibly including tuition reimbursements to help them become highly qualified.

4. High-quality and ongoing 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.

Our intensive professional development motivates teachers and ensures that the entire school community engages in the genuine sharing of mutual needs, aspirations, and values. The teachers

participate by contributing their knowledge, ideas, and insights to the development of the vision of the school. Potential leaders are nurtured and molded. Lab sites are set up as model classrooms. Colleagues participate in inter-visitations to learn from one another. P.S. 108K recognizes that we are all life-long learners. Principal Hahn is a member of the prestigious Cahn Fellows, which involves analyzing critical issues in education and developing solutions. In addition to the professional development provided by the P.S. 108K staff, AUSSIE consultants provide professional development in literacy and mathematics. Staff members also attend workshops off-site that are offered by the DOE and/or LSO. Lessons are video-taped during some of the inter-visitations and then viewed during debriefing sessions. Teachers provide feedback to the teacher who was video-taped by either requesting that the teacher model some of the strategies for them in their classrooms or by volunteering to provide professional development to improve identified next steps. In recognition of our extensive and effective professional development, P.S. 108K was honored with an invitation to send representatives from our school community, including Principal Hahn and the UFT Chapter Chairperson, to be respondents for the Good Schools Seminar at The Albert Shanker Institute in Washington D.C.

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

P.S. 108K is a collaborative school community. Highly qualified teachers on our staff recommend other highly qualified teachers from other schools where the teachers feel they are not valued for their level of expertise. For example, we have hired a teacher with 17 years of experience and another with five years from other city schools, both of whom bring a wealth of knowledge to our staff. Additionally, we attract high-quality highly qualified teachers by showcasing our student work on our web site and by celebrating our accomplishments. Many teachers contact us due to our academic success after reviewing our Progress Report and Quality Review on our web site. Our implementation of the Core Knowledge curriculum attracts high-quality highly qualified teachers. They value our mission to educate the whole child and to engage children in art, music, dance, and technology, theatre, and core virtues. This year we hired a graduate from Yale who is a published author and scholar and a former book publisher.

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

PS 108K makes many efforts to increase parental involvement. P.S.108K provides ESL (English as a Second Language) classes for our Non-English speaking parents. In order to increase participation and accommodate our working parents we have changed the time and date from weekday classes to Saturday classes. Our beginner class will be offered from 9:00 a.m. to 10:30 a.m. and our advance class will be offered from 11:00 a.m. to 12:30 p.m.

We host Literacy Through the Arts every other Tuesday of the month. Parents are provided workshops throughout the school year reviewing study habits, NYS Examinations, nutrition, breast cancer, child safety and discipline. They are provided a monthly school calendar and Core Knowledge Newsletter to be informed of their children's educational curriculum as well as activities at school. PTA meetings are held on a monthly basis. Parents are encouraged to share concerns and maintain an open communication with the school. Community agencies make presentations at the meetings to provide information and support to parents. Parents receive additional information and support regarding community affairs from Community Based Organizations including Cypress Hills Advocates for Educators, The Puerto Rican Family Institute and Child Health Plus.

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.

In May parents are invited to attend kindergarten orientation. Parents are informed of the options available at P.S. 108K. They receive information about our Dual Language Program and make a decision whether their child would benefit from participating in the program. Also, parents learn about kindergarten expectations. During the months of May and June we invite parents to weekly workshops where they can participate in a read aloud with their entering kindergarten children. Parents are provided with strategies on how to effectively read aloud to their children. At the start of the school year, parents accompany their children to their classrooms to meet and greet the teacher. By the second week of school, kindergarten students are permitted to enter at the main entrance with their parents and are greeted by staff members are stationed at the main entrance to assist any kindergarten students who are having any kind of anxiety and are escorted to their rooms. For any special circumstances, the guidance counselor intervenes and provides support.

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.

P.S. 108K has two Data Specialists and a Staff Development Team who meet with the teachers periodically to collaboratively collect, and analyze data, and to use the data to identify trends. The teachers then engage in weekly professional development to align instruction to meet the identified trends. All data is disaggregated to ensure that the needs of our subgroups are met. Teachers provide feedback on which programs are effectively meeting the needs of our students based on soft and hard data. The teachers then use the data analysis to decide which instructional programs resulted in higher student achievement. When consultants present programs, teachers attend to make the final decision. This year a group of teachers compared ECLASII to Fountas and Pinnell Assessment Kit and decided to choose Fountas and Pinnell Assessment Kit because it provides information on and to improve, the achievement of individual students and the overall instructional program.

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.

P.S. 108K's Academic Intervention Coordinator monitors the students who experience difficulty mastering the proficient or advanced levels of the academic standards and provides them with effective, timely additional assistance. The AIS Coordinator has a team of tutors who assess and then match identified at-risk students to AIS Programs. She has a toolbox of academic intervention programs to choose from including My Sidewalks, Voyager Passport, READ 180, Wilson and small-group instruction during the guided reading block.

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.

Violence prevention is presented to the students through various school staff and presentations. The Guidance Counselor conducts presentations for each class at PS 108K reviewing issues related to child abuse andamp; neglect and sexual abuse. She encourages students to meet with her with any student concerns or difficulties. The Guidance counselor provides at risk counseling to children as needed. She meets with parents regularly to provide support and referrals for services.

The SAPIS counselor provides presentations to classrooms throughout the school year regarding health, safety, substance abuse, bullying, violence prevention, peer mediation and conflict resolution. She provides interventions to students and families as needed. The SAPIS Counselor is available for support and to provide referrals to parents and students. The SAPIS Counselor provides individual and group counseling.

The Dean provides workshops on bullying, conflict resolution, mediation, personal safety and "Respect for All". "Respect for All" posters were placed on walls throughout the entire school.

P.S. 108K is involved in the Extended Day/Violence Prevention Program for the second consecutive year. The Extended Day Program has six different programs: Arts Enrichment, Introduction to Dance Styles, Theater-Drama Club, Physical Education/Health Enrichment Program, Technology Team and "The Boys Club". Students from grades 2 through 5 will participate in the Extended Day/Violence Prevention Program. Approximately 150-200 students will participate in the 2008-2009 Extended Day/Violence Prevention Program.

School staff was provided with Professional Development and The Frameworks for Teachers Faculty Handbook which details procedures for Child Abuse and Neglect Procedures, Respect for All at the faculty conferences. The teachers were provided copies of the Chancellor's Regulation A-750 - Reports of Suspected Child Abuse, including Appendices A, G and H - Highlights of Chancellor's Regulation A-750. They were also provided information regarding Chancellor's Regulation A 831, peer sexual harassment, and Respect for All policies. The school community was introduced to and made aware of the role of the Crisis Intervention Team at the beginning of the school year at faculty conferences on August 28th and 29th, 2008. All crises situations are reported to the Principal and Crisis Intervention Team immediately. All appropriate supervisors and staff are contacted and informed

HOUSING

Students that reside in temporary housing are provided assistance and interventions. They are provided Metrocards through the Office of Pupil Transportation. The SAPIS counselor and Guidance Counselor provide support to families and make referrals for community services as needed. The Guidance Counselor or SAPIS counselor offer counseling to the students on an as needed basis to provide these students continued support in school. The Guidance Counselor and SAPIS counselor also work with the students' teachers to create academic intervention plans if needed. Teachers closely monitor any academic or emotional changes in the students. English and Spanish McKinney-Vento posters are placed throughout the building.

ADULT EDUCATION

- Monthly calendar
- Core Knowledge newsletter
- Workshops regarding study habits
- Workshops regarding state examinations
- Workshops regarding discipline
- Workshops regarding nutrition
- Workshop on breast cancer awareness
- Workshop on child safety
- ESL classes

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.
We are SWP
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 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, 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 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.

²To 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.

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

1A.1: Describe the process your school engaged in, during the 2008-2009 school year, to assess whether this finding is relevant to your school's educational program.

P.S. 108K has assessed the school's educational program through surveys, informal and formal observations and Core Knowledge Implementation Analysis and formal walkthroughs by Cohort Leader.

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?

P.S. 108K is part of the Knowledge Network. In 2006, we implemented the Core Knowledge curriculum on every grade level (K-5) for our entire population including our general education students, special education students, bilingual education students and English Language Learners.

The Core Knowledge Sequence is a detailed outline of specific content to be taught in language arts, history, geography, mathematics, science and the fine arts. As the core of a school's curriculum, it can provide solid, coherent foundation of learning, while allowing flexibility to meet NYS standards.

The Sequence represents a first and ongoing attempt to state specifically a core of shared knowledge that children should learn in American schools. It should be emphasized that the Core Knowledge Sequence is not a list of facts to be memorized. Rather, it is a guide to coherent content from grade to grade, designed to encourage steady academic progress as children build their knowledge and skills from one year to the next.

The Core Knowledge Sequence is distinguished by its specificity. While most state or district curricula provide general guidelines concerning skills, they typically offer little help in deciding specific content. The specific content in the Sequence provides a solid foundation on which to build skills instruction. Moreover, because the Sequence offers a coherent plan that builds year by year, it helps prevent the many repetitions and gaps in instruction that can result from vague curricular guidelines.

The Core Knowledge Sequence is the result of a long process of research and consensus-building undertaken by the Core Knowledge Foundation, an independent, nonpartisan, nonprofit organization dedicated to excellence and fairness in early education.

Here is how we achieved the consensus behind the Core Knowledge Sequence. First, we analyzed the many reports issued by state departments of education and by professional organizations—such as the National Council of Teachers of Mathematics and the American Association for the Advancement of Science—which recommend general outcomes for elementary and secondary education. We also tabulated the knowledge and skills specified in the successful educational systems of several other countries, including France, Japan, Sweden, and West Germany.

In addition, we formed an advisory board on multiculturalism that proposed a core knowledge of diverse cultural traditions that American children should all share as part of their school-based common culture. These items were amalgamated into a draft master plan, and further groups of teachers and specialists were asked to agree on a grade-by-grade sequence of the items.

The Core Knowledge Sequence is not meant to outline the whole of a school's curriculum, but rather to provide a coherently organized plan for the content that should make up at least 50% of the curriculum, with the remainder of instruction devoted to skills and local requirements.

Core Knowledge Sequence Content Guidelines for Grades

K-8, 1999 Core Knowledge Foundation

P.S. 108K has provided professional development from a Heinemann consultant, the Literacy Coach and staff developers to the teachers using The Continuum of Literacy Learning by Fountas and Pinnell and has purchased the Benchmark Assessment System 1 and 2. The Continuum of Literacy Learning names and categorizes the behaviors and understandings students can be expected to demonstrate in kindergarten through 8 grades. Grounded in research and classroom experience, these helpful visual representations of goals for literacy in the grades allow you to analyze children's strengths and identify where they need teaching support in different instructional contexts. They describe specific behaviors to notice, teach and support at each grade level. Pinnell and Fountas present continua related to performance in six critical instructional contexts:

- Interactive read-aloud and literature discussion
- Shared and performance reading
- Writing about reading
- Writing
- Oral, visual, and technological communication
- Phonics, spelling and word study

The guided reading continuum is expressed as specific literacy goals related to the Fountas and Pinnell text levels A-Z for use in guided reading lessons or other small-group instruction. These goal descriptions will inform your lesson planning, your grouping decisions, and your selections of text for differentiated instruction.

In a convenient, easy to read format, these interdependent continua show the grade levels at which students typically demonstrate specific abilities related to the use of oral and written language. They can be useful in numerous aspects of classroom instruction, including:

- Planning instruction for individuals, small groups, or a whole class
- Assessing children's literacy development
- Evaluating student progress and reporting grades
- Discussing expectation with parents
- Identifying specific needs for targeted intervention

The Continuum of Literacy Learning : A Guide to Teaching, 2007 Pinnell and Fountas

After receiving feedback from our Dual Language and bilingual teachers, P.S. 108K has purchased Evaluación del Desarrollo de la Lectura to be utilized in lieu of The Continuum of Literacy Learning in these classes.

At P. S. 108K, we have a Transitional Bilingual Program in the fifth grade. These students were placed in this program due to parental choice. The instruction is delivered in English and Spanish (Native Language of our Bilingual students). Our 5th graders are grouped according to their level of language proficiency during the literacy periods. Based on language proficiency levels, some students will receive READ 180 for 90 minutes with an AIS teacher while the classroom teacher targets the Academic language development and proficiency of the beginning and intermediate level students. Science and social studies will be provided in their native language by a Bilingual Cluster.

Dual Language Program: Since the year 2005, we implemented a Dual language program. For the school year 2008-09, our program will increase to fourth grade. The language of instruction is English

and Spanish. The program design selected for implementation is the 50/50 side by side with alternating days. The program adheres to the Seven Essential Elements of Effective Programs for ELL students. Within the framework of the 50:50 two way bilingual models, the amount of instructional time is equally divided between English and Spanish. Open Court/Foro Abierto in English and Spanish are used for literacy in first and Kindergarten. The approach for instruction is thematic based. Participating students were selected based on parental choice. Science and social studies will be provided in Spanish by a Bilingual Cluster when in the Spanish speaking class and in English when in the English speaking class.

We also have a freestanding ESL Program for those students in K-4 based on parental option. These students opted-out of the transitional bilingual program. These students receive push-in instruction by a certified ESL teacher and are grouped according to the proficiency level. One fifth grades class with ELLs (Spanish) will be serviced by certified Common Branch Teachers and a push-in Certified ESL teacher. These teachers will team teach for 90 minutes of literacy using READ 180 and ESL instruction for students in intermediate, and advanced levels during the writing and mathematics block.

My Sidewalks:

P.S. 108K's AIS coordinator identifies at-risk students who will benefit by participating in My Sidewalks intervention groups. My Sidewalks on Scott Foresman Reading Street: Intensive Reading Intervention *is an intensive reading intervention program that accelerates the reading development of struggling students. It aligns instruction perfectly with Scott Foresman Reading Street , but can be used with any core classroom reading program. My Sidewalks accelerates reading through: 30 weeks of reading intervention, 30-45 minutes every day; emphasis on deep meaning of vocabulary and concepts; and highly specified instruction so you teach less, more thoroughly.*

PLATO:

Some of our first and second graders utilize PLATO. During the elementary years, a foundation is laid for a lifetime of learning. It's a time to provide the right start—and to keep an expert eye on each student's progress. One teacher from grades 3, 4, and 5 are participating in a grant for training in PLATO and will be utilized in their classrooms this year.

Reading and mathematics form the core of PLATO Learning's elementary curriculum and include after-school solutions that provide additional practice with key concepts, products appropriate for students with special needs, and assessments that make it easy to track progress and provide early intervention.

With teacher-facilitated technology tools appropriate for the traditional classroom, student self-paced solutions for independent practice, and effective intervention solutions, PLATO Learning's elementary solutions engage students in the learning process and reward their accomplishments.

Wilson:

One of our staff developers is a certified Wilson instructor. Our AIS coordinator determines which students would benefit from Wilson.

Wilson Reading System® is a supplemental reading and writing curriculum designed to promote reading accuracy (decoding) and spelling (encoding) skills for students with word-level deficits. The program is designed to teach phonemic awareness, alphabetic principles (sound-symbol relationship), word study, spelling, sight word instruction, fluency, vocabulary, oral expressive language development, and comprehension. Students engage in a variety of activities in the classroom, including hearing sounds, practicing with syllable and word cards, listening to others read, and reading aloud and repeating what they have read in their own words. The program is designed to help children master new skills, with reviews reinforcing previous lessons. This program was designed for students in grade 2 and above. *Foundations®*, a related program not reviewed in this report, was recently developed with

the same principle for students in kindergarten through third grade. In the single study reviewed by the WWC for this report, only the word-level components of *Wilson Reading System®* were implemented.

READ 180:

P.S. 108K uses A Comprehensive Reading Intervention Solution for all fourth and fifth graders and for four third grade classes.

READ 180 is an intensive reading intervention program that helps educators confront the problem of adolescent illiteracy and special needs reading on multiple fronts, using technology, print, and professional development. *READ 180* is proven to meet the needs of struggling readers whose reading achievement is below proficient level. The program directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills.

System 44:

System 44 was designed for our *most* challenged, struggling readers in Grades 3 and shy;–12. Many of these students are demotivated and disenfranchised from school as the result of years of academic failure. Intentionally metacognitive, *System 44* helps students understand that the English language is a finite system of 44 sounds and 26 letters that can be mastered. The program invites students to “crack the code” and join the community of readers, and provides educators with a comprehensive set of tools to meet this challenge:

- Validated assessment for screening and placement
- Research-based phonics instruction
- Highly motivating and age-appropriate adaptive technology

System 44 invites students to crack the code and master the 44 sounds and 26 letters that make up the English language.

Writing Fundamentals:

P.S. 108K has purchased Writing Fundamentals and has purchased professional development. Some of our staff members have already attended an all day workshop and it was due to their feedback that we purchased this system.

Writing Fundamentals supports teachers in meeting standards.

After a multi-state analysis, Schoolwide found that K–5 state standards fit into six general categories. The Writing Fundamentals Units of Study have been created with these categories in mind. Each Writing Fundamentals Unit of Study will support teachers in helping students meet state and local writing standards.

Aligned to State Standards

- Teach students to conduct research on issues and interests.
- Teach students to use literature as models for their own writing.

- Teach students to use a wide range of strategies as they write and to use different writing process elements appropriately.
- Teach students to use writing to accomplish their goals and match their intentions.
- Teach students to use writing to communicate with different audiences for different purposes.
- Teach students to understand and apply knowledge in the following areas:
 - Language structure
 - Language conventions
 - Figurative language
 - Genre
 - Critique and analyze texts

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.

N/A

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

At P.S. 108K, we are constantly seeking the feedback from other professionals. These professionals have included Aussie consultants and district/region department heads to assist us in evaluating our programs and instruction. P.S. 108 has created a community of learners that welcome the feedback and use assessments to improve instruction. The data from assessment are analyzed by the teachers and administrators to find trends of students using the state standards.

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?

At PS 108K, we have supplemented the Everyday mathematics curriculum for the delivery of mathematics instruction, such as Everyday Counts Calendar Math combined with professional development. This professional development is designed to enhance teacher practice. This staff development is provided by the staff development team and professional organizations including the Aussie consultants. A portion of the professional development that is offered to our teachers is provided via inter-visitations, and modeling/co-teaching by the staff development team of specific practices of their colleagues. During these inter-visitations and modeling/co-teaching the teachers are able to observe the incorporation of mini lessons based on data to differentiate instruction, math centers, accountable talk, investigations, and the specific language use for communication in mathematics. Through the review of the periodic assessments results, with the classroom teachers, we engage in the examination of student errors as well as the standards indicators that they students have mastered or need to improve upon. PS 108 participated in the Title II D technology PLATO grant utilizing hand held PSP's for modeling strategies, mini lessons, and center activities aligned to the state standards.

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.

N/A

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

Through the use of classroom observations, we ensure the workshop model for literacy instruction is evident in every classroom.

This finding is not relevant to P.S. 108K’s educational program. This finding has been determined through informal and formal observations, informal and formal walkthroughs, and through feedback from the UFT and AFT. In 2007, the Quality Reviewer commented that P.S. 108K was the only school she had visited where differentiated instruction was evident.

Our score of 8.5 for Academic Expectations and 7.7 for Engagement out of 10 on 2008-09 Learning Environment Survey is evidence of our high student engagement .

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?

At the present time, our teachers are receiving professional development in the incorporation of conferencing with each student in order for students to monitor their own learning and be able to talk about their thinking and to articulate their application of comprehension strategies which we expect to trickle into all areas of the curriculum. Teachers have visited the classroom that have implemented these strategies and can witness students talk about their learning. Teachers can observe first hand how to determine what students have learned and what they need to practice. It provides our teachers with an explicit teaching method to research their students’ use of skills thorough questions and observations. Teachers also incorporate modeling the strategy to make the invisible brainwork of reading more visible. Guiding students to practice the strategy and linking the strategy to their independent reading. The great majority of our teachers K-5 have joined a study group using *Conferring with Readers* by Gravity Goldberg and Jennifer Serravallo.

The Interactive Workshop Model is part of our educational model. Classrooms have a meeting area where whole-group lessons (mini-lessons) take place. Students are sent to their seats for group work. Group work is differentiated by content, process, and/or product. Students return to meeting area for group share.

Accountable Talk is an intricate part of our educational program. Cooperative learning strategies are utilized during lessons.

Extensive professional development is provided to teachers dealing with the workshop model, accountable talk strategies and differentiated instruction. Professional development is delivered in a variety of ways. Professional development includes workshops, inter-visitations, demonstration lessons by Literacy Coach and staff developers, co-teaching, focused walkthroughs, low-inference transcripts, video-taping of lessons, AUSSIE consultants, off-site workshops, and by visiting similar schools.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

At P. S. 108K, we have sought expertise from school-based administration and the professional development team to participate in walkthroughs to observe instruction using specific protocols such as accountable talk, level of teacher questioning, rigor of instruction as well as the written communication responses to problem solving. After analyzing data from the Beginning of the Year Inventory, pre/post unit assessments, and NYS math assessments teachers conduct mini lessons and create center activities based on th students' needs using the NYS standards to ensure student engagement. We ensure that students know the content standard as well as the process they are working on through their individual goals. The teachers’ expectations are clear and specific through the use of objectives and aims, as well as the use of a common language for concept building .

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?

P.S. 108K makes use of the Beginning of the Year inventories as well as pre/post unit assessments, and NYS math assessments to identify students strengths and next steps to individual instruction. Through the use of the periodic assessment in grades 3 to 5 we are able to evaluate the responses to the specific questions and it has helps us identify the reason for the error and to provide instruction and practice to increase their mathematical proficiency. We have also found a need to implement, *Everyday Counts* in all of our classrooms. This material includes the daily discussions and dialogic discourse and the usage of real life date with visual models, as well as continuous exposure to critical mathematical concepts. It helps students make connections across mathematical strands and allows them to explore, make and test conjectures and apply mathematical understandings. AUSSIE consultants model math strategies through lessons and center activities to ensure that the process strands as well as the content strands are intertwined .

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.

³To 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.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

According to the data analysis, we have found that in the last 3 years 33 teachers have left our school for the following reasons; administrative positions, relocation out of state, change of career, family leave, and counseled to leave due to poor performance. For the 2008-09 School Year, one teacher was excused and none left our school for any other reason.

As a result, 35 new teachers, recent college graduates and Teaching Fellows, have joined our staff. This has in no way hindered our educational program. On the contrary, this has served to enhance our school because in most cases the teachers have experience and skills to offer our educational program. This has given us a chance to create a community of learners.

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?

New teachers receive weekly professional development based on their needs and classroom observation. Evidence of teachers participating in professional development workshops are placed on a weekly professional development calendar. Teachers are participants and providers of professional development for their peers. The Fellows Mentor Program provides a mentor at the university level who helps teachers with their professional growth. Teachers are receiving their mentorship through classroom visits and conferences. Discussions about teacher strengths and next steps in developing a mentoring plan are formulated to ensure the teachers reach their capacity.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We have sought the feedback of the Center for Applied Linguistics. A member of their staff in collaboration with the Office of English Language Learners have visited our school and taught us to use Guiding Principles for Dual Language Education. This practice has proved to be of value to our practitioners.

All teachers filled out a survey in which they described the types of staff development they felt would be most useful: intervisitations, demonstration lessons and workshops. Administrators also used walkthroughs to assess the areas of staff development needed for each teacher.

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?

PS 108K has actively participated in the professional development offered by QTEL since 2005. Our Dual Language teachers participated in the Professional development activities prior to engaging in the Dual Language program. We have collaborated with CAL and used their Guiding Principles for Dual Language Education. On-going professional development is provided to our Bilingual, ESL, and Dual Language teacher during their common preparation periods and using Title III funds to provide per-session activities for our teachers to engage in study groups using professional materials such as The Practitioner's Toolkit, for Language Development strategies and lesson planning.

The ESL teacher and Assistant Principal, attend the various Professional Development activities presented by the Office of English Language Learners on subject such as the LAP, BESIS and NYSESLAT data demystifying sessions.

Bilingual and Dual Language teachers participate in QTEL training throughout the year. This training focused on Math, Native Language Arts, ESL and Writing. These teachers also attended training at the BETAC (Bilingual Educational Technical Assistance Centers) at Long Island University, Brooklyn Campus.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

NYSESLAT reports, BESIS reports as well as admission and discharges reports and parental choice, will be used for the identification placement. The LAP toolkit provides the structure to support our team with planning for instructional coherency within and across our programs for our entitled ELLs and to determine the services for the students. Observations of teacher practice and students work are constantly monitored to ensure compliance.

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?

On August 29, 2008 all of our teachers serving the ELLs, were given the results of the Spring 2008 NYSESLAT. They were led into disaggregating the raw scores into scale scores for listening and speaking and reading and writing strands of the NYSESLAT and to create their groupings. Groups were created based on this information and students' needs for instruction were identified. They also received information as to the number of years in the program. Support for these classes was determined as well based on the students' language proficiency levels. Teachers received information and assisted in the development of our Language Allocation Policy. Grade 4 and 5 teachers also receive the results of the NYS ELA and mathematics. They also received information on the test modifications for ELL. Resources are also identified and purchased to satisfy the needs of the students such as EDL (Evaluacion del Desarrollo de la Lectura) K-5, El Sol K-2 and ELL Periodic Assessments grades 3-5.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

General education and special education teachers alike are included in professional development throughout the school year. All of our professional development is designed to help improve student performance general education students and students with IEP (Individualize and Education Programs). Every classroom and cluster teacher will receive a copy of the IEP of every student that receives mandated services who they instruct. Paraprofessionals have access to the IEP's of the students that they service on a daily basis. Those IEP's are stored in a designated area.

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?

Every classroom and cluster teacher will have to sign a signature sheet that they received the IEP's of all mandated students. The Paraprofessionals will also have to sign a signature sheet that they have access to the IEP's that are in a designated area. If a new student with an IEP enrolls at P.S. 108K, the classroom and cluster teacher will receive the IEP. A signature sheet will have to be signed by the classroom teacher and cluster teacher.

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.

N/A

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Classroom teachers are included in annual reviews or triennials for students with IEP's. Classroom teachers are made aware of testing modifications and exact amount of time of the mandated services for the IEP's. The goals, objectives and promotional criteria are developed in conjunction with the classroom teacher, IEP teacher and the mandated provider. Every student with an IEP doesn't need a behavioral plan. If a student needs a behavioral plan, the classroom teacher, IEP teacher and the mandated provider will set up a plan.

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?

The goals, objectives and promotional criteria for all mandated students are discussed at annual reviews and triennials. The classroom teacher, IEP teacher, mandated provider and an administrator will review every page of the IEP with the parent or guardian. After the annual review or triennial review the parent or guardian will have to sign the IEP attendance sheet.

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.

N/A

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES
FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

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2. Please describe the services you are planning to provide to the STH population.

Upon becoming aware that a student at P.S. 108K is residing in temporary housing the Family Assistant immediately inputs the information into ATS. The Family Assistant will provide the information to the Office of Pupil Transportation. The student is provided with a Metrocard for transportation to and from school. The SAPIS Counselor and/or Guidance Counselor will reach out to the student and the student's family to provide support and referrals for community services. The SAPIS Counselor and/or Guidance Counselor will meet with the student on an ongoing basis to provide the student with continued support in school. The Guidance Counselor, SAPIS Counselor and teachers will create an academic intervention plan if needed. The teacher will closely monitor any academic or emotional changes in the student.

Part B:

For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

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2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

Upon becoming aware that a student a P. S. 108K is residing in temporary housing, the Family Assistant immediately inputs the information into ATS. The Family Assistant provides the information to the Office of Pupil Transportation. The student is provided with a Metrocard for transportation to and from school. The SAPIS Counselor and/or Guidance Counselor reaches out to the student and the student's family to provide support and referrals for community services. The SAPIS Counselor and/or Guidance Counselor meets with the student on an ongoing basis to provide the student with continued support in school. The Guidance Counselor, SAPIS Counselor and teachers will create an academic intervention plan if needed. The teacher will closely monitor any academic or emotional changes in the student.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

N/A