



P.S. 108 SAL ABBRACCIAMENTO

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 331900010108 **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:
(Required for high schools) N/A

DISTRICT AND NETWORK INFORMATION

DISTRICT: 19 **CHILDREN FIRST NETWORK (CFN):** N301

NETWORK LEADER: JOANNE BRUCELLA/Olga Mejia-Glenn

SUPERINTENDENT: Dr. Nicole Williams

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *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	Electronic Signature Approved.
Lisa Donovan	UFT Chapter Leader	Electronic Signature Approved. Comments: This is a draft for the Superintendent.
Jodi Depasquale	UFT Member	Electronic Signature Approved. Comments: This is a draft for the Superintendent.
Kristy Ferrante	UFT Member	Electronic Signature Approved.
Jennifer Amato	UFT Member	Electronic Signature Approved. Comments: This is a draft for the Superintendent.
Roseni Castro	PA/PTA President or Designated Co-President	Electronic Signature Approved.
Madeline Plasencia	Parent	Electronic Signature Approved. Comments: This is a draft for the Superintendent.
Roxane Aguilera	Title I Parent Representative	Electronic Signature Approved. Comments: This is a draft for the Superintendent.
Eugenia VonMaack	Parent	Electronic Signature Approved. Comments: This is a draft for the Superintendent.
Marianela Alvarado	Parent	Electronic Signature Approved.

* 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 intra-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. P.S. 108K is featured in the Promising Practice Library Video for Quality Statement 4.3.

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.

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

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." Pre-populated SDAS data is updated twice yearly. 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:					
DEMOGRAPHICS									
Grades Served:	<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 checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		92.1	92.6	TBD		
Kindergarten	151	125	151						
Grade 1	174	161	141	Student Stability - % of Enrollment:					
Grade 2	185	192	165	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	155	169	178		90.4	92.96	TBD		
Grade 4	153	165	158						
Grade 5	150	152	168	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		88.2	88.2	96.1		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		5	48	TBD		
Grade 12	0	0	0						
Ungraded	3	0	1	Recent Immigrants - Total Number:					
Total	971	964	962	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					21	13	29		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	19	20	22	Principal Suspensions	45	39	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	0	9	Superintendent Suspensions	8	1	TBD		
Number all others	50	54	48						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		
					0	0	0		

# in Transitional Bilingual Classes	34	102	23				
# in Dual Lang. Programs	75	87	117	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	63	50	30	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	1	12	Number of Teachers	75	75	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	12	12	TBD
				Number of Educational Paraprofessionals	6	6	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	61.3	68	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	42.7	49.3	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	72	80	TBD
American Indian or Alaska Native	0	0.3	0.1	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.2	96.5	TBD
Black or African American	21.6	23.8	22.5				
Hispanic or Latino	69	67.6	67.9				
Asian or Native Hawaiian/Other Pacific Isl.	8.6	7.4	7.5				
White	0.7	0.6	0.9				
Multi-racial							
Male	51.1	50.6	52				
Female	48.9	49.4	48				
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):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	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	-	-					
Multiracial	-	-	-				
Students with Disabilities	√	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	7	7	1				

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 25% of the Overall Score)	22.9	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	41.5	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3	Quality Statement 5: Monitor and Revise	

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	W = 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.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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/Teacher 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 your 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

2009-2010 NYS ELA:

43.6% of students at proficiency (Level 3 or 4)
 Median student proficiency 2.95
 student progress: median growth percentile 63.0
 median growth percentile for school's lowest third 70.0
 12.5% of SETSS at proficiency
 34.9% of ELLs at 75th percentile or higher
 44.0% lowest third citywide at 75th percentile or higher

Grade 5 ELA

	Proficient	Total	% Proficient
Boys	35	81	43.2%
Girls	45	77	58.4%
ELLs	4	19	21.1%
IEPs	1	8	12.5%
Totals	80	158	50.6%

Grade 4 ELA

	Proficient	Total	% Proficient
Boys	31	78	39.7%
Girls	32	77	41.6%
ELLs	5	31	16.1%
IEPs	5	13	38.5%

Totals	63	155	40.6%
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Grade 3 ELA

	Proficient	Total	% Proficient
Boys	37	87	42.5%
Girls	32	86	37.2%
ELLs	7	28	25.0%
IEPs	3	26	11.5%
Totals	69	173	39.9%

PS 108K-ELA

	Proficient	Total	% Proficient
Boys	103	246	41.9%
Girls	109	240	45.4%
ELLs	16	78	20.5%
IEPs	9	47	19.1%
Totals	212	486	43.6%

SETSS ELA

	Proficient	Total	% Proficient
Grade 5	1	6	16.7%
Grade 4	1	8	12.5%
Grade 3	1	10	10.0%
Totals	3	24	12.5%

Self-Contained ELA

	Proficient	Total	% Proficient
Grade 5	0	1	0.0%
Grade 3	0	12	0.0%
Totals	0	13	0.0%

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.

2009-2010 NYS Mathematics:

- 55.7% of students at proficiency (Level 3 or 4)
- median student proficiency 3.13
- student progress: median growth percentile 51.0
- median growth percentile for school's lowest third 60.0
- 20.8% SETSS at proficiency

- 29.8% ELLs at 75th growth percentile or higher
- 37.2% lowest third citywide at 75th growth percentile or higher

Grade 5 Math

	Proficient	Total	% Proficient
Boys	50	89	56.2%
Girls	58	77	75.3%
ELLs	6	27	22.2%
IEPs	2	8	25.0%
Totals	108	166	65.1%

Grade 4 Math

	Proficient	Total	% Proficient
Boys	51	78	65.4%
Girls	52	76	68.4%
ELLs	10	31	32.3%
IEPs	4	13	30.8%
Totals	103	154	66.9%

Grade 3 Math

	Proficient	Total	% Proficient
Boys	42	89	47.2%
Girls	34	88	38.6%
ELLs	9	32	28.1%
IEPs	5	26	19.2%
Totals	76	177	42.9%

PS 108K Math

	Proficient	Total	% Proficient
Boys	143	256	55.9%
Girls	144	241	59.8%
ELLs	25	90	27.8%
IEPs	11	47	23.4%
Totals	287	497	57.7%

SETSS Math

	Proficient	Total	% Proficient
Grade 5	1	6	16.7%
Grade 4	2	8	25.0%
Grade 3	2	10	20.0%
Totals	5	24	20.8%

Self-Contained Math

	Proficient	Total	% Proficient
Grade 5	0	1	0.0%
Grade 3	0	12	0.0%
Totals	0	13	0.0%

English Language Learners:

2009-2010 NYSESLAT:

Listening/Speaking

- 22 ELLS are at a beginner level
- 21 ELLS are at an intermediate level
- 43 ELLs are at an advanced level

Reading/Writing

- 46 ELLS are at a beginner level
- 41 ELLs are at an intermediate level
- 61 ELLs are at an advanced level

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 have changed positions
- 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

- 12.5% OF SETSS AT PROFICIENCY FOR ELA AS COMPARED TO 43.6% OF GENERAL POPULATION
- 20.8% OF SETSS AT PROFICIENCY FOR MATH AS COMPARED TO 55.7% OF GENERAL POPULATION
- 34.9% OF ELLS AT 75TH GROWTH PERCENTILE OR HIGHER
- 44.0% LOWEST THIRD CITYWIDE AT 75TH PERCENTILE OR HIGHER ON 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
- 55.7% OF STUDENTS AT PROFICIENCY (LEVEL 3 OR 4)
 - MEDIAN STUDENT PROFICIENCY 3.13
 - STUDENT PROGRESS: MEIDAN GROWTH PERCENTILE 51.0
 - MEDIAN GROWTH PERCENTILE FOR SCHOOL'S LOWEST THIRD 60.0
 - 20.8% SETSS AT PROFICIENCY
 - 29.8% ELLS AT 75TH GROWTH PERCENTILE OR HIGHER
 - 37.2% LOWEST THIRD CITYWIDE AT 75TH GROWTH PERCENTILE OR HIGHER
- 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?

- Promising Practices Library 4.3
- Teacher teams working to conduct collaborative inquiry
- High Performing/Gap Closing School/District for two consecutive years.
- Successful implementation of Core Knowledge and we are an official site.
- 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
- Integrating The Arts
- Implementation of specific curriculum ensuring that there are no gaps in learning or overlaps
- 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
- Dual Language Program K-5

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

- Support from the UFT and collaboration with the UFT to build our capacity.
- Professional development plan provided within the school
- Professional development received from outside sources
- Dedication and high expectations of staff
- Monthly scheduled parent visitations
- Curriculum mapping
- Teacher Teams--37 1/2 minute option---vertical and horizontal teams.

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 2010-11 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 (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), 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 be aligned to the school’s annual goals described in this section.*

Annual Goal	Short Description
<p><input type="checkbox"/>1) <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> Instructional Rounds: To conduct instructional rounds in the presence of content in the classroom with the teacher and students present to improve the quality and level of student learning by June 2011 as evident by at least 60% of 4th and 5th grade students, approximately 185 students out of 325 students, will make at least one year of progress in Literacy according to their Fountas and Pinnell interim benchmark assessments as measured from September 2010 to May 2011. In Mathematics, at least 60% of 4th and 5th grade students, approximately 185 students out of 325 students, will reach November, January and March benchmark targets.</p>	<p><input type="checkbox"/><input type="checkbox"/></p> <p>The instructional rounds will be based on model provided in <i>Instructional Rounds in Education A Network Approach to Improving Teaching and Learning</i> by Elizabeth A City, Richard F. Elmore, Sarah E. Fiarman and Lee Teitel. Members of the staff will participate in these rounds focusing on the strategies, skills, and instructional practices our school community values to improve student achievement.</p>
<p><input type="checkbox"/>2) <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> Teacher Teams: To ensure rigorous analysis of student work, teacher practice, and interim assessments are supported by focused study protocols and professional development on inquiry process by June 2011 as evident by the systematic utilization of the <i>Analysis of Student Work Form</i> by all teacher teams, the recording of minutes on ARIS, the creation and implementation of academic intervention plans for at risk 3rd, 4th, and 5th grade students identified based on their NYSELA proficiency rate and their June 2010 Fountas and Pinnell levels will show progress as measured by the Fountas and Pinnell text gradient and by the benchmark assessments for ELA by June 2011.</p>	<p><input type="checkbox"/></p> <p>By using the Analysis of Student Work form, all teacher teams will identify groups of students who are below grade level standards, on grade level standards and above grade level standards and will analyze their work/assessments to be able to describe their common strengths and next learning steps. These teacher teams will collaboratively develop mini-lessons to address the learning needs of each group of students.</p>
<p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> 3) Common Core State Standards : To provide a clear and consistent framework to prepare all children for college and the workforce by June 2011 as evident by our curriculum maps, grade wide assessments, instructional rounds, and formal observations in grades kindergarten through fifth grades.</p>	<p><input type="checkbox"/></p> <p>Ongoing professional development will lead to the alignment of our curriculum maps to the CCSS. Teachers will develop grade wide assessments and portfolio pieces based on the CCSS.</p>

<p>□ □</p> <p>4) To ensure that the professional learning for 100% of the teachers is supported through professional development plans, the entry points of teacher knowledge, ongoing teamwork, collaborative walkthroughs and instructional rounds that result in the advancement of teacher expertise by June 2011, as evident by project-based observations, informal observations and formal observations and the Professional Teaching Standards rubric.</p>	<p>□</p> <p>Using feedback from formal and informal observations, teacher surveys, and the professional learning goals set by teachers during the 2009-2010 school year, each teachers' entry point will be considered as their professional learning plan is developed and implemented.</p>
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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 2010-11 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, PLA, 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

Literacy and Mathematics

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/>1) <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> Instructional Rounds: To conduct instructional rounds in the presence of content in the classroom with the teacher and students present to improve the quality and level of student learning by June 2011 as evident by at least 60% of 4th and 5th grade students, approximately 185 students out of 325 students, will make at least one year of progress in Literacy according to their Fountas and Pinnell interim benchmark assessments as measured from September 2010 to May 2011. In Mathematics, at least 60% of 4th and 5th grade students, approximately 185 students out of 325 students, will reach November, January and March benchmark targets.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/><input type="checkbox"/></p> <p>The administrators and the staff developers will participate in a study group that will meet weekly starting in September 2010 reading and discussion of <i>Instructional Rounds in Education A Network Approach to Improving Teaching and Learning</i> by Elizabeth A City, Richard F. Elmore, Sarah E. Fiarman and Lee Teitel. Members of the staff will participate in instructional rounds beginning in October 2010 focusing on the strategies, skills, and instructional practices our school community values to improve student achievement. The participants of these instructional rounds will identify what good instructional practices, pedagogy or instruction look(s) like in classrooms and then will conduct these rounds to see these theories in action with students, teachers and content present. Some of these strategies/skills and practices are:</p> <p style="padding-left: 40px;">Workshop Model Gradual Release of Support Model Accountable talk/purposeful talk Check in on understanding</p>

	<p>Student engagement Differentiation Independent Reading Clear and evident teaching point Goal setting Comprehension strategies Student task Responding to reading in writing</p> <p>The Staff Development Team, AUSSIE consultant, CFN and teachers will provide ongoing professional development in order to create a clear understanding for teachers of what independent reading must look like in their classrooms—what teachers and students would be saying and while engaged in the above mentioned strategies/skills. The professional development model will include but not be limited to:</p> <ul style="list-style-type: none"> · workshops · demonstrations lessons · co-teaching · intra-visitations · peer review · focused walkthroughs · instructional rounds · lab site will be set up as a model for intra-visitations <p>A math tutor will be providing push-in support for our most at-risk students in third and fourth grade based upon the 2010 NYS Mathematics assessment. The students will be provided with manipulatives and various strategies in mathematics.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> <u>Conceptual Consolidation Personnel Services</u> <input type="checkbox"/></p> <p>Staff Developers - \$258,540 UFT Teacher Center - \$76,062 Two ESL teachers - \$139,880 Administrators \$353,652 Classroom teachers \$3,046,847- Speciality Teachers \$1,133,758- Dean \$67,620</p>

	<p style="text-align: center;"><u>Data Specialists - \$90,820</u></p> <p><u>Conceptual Consolidation OTPS</u> <u>Teacher Professional Books such as <i>Instructional Rounds in Education A Network Approach to Improving Teaching and Learning</i> by Elizabeth A City, Richard F. Elmore, Sarah E. Fiarman and Lee Teitel. - TBD</u> <u>General supplies-\$2,000</u> <u>Curriculum and Staff Development contracts-\$40,520</u></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><input type="checkbox"/> Students' Fountas and Pinnell levels according to the Fountas and Pinnell assessments—at least 60% of 4th and 5th grade students (185 students out of 325 students), will show at least one year of progress based on Fountas and Pinnell text gradient. Ongoing benchmark assessments will be administered and analyzed throughout the year to monitor student progress. Informal and formal observations will also be utilized to assess teaching practices.</p> <p><input type="checkbox"/></p>

Subject Area
(where relevant) :

Student Outcomes

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>2) <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> Teacher Teams: To ensure rigorous analysis of student work, teacher practice, and interim assessments are supported by focused study protocols and professional development on inquiry process by June 2011 as evident by the systematic utilization of the <i>Analysis of Student Work Form</i> by all teacher teams, the recording of minutes on ARIS, the creation and implementation of academic intervention plans for at risk 3rd, 4th, and 5th grade students identified based on their NYSELA proficiency rate and their June 2010 Fountas and Pinnell levels will show progress as measured by the Fountas and Pinnell text gradient and by the benchmark assessments for ELA by June 2011.</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>□ Every Thursday morning teams of teachers will meet to conduct collaborative inquiry. These teams of teachers will include a kindergarten team, first grade team, second grade team, third grade team, fourth grade team, fifth grade team, science team, arts specialty team, and an Academic Intervention Team. Additionally, the Dual Language Team and Special Education Team will meet at a scheduled time on a weekly basis.</p> <p>For the first several Thursday morning meeting times, professional development will be provided to each team regarding collaborative inquiry. Resources provided by ARIS will be utilized during these professional development sessions.</p> <p>Teachers will receive professional development on how to effectively use the <i>Analysis of Student Work Form</i>. By using the <i>Analysis of Student Work Form</i>, all teams of teachers will identify groups of students who are either below grade level standards, on grade level standards or above grade level standards and will analyze their work/assessments to be able to describe their common strengths and next learning steps. These teacher teams will meet weekly to collaboratively develop standard-based mini-lessons and to analyze student work that address the learning needs of each group of students. Every 8-10 weeks, the various teams of teachers will meet together to share out findings.</p> <p>Additionally, the teams of teachers will visit one another's classrooms regularly to share best practices and/or to provide support.</p> <p>The identified at-risk students will receive push-in/pull out support during the instructional day. These students' data will also be analyzed by the AIS Teacher Team consisting of the IEP teacher, SETSS teacher, social worker, psychologist, data specialist, reading tutor, guidance counselor, Dean, speech teacher, ESL teachers and AIS coordinator in order to provide targeted instructional and behavioral interventions for these at-risk students.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>□ <u>Conceptual Consolidation Personnel Services</u></p> <ul style="list-style-type: none"> Staff Developers-\$258,540 UFT Teacher Center-\$76,062 AIS Coordinator-\$98,20 Two ESL teachers-139,880 Administrators \$353,652 Classroom teachers \$3,046,847 Specialty Teachers-\$1,133,758 Dean \$67,620

	<p style="text-align: center;"><u>Data Specialists-\$90,820</u></p> <p><u>Conceptual Consolidation OTPS</u></p> <p style="text-align: center;"><u>Teacher Professional Books such as <i>Instructional Rounds in Education A Network Approach to Improving Teaching and Learning</i> by Elizabeth A City, Richard F. Elmore, Sarah E. Fiarman and Lee Teitel.-TBD</u></p> <p style="text-align: center;"><u>General Supplies-\$1,000</u></p> <p style="text-align: center;"><u>Curriculum and Staff Development Contracts-\$40,250</u></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><input type="checkbox"/> Minutes recorded on ARIS, completed <i>Analysis of Student Work Forms</i>, mini-lessons that are created based on the analysis of student work/assessments, Professional Development Calendar and the progress as measured by the benchmark assessments and Fountas and Pinnell levels.</p>

**Subject Area
(where relevant) :**

Curriculum

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>3) Common Core State Standards : To provide a clear and consistent framework to prepare all children for college and the workforce by June 2011 as evident by our curriculum maps, grade wide assessments, instructional rounds, and formal observations in grades kindergarten through fifth grades.</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><input type="checkbox"/> On the first day of school, the Staff Development Team will provide an overview of the CCSS. Ongoing professional development will lead to the alignment of our curriculum maps to the CCSS. Teachers will meet with the Staff Development Team to unpack the CCSS. Teachers and the Staff Development Team will add the CCSS to our existing curriculum maps. They will develop lessons that will lead to our students to meet their grade wide standards.</p> <p>Teachers will also develop grade wide assessments based on the CCSS.</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> <u>Conceptual Consolidation Personnel Services</u></p> <p>UFT Teacher Center Staff Developer-\$76,062 Staff Developers-\$258,540 Data Specialists-\$90,820 Classroom Teachers-\$3,046,847 Specialty Teachers-\$1,133,758 Administrators-\$353,652 Dean-\$67,620 ESL Teachers-\$139,880</p> <p><u>Conceptual Consolidation OTPS</u> General Supplies-\$1,000 Curriculum and Staff Development Contracts-\$40,250</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><input type="checkbox"/> Our curriculum maps, informal and formal observations, and pre and post assessments for kindergarten through fifth grades.</p>

Subject Area
(where relevant) :

Professional Development

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/><input type="checkbox"/></p> <p>4) To ensure that the professional learning for 100% of the teachers is supported through professional development plans, the entry points of teacher knowledge, ongoing teamwork, collaborative walkthroughs and instructional rounds that result in the advancement of teacher expertise by June 2011, as evident by project-based observations, informal observations and formal observations and the Professional Teaching Standards rubric.</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><input type="checkbox"/> Using feedback from formal and informal observations, teacher surveys, and the professional learning goals set by teachers during the 2010-2011 school year, each teachers' entry point is considered as their professional learning plan is developed and implemented.</p> <p>By the end October 2011, 100% of the teachers will meet with an administrator to set short and long-term goals based on the PTS. An action plan will be collaboratively developed to meet the needs of each teacher and will be reflected upon and referred to during pre-conferences, post-conferences, informal and formal observations.</p> <p>The entire school community engages in the genuine sharing of mutual needs, aspirations, and values. The teachers will participate by contributing their knowledge, ideas, and insights to the development of the vision of the school.</p> <p>The diverse needs of the staff will be reflected in the weekly Professional Development Calendar. Professional Development will focus on addressing those needs and nurturing and molding potential leaders. Job-embedded Professional Development will be provided through a variety of settings. Lab sites will be set up as model classrooms. Colleagues will participate in intra-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 consultant will also provide professional development. UFT Teacher Center Staff Developer, staff developers and administrators will provide professional development. Staff members will attend workshops off-site that are offered by the DOE and/or CFN. Targeted 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 Professional Teaching Standards.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Conceptual Consolidation Personnel Services</p> <div style="border: 1px solid black; padding: 5px;"> <p>UFT Teacher Center Staff Developer-\$76,062 Data Specialist-\$90,820 AIS coordinator-\$90,820 Classroom Teachers-\$3,046,847 Specialty Teachers-\$1,133.758</p> </div>

	<p>Administrators-\$353,652 Dean-\$67,620</p> <p><u>Conceptual Consolidation OTPS</u> General Supplies-\$2,500 Curriculum and Staff Development Contracts-\$40,250</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><input type="checkbox"/> 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 for English Language Learners in kindergarten, first and second grades.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. 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 Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: 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.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	143	40	40	143
1	33		N/A	N/A	143	40	40	143
2	53	16	N/A	N/A	134	35	35	134
3	153	153	N/A	N/A	153	40	40	153
4	169	169	169		169	45	45	169
5	153	153			153	45	45	153
6								
7								
8								
9								
10								
11								
12								

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. Part B - Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p><input type="checkbox"/> <u>My Sidewalks on Reading Street</u> - small group during the day.</p> <p><u>Wilson</u> - small group during the day.</p> <p><u>Read 180</u> - small group during the day.</p> <p><u>System 44</u>- small group for at-risk third graders during the day.</p> <p><u>Achieve 3000</u> - small group for some Dual Language students during the day.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> <u>Centers, manipulatives and differentiated instruction</u> - small group before, during, and after school.</p> <p>EnVision Math - technology based math program during school.</p>
<p>Science:</p>	<p><input type="checkbox"/> <u>Differentiated instruction before, during, and after school, including Saturday Academy</u>- use of multiple choice, short answer and experiments.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/> <u>Strategy</u> - 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.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/> The School Guidance Counselor has extensive training and experience which assists 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</p>

	<p>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 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 Guidance Counselor conducts presentations for each class reviewing issues related to substance abuse, self esteem, decision making, bullying, conflict resolution, and life skills. The Guidance 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 - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

K-5

Number of Students to be Served:

LEP 161

Non-LEP 140

Number of Teachers 11

Other Staff (Specify) 5 Paraprofessionals

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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.

□

Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011
Form TIII – A (1)(a)

161 LEP 140 Non-LEP

5 Paraprofessionals

Instructional Program/Professional Development Overview

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. We provide Dual Language and ESL in grades K through 5.

The data shows our students continue to show growth in the four modalities on the 2010 NYSESLAT. Students fall into the following modalities:

- * Listening/Speaking strand there were 13 Beginners, 18 Intermediates, 32 Advanced and 72 Proficient.
- * Reading/Writing strand there were 37 Beginners, 34 Intermediates, 48 Advanced and 17 Proficient.

Proficiency	1	2	3	4	5
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Level					
Listening/Speaking B	4	0	4	5	0
I	9	3	2	2	2
A	12	3	6	8	3
P	2	15	10	21	24
Reading/Writing B	19	2	7	7	2
I	4	8	9	13	0
A	1	9	5	11	22
P	3	2	2	5	5

As a result of the data, we are providing extra support to the Dual Language classes during the literacy block. A push-in Bilingual teacher provides differentiated instruction to students in all grades. Students in grades 3 to 5 also receive instruction that is tailored to their needs by the READ180 and/or Achieve 3000 technology based programs which provide instruction in all modalities. These programs generate data for the teacher so that they can monitor the ELL students' progress. The READ180 program also has a native language component which allows students to preview a five minute clip of their upcoming unit on their laptops in Spanish, French and several different languages. The Achieve 3000 program also has native language support embedded as one of its components.

After reviewing the NYSESLAT data, we addressed the needs of newly arrived 3rd, 4th and 5th grade students as well as SIFE students. These students receive additional instruction during the 37 1/2 minute morning program. This program meets on Mondays, Tuesdays and Wednesdays. Students receive instruction in ESL as well as in their native language. Instruction is provided by bilingual teachers who push-in to the classroom, thus reducing the teacher to student ratio.

Program descriptions and language allocation

Dual Language Program:

There are 132 ELLs and 140 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. In the early grades, the components of the balanced literacy program are introduced in the student's first language during the 90 minute literacy block. The program's curriculum and instruction is aligned with the **Common Core State Standards** for ELA, NLA and ESL, as well as the content areas such as mathematics, science, and social studies. Students in grades 3, 4 and 5 receive additional instruction during the 37 1/2 minute-morning program. This program meets on Mondays, Tuesdays and Wednesdays.

Push-in ESL:

There are 29 students in our ESL program. Three certified ESL teachers provide ESL as required by the students' proficiency levels. For the most part these students are advanced in listening and speaking and need more support with reading and writing. The ESL teachers provide 360 minutes of instruction per week to beginner and intermediate students, and 180 minutes to advanced students. Instruction is built around

the Common Core State Standards. 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. ESL Students in grades 3-5 attend the Morning Tutorial Program. To support our ELL children, we have 8 bilingual teachers, 3 ESL teachers and 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 would improve their listening/speaking, and reading/writing skills. The after-school program will be taught by bilingual teachers. They will use the Treasures and Tesoros Leveled Libraries and its listening component, ensuring that students receive ample practice in listening and speaking. The Achieve 3000 and Study Island technology based programs will be used to provide support with their reading and writing in non-fiction and thus improve their content area instruction. ESL strategies will be used with the goal to prepare the students to reach or exceed their performance levels on the NYS ELA and Mathematics Exams, helping them to close the achievement gap between ELLs and their peers. The following students will be invited to attend:

- 4 2nd Grade ESL Students
- 18 2nd Grade Dual Language ELL Students
- 7 3rd Grade ESL Students
- 17 3rd Grade Dual Language ELL Students
- 6 4th Grade ESL Students
- 25 4th Grade Dual Language ELL Students
- 4 5th Grade ESL Students
- 20 5th Grade Dual Language ELL Students

Title III funds will be used to partially fund the after-school program for ELLs in grades 2, 3, 4 and 5. The program will run from March 2011 to May 2011, for nine weeks. 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. There will be a total of 3 teachers paid at \$49.89 per hour for 108 hours, for a total of \$5,388.12.

Program

We have a Saturday Academy program for ELL students in grades 2, 3, 4 and 5. This program is taught by bilingual teachers. The Saturday Academy will run from March 2011 through May 2011 for seven weeks. The Saturday Academy Program meets from 8:30AM to 11:30 AM.

SIFE and Newcomers (0-3 year ELLs) are taught ESL and content area in their native language by a Bilingual Teacher. Instruction is provided in ELA, ESL and Mathematics in the native language. The following students will be invited:

- 4 2nd Grade ESL Students
- 18 2nd Grade Dual Language ELL Students
- 24 2nd Grade Dual Language EP Students
- 7 3rd Grade ESL Students

- 17 3rd Grade Dual Language ELL Students
- 24 3rd Grade Dual Language EP Students
- 6 4th Grade ESL Students
- 26 4th Grade Dual Language ELL Students
- 22 4th Grade Dual Language EP Students
- 4 5th Grade ESL Students
- 21 5th Grade Dual Language ELL Students
- 22 5th Grade Dual Language EP Students

Title III funds will be used to fund three teachers at \$49.98 per hour for 108 hours, for a total of \$5388.12.

· Materials

We will also purchase NYSESLAT class pack workbooks which will familiarize the students with the structure of the NYSESLAT and the ELA, while providing ongoing assessment activities to measure progress in attaining English language proficiency. These NYSESLAT workbooks cost \$3,648.25. Study Island NYS Assessment Preparation Products for grades 3,4 and 5 costing \$4100.

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.

□

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.

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 preparation periods so that they can collaborate and plan their lessons in both languages. Each week these teachers participate in a Dual Language Inquiry Team where they analyze student data and focus on strategies which can be implemented across the grades to move student achievement.

This professional development will include the following components:

- * Develop an action plan to monitor and evaluate target objectives
- * Study group - reading and discussing professional literature on best ELL teaching and learning practices
- * In class demonstrations and coaching of participating teachers
- * Inter-visitiation schedule to support a collaborative learning environment for participating teachers
- * Interacting with various authentic assessment tools

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.

We will pay for the additional Dual Language staff development by an Aussie consultant for 10 sessions at a cost of \$5750.

Parent Involvement Program

During the year the parent coordinator and staff developers offer parent workshops on topics such as Meeting the State Standards, State and City Assessments and school expectations. ESL teachers offer a workshop for the parents on the structure of the NYSESLAT. We distributed the Parent Language Cards which help the parents tel us which language they speak so that we can get appropriate translators for them. We will purchase paper to print translated handouts of NYSESLAT Parent information and other ELL/ESL information at parent workshops, costing \$34.75. Our school newsletter keeps parents informed of current activities and upcoming events.

Form TIII- A (1) (b) School: P.S. 108 BEDS Code: 331900010108
 Title III LEP Program
 School Building Budget Summary

Allocation Amount: \$27,600

Budget Category	Budgeted Amount	Explanation of Expenditures
Professional Salaries	\$10,777	Afterschool Per Session Tuesdays and Wednesdays 3:00-4:30 pm 12 weeks/36 hours 3 positions for a total of 108 hrs x 49.89= \$5388.12 Saturday Academy Session Saturdays 8:30 - 11:30am 12 weeks/36 hours 3 positions for a total of 108 hrs x \$49.89 = \$5388.12
Purchased Services	\$5,750	Aussie Consultant 5 days @ \$1150 per day Total = \$5750
Supplies and Materials	\$6,973	Getting Ready for NYSESLAT workbooks. 6 class packs @\$495 = \$2970 One 5 pack per grade @ \$79.75 6 x \$79.75 = \$478.50 Five teacher guides @ \$39.95 = \$199.75

Total books = \$3648.25

Spanish/English Glossaries
\$16.45 each
200 x \$16.45 = \$3290

1 carton of copy paper to print
translated handouts for
NYSESLAT and ELL Parent
information for workshops.

Educational Software \$4100

Study Island NYS Assessment
Preparation Products
Grade 3 English/Spanish \$1226
Grade 4 English/Spanish \$1542
Grade 5 English/Spanish \$1332
Total \$4100

Total \$27,600

Section III. Title III Budget

School: **PS 108**
BEDS Code: **331900010108**

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)	\$10,777.00	<input type="checkbox"/> <input type="checkbox"/> After-school per session: 3 teachers paid at \$49.89 per hour for 108

- Per session - Per diem		hours, for a total of \$5,388.12. Saturday Academy per session: 3 teachers paid at \$49.89 per hour for 108 hours, for a total of \$5,388.12.
Purchased services - High quality staff and curriculum development contracts	\$5,750	<input type="checkbox"/> Staff Development by an Aussie Consultant for 5 days at \$1,150 per day for a total of \$5,750.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$6,973	<input type="checkbox"/> \$3,648.25 Getting Ready for the NYSESLAT workbooks \$3,290 Spanish/English Glossaries \$34.75 Translation Paper
Educational Software (Object Code 199)	\$4,100	<input type="checkbox"/> \$4,100 Study Island NYS Assessment Preparation Products <input type="checkbox"/>
Travel	\$0	No travel expenditures were necessary.
Other	\$0	<input type="checkbox"/> No other expenses were incurred.
TOTAL	0	

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, 44% of our students' households speak a language other than English. The vast majority speak Spanish, therefore, the communication between the school community and the parents, including monthly school calendars and notices, are sent home in Spanish and English. A few of our parents speak Bengali, French, Arabic, Nepali and Urdu. We distributed the New York City Parent Language Cards which help the parents to tell us the language they speak. We also use the Home Language information on ATS to track any new languages that are used in 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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	1,141,108	194,341	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	11,411		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	57,055	*	
4. Enter the anticipated 10% set-aside for Professional Development:	114,110	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
94.2%

6. If the percentage of high quality teachers during 2009-2010 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 Human Resources 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

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

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

□ □

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

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

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and [Secondary Education](#) Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2010-2011. Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

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 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, 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.
- 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, using ARIS Parent Link, 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 2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 1, 2010.

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.

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

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.

□

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 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.
- 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, 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.
- 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, using ARIS Parent Link, 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 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 2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 1, 2010.

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.

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

200 Linwood Street Brooklyn, NY 11208

718 277-7010 Fax 718 827-4137

2010-2011

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</p>	<p>Support their children's learning, such as:</p>

that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2010/2011.

P.S.108K will:

Ø 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:

Ø Promoting positive use of my child's extracurricular time

Ø Monitoring attendance

Ø Making sure that homework is completed

Ø Monitoring amount of television their children watch

Ø Volunteering in my child's classroom

Ø Participating as appropriate, in decisions relating to my children's education.

Ø Promoting positive use of my child's extracurricular time.

Ø Staying informed about my child's education and

- ∅ 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 2010 and Spring 2011**

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.

- ∅ Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School

- ∅ Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Provide parents with frequent reports on their children's progress:

Student Responsibilities:

- ∅ Parents may access information from their children's Princeton Review Assessments.

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

Ø Every 8 weeks, teachers will distribute goal sheets.

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Ø 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.

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Ø During Open House

Ø Do my homework every day and ask for help when I need to.

Ø Read at least 30 minutes every day outside of school time.

Ø 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.

Ø Class trips

Ø Special activities as deemed by the teacher.

Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

Ø Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing and timely way.

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

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.

□

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.

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.

2010-2011 NYS ELA:

43.6% of tested students attained level 3/4

The median student proficiency is 2.95

Student progress: median growth percentile 63.0

Median growth of lowest third 70.0

12.5% of SETSS at proficiency level

34.9% of ELL's at 75th percentile

44% lowest third citywide at 75th percentile or higher

2010-2011 NYS Mathematics

- 55.7% of tested students attained level 3/4

- The median student proficiency is 3.13

Student progress: median growth percentile 51.0

Median growth of lowest third 60.0

20.8% of SETSS at proficiency level

29.8% of ELL's at 75th percentile

37.2% lowest third citywide at 75th percentile or higher

2010-2011 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

2010-2011 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.

2010-2011 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

- 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
- 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” DURING 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
- 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 3-5. 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 utilizes Writing Fundamentals and supports the program with monthly ongoing Professional Development led by our staff developers. The writing program supports teachers to implement a variety of text type studies through explicit interaction with the teaching and learning writing cycle.

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. We are currently looking at the new College and Career Standards and will gradually align our writing program to meet the new Common Core 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:

Core Knowledge is a sequential, integrated curriculum that provides an in-depth study in all content areas for teaching students in grades K-5 (Language Arts, Mathematics, World History and Geography, American History and Geography, Music, and Visual Arts.) The premise for this educational reform is that students are deficient in essential knowledge about their world. Implementing this curriculum gives our students the background knowledge they need to succeed in the 21st century.

Everyday Mathematics and Calendar Math:

Currently all grades (K-3 and grade 5) are using **Everyday Mathematics** as the primary vehicle for math instruction in the school. This program will be continued in the 2010-2011 school year as it has been selected as the uniform citywide program for Mathematics. All of our fourth grade students will be using **enVision Math** by Pearson for math instruction. All level 1 and 2 students will 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. Staff Developers 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 grade 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.

The **enVision** program is based on scientific research on how children learn mathematics as well as on classroom-based evidence that validates proven reliability. The program was developed by integrating four distinct phases of research; ongoing research, scientific research, formative research, and summative research. The program consists of 20 focused topics that are coherent, digestible groups of lessons with a common focus, the math strands. Each lesson provides concept development through interactive learning (engaging, setting the purpose, connecting, posing the problem and the extend), visual learning (concept development, learning bridge, guiding questions, and pictures with purpose), and Assessment and Prescription (understanding, quick check, scoring rubric, and differentiation).

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:

- All 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 pending funding. 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 pending funding.

- o Help provide an enriched and accelerated curriculum.

□

Enrichment Programs:

Dance/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.

Health Fitness Program

The students will get the opportunity to learn about nutrition and balanced meals. Students focus on learning about healthy foods with a uniquely designed program to teach children life-long healthy eating habits. The fitness aspect will help children develop active, positive lifestyles. Integrating knowledge and activity will help convince children that exercise is important to their well-being and increase the chance that physical activity will become a permanent part of their daily lives.

- o Meet the educational needs of historically underserved populations.
 - PPC meetings are scheduled with the parents and the School Assessment Team (SAT) to find academic strengths and weaknesses. 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 to determine progress.
- 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.

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 motivateds 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. 1089K recognizes that we are all lif-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, an AUSSIE consultant provides professional development in literacy. For the 2010-11 school year, a UFT Teacher Center Staff Developer will be the lead staff developer. Staff members also attend workshops off-site that areo offered by the DOE. Lessons are videotaped during some of the inter-visitations and then viewed during debriefing sessins. Teachers provide feedback to the teacher who was videotaped 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 contribute to NYC DOE Promising Practices Library, PPL, 4.3

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.

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

□

We provide workshops throughout the school year reviewing study habits, NYS Examinations, nutrition, breast cancer, 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. 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 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. Fountas and Pinnell and EDL Assessment Kits are used to provide 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, System 44, READ 180, Achieve 3000, Wilson and small-group instruction including a push-in 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.

□ The Dean of Student Affairs and the Guidance Counselor provide workshops on bullying, conflict resolution, mediation, personal safety and "Respect for All". "Respect for All" posters were placed on walls throughout the entire school.

HOUSING

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 nutrition
- Workshop on breast cancer awareness
- Workshop on child safety

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For

example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			\$1,009,472	True	Goals 1-4
Title I, Part A (ARRA)	Federal	Yes			\$197,127	True	Goals 1-4
Title III	Federal	Yes			\$27,600	True	Goals 2-4
Tax Levy	Local	Yes			\$4,114,687	True	Goals 1-4

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
 - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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;
 - First and foremost, by establishing lesson plans that engage and motivate the students. If a student acts out for whatever reason, then it is up to the teacher's discretion to pursue the referral ladder process (i.e., warning [2x], removal from activity within the classroom and contact the parent, note home to the parent). Upon the completion of the initial referral process and contact with the parent, the teacher then follows up by contacting the Dean of Student Affairs and providing documentation.

4. Coordinate with and support the regular educational program;

The Guidance Counselor, School Social Worker, School Psychologist provide support with social-emotional and behavioral issues in conjunction with the teacher to ensure academic success.

The Assistant Principal schedules Pupil Personnel Committee (PPC) meetings to address concerns either academic, behavioral or social-emotional in nature. The teacher's are responsible with informing the appropriate personnel (i.e., Assistant Principal) about the aforementioned concerns of their students.

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

□

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 their homework and other school related activities.

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 standard

*The State and local academic assesments including alternate assesments, 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 encoured to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule PTA meetings will be developed in coordination with the PTA executives and the school in order to accomodate 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 accomodations will be made for parents with disabilities so that they too can attend meetings.

Through the effort of the Parent Coordinator, the PTA President, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parents/school activities.

Parent's will be invited to attend culminating celebrations marking their child's sucess at the school.

Parent's will be invited to attend Middle School Fairs (twice a year).

Parents will be invited to attend monthly ARIS Parentlink workshops.

Student and Athlete of the month celebrations will be held in conjunctions with PTA meetings.

School publications (i.e. newsletters; The Landmark, and letter to parents) will be use to appraise parents of important upcoming events including testing dates, school events, and open school (five times a year).

The school calendar will disseminated each month to all parents, two weeks before the start of the month.

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, connect with parents workshops.

The parents of English Language Learners/Limited English Proficiency (ELL/LEP) will receive an orientation session on parental choice of programs available such as 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 school main entrance.

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

8. Coordinate and integrate Federal, State and local services and programs.

N/A

APPENDIX 7: 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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)
10

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

Upon becoming aware that a student attending 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 student may also be provided with transportation on a NYCDOE assigned bus. [The Guidance Counselor](#), School Psychologist and/or School Social Worker will reach out to the student and the student's family to provide support and referrals for community based services. The [Guidance Counselor](#), School Psychologist and/or School Social Worker will meet with the student on an ongoing basis to provide the student with continued support in school. The Guidance Counselor and teachers will create an academic intervention plan if needed. The teacher will closely monitor any academic or emotional and/or behavioral changes in the student and notify the Guidance Counselor immediately. If the student has any academic or emotional changes, the Guidance Counselor along with the Family Assistant will contact the family and the Temporary Housing family assistant/social worker to discuss the changes.

Part B:

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

N/A

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_19K108_020311-115657.doc

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster	District 19	School Number 108	School Name Sal Abbracciamento
Principal Constance Hahn <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		Assistant Principal Gilda Galassi	
Coach Jennifer Persaud		Coach Mary Scarpa	
Teacher/Subject Area N Raza/ESL		Guidance Counselor Ramona Jimenez	
Teacher/Subject Area R Parker/ESL		Parent Roseni Castro PTA President	
Teacher/Subject Area S. Stoecker/DL teacher		Parent Coordinator Olga Castillo	
Related Service Provider D Pavlic/ AIS Coordinator		Other	
Network Leader		Other	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers	6	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Part II: ELL Identification Process

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

1. 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).
2. 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.

3. 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](#)].)
4. 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.
5. 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.

II: ELL Identification Process: Initial Identification Process for ELLs

During the registration process, our Bilingual Secretary ensures that the parent receives the HLIS in their home language. There are various pedagogues available throughout the day to assist the parents in filling out the HLIS. This team includes an assistant principal, two ESL teachers and the testing coordinator.

As the parent completes the HLIS, the Bilingual Secretary contacts the ESL teachers to perform an informal interview of the student and the parents in both English and their native language. 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. If according to the HLIS and the informal interview it is determined that the child speaks another language other than English and speaks little or no English, then the child is eligible to be administered the LAB-R and the parents are informed.

Once the LAB-R is administered by an ESL teacher or the testing coordinator, the test is hand-scored and the results are kept in the ELL documentation binder. Based on the LAB-R scores, if the student needs to be administered the Spanish LAB, they are tested by the ESL teachers. When the LAB-R results are officially posted on ATS we verify the information with the hand-scored data. The parents are then informed of the child's eligibility or non-eligibility for ESL and bilingual instruction. The ESL teachers send out entitlement letters to parents of eligible ELLs.

Parents of new ELLs receive an orientation workshop, where they are shown the video on ELL programs. At this time they are also given the Parent Surveys and the Program Selection Forms. After the video, the placement options available for their child are discussed and the parents fill out the Survey and choose a program for their child. If the parents choose a program not available at our school (such as Transitional bilingual program), the parents are referred to other local schools which offer the selected program or to the district office. For parents who do not wish to transfer their child to another school, their children are placed in the Dual Language program and their names are placed on a waiting list for the Transitional Bilingual Program. If there are at least fifteen parents on the same grade level or consecutive grades, we would open a Transitional Bilingual class. Brochures about services for English Language Learners are provided in the parents' native language. This information is downloaded from the Office of ELLs DOE website.

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. A placement letter is sent home and the parent survey letters as well as the HLIS are kept on file by the ESL teachers in the ELL Documentation binder and a copy is placed in the students' cumulative folder. The parent coordinator reaches out to parents who do not attend the parent orientation sessions. She ensures that an appointment is made for the parent to come in, view the video, discuss program options 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.

Transfer Students

The program eligibility of students transferring from other New York City public schools is determined by their NYSESLAT or LAB-R scores. Parents of these students also attend an orientation session where they are informed of the program choices available. Transfer students are then placed accordingly.

Parent Orientation

During the spring the parents of Kindergarten candidates are invited for an orientation where they are apprised of the Dual Language and ESL Programs offered in our school. In September, after reviewing the HLIS and administering the LAB-R to eligible students ESL teachers send out entitlement letters and invite the parents to an Orientation Session. During orientation, parents 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. Parents of transferred students are also invited to participate in the orientation session.

NYSESLAT Implementation

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 READ 180 program. Parents of FELLs 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.

The ESL teachers together with the test coordinator, ensure that every teacher who 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.

Trends in Program Selection

Over the past 5 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. This year for the first time Dual Language is being offered throughout the entire school, from grades K-5. Due to our demographic make up, we are able to offer the following choices: Dual Language and push-in ESL. There are four ELL students with languages other than Spanish or English. These other languages are Nepalese, Arabic and Bengali. The Nepalese speaker is in Kindergarten. The Arabic speaker is in the 2nd grade and the Bengali speakers are in the 1st and 4th grades.

Part III: ELL Demographics

This school serves the following grades (includes ELLs and EPs)	K 1 2 3 4 5
--	-------------

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	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	0
Dual Language <small>(50%:50%)</small>	2	2	2	2	2	2	□□□	□□□	□□□	□□□	□□□	□□□	□□□	12
Freestanding ESL														
Self-Contained	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	0
Push-In	2	2	2	2	2	2	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	12
Total	4	4	4	4	4	4	0	24						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	161	Newcomers (ELLs receiving service 0-3 years)	102	Special Education	1
SIFE	7	ELLs receiving service 4-6 years	59	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	
<input type="text" value="91"/>	<input type="text" value="7"/>	<input type="text" value="0"/>	<input type="text" value="41"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="132"/>	
<input type="text" value="11"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="18"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="29"/>	
<input type="text" value="102"/>	<input type="text" value="7"/>	<input type="text" value="0"/>	<input type="text" value="59"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="161"/>	

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	<input type="text" value="0"/>	0												
Chinese	<input type="text" value="0"/>	0												
Russian	<input type="text" value="0"/>	0												
Bengali	<input type="text" value="0"/>	0												
Urdu	<input type="text" value="0"/>	0												
Arabic	<input type="text" value="0"/>	0												
Haitian	<input type="text" value="0"/>	0												
French	<input type="text" value="0"/>	0												
Korean	<input type="text" value="0"/>	0												
Punjabi	<input type="text" value="0"/>	0												
Polish	<input type="text" value="0"/>	0												
Albanian	<input type="text" value="0"/>	0												
Yiddish	<input type="text" value="0"/>	0												
Other <input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish	22	16	27	14	18	10	17	14	26	14	21	13	<input type="text" value="0"/>	131	81					
Chinese	<input type="text" value="0"/>	0	0																	
Russian	<input type="text" value="0"/>	0	0																	
Korean	<input type="text" value="0"/>	0	0																	
Haitian	<input type="text" value="0"/>	0	0																	
French	<input type="text" value="0"/>	0	0																	
Other	1	10	0	8	0	14	0	10	0	8	0	9	<input type="text" value="0"/>	1	59					
TOTAL	23	26	27	22	18	24	17	24	26	22	21	22	0	0	0	0	0	0	132	140

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>12</u>	Number of third language speakers: <u>2</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>17</u>	Asian: <u>13</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>2</u>
	Hispanic/Latino: <u>108</u>
	Other: <u>0</u>

Part IV: ELL Programming

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	3	3	7	6	4	0	0	0	0	0	0	0	25
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	1	1	0	0	1	0	0	0	0	0	0	0	0	3
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	3	4	4	7	7	4	0	0	0	0	0	0	0	29

IV: ELL Programming

A. Programming and Scheduling Information

At P.S. 108 we offer two programs: ESL and Dual Language.

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. Our school follows the guided reading literacy model with school wide push-in support. All Dual Language classes receive differentiated instruction with push-in guided reading teachers. This allows for small group instruction. There are two classes on every grade in grades K - 5th. One of the two teachers in the team is assigned to provide instruction in English and the other teacher provides instruction in Spanish. ELL students are integrated with English proficient students (EPs) in an instructional program that uses two languages for instruction. All classes are heterogeneously mixed. Students receive the required periods of NLA, ELA and ESL based on their NYSESLAT or LAB-R scores. All Dual Language classes follow the school wide Every day Math program. Content area subjects are taught in both Spanish and English, using second language acquisition strategies and the use of content rich pictures. Spanish-English glossaries are available in Math, Science and Social Studies to all ELL students. 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 the Common Core State Standards for ELA, NLA and ESL, as well as the content areas. Beginning and Intermediate ELLs receive 360 minutes of ESL instruction per week. Advanced ELLs receive 180 minutes of ESL per week.

We have 140 EPs or English Proficient students in the Dual Language Program.

- 17 African-American, 13 Asians, 2 White non-Hispanic, and 108 Latinos.

There are 132 ELLs in the Dual Language Program.

The Dual Language breakdown is as follows:

Kindergarten – 23 ELLs and 26 EPs

1st grade – 27 ELLs and 22 EPs

2nd grade – 18 ELLs and 24 EPs

3rd grade – 17 ELLs and 24 EPs

4th grade -- 26 ELLs and 22 EPs

5th grade – 21 ELLs and 22 EPs

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. Instruction is provided using a Push-in model by 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 during guided reading. 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. The program's curriculum and instruction is aligned with the Common Core State Standards for ELA, NLA and ESL, as well as the content areas such as mathematics, science, and social studies. Content Area instruction is delivered in English using content rich books, visual aides and manipulatives. Beginning and Intermediate ELLs receive 360 minutes of ESL instruction per week. Advanced ELLs receive 180 minutes of ESL per week. Teachers of ELLs in monolingual classrooms also incorporate lots of visuals and the use of second language acquisition strategies throughout the day. ESL students use Spanish-English glossaries for all content areas. These ESL students participate in the same school wide guided reading and Everyday Math programs.

There are 29 students in the ESL Program.

Kgn - 2 Spanish speakers and 1 Bengali students

1st grade - 3 Spanish speakers and 1 Bengali

2nd grade - 3 Spanish speakers and 1 Arabic

3rd grade - 7 Spanish speakers

4th grade - 6 Spanish speakers and 1 Bengali

5th grade - 4 Spanish speakers

Differentiated Instruction for ELL's

ELL instruction is differentiated in various ways according to the students' years of service (Less than 3 years, 4-6 years, etc.) and whether they are SIFE or children with special needs. During Guided reading, ELL students are grouped according to their Fountas and Pinnell reading levels. In the Dual Language classes, Spanish guided reading students are grouped according to their reading levels

in EDL (Evaluacion del Desarrollo de la Lectura). For Math, Science and Social Studies ELL students are grouped in Tiers according to their performance levels. These small groups are closely monitored and frequently regrouped as their academic needs change.

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. 3rd, 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.

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. During guided reading these children receive small group instruction with a push-in teacher. They also receive the support of a paraprofessional who provides small group instruction using the My Sidewalks reading program. During the Morning program, students in 3rd, 4th and 5th grades also receive additional help in ESL from push-in bilingual teachers.

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 Dual Language students use the Achieve 3000 reading program. Most of these ELLs participate in our After School, Morning and Saturday Academy programs. During the 37 1/2 minutes morning program, these students are placed in small groups, where the student to teacher ratio is 10 to 1. Some of these students receive additional small group support through the Fountas & Pinnell Intervention reading program, throughout the school day.

Plan for ELLs in school 6 yrs. Completed or more/Long Term ELLS.

Currently, there are no long-term ELLs. However, if we were to receive a transfer student who is deemed a long-term ELL, this child would receive the same services as students with 4-6 years of service (morning and after school programs, Saturday Academy, READ 180, Achieve 3000, ESL and ELA instruction.) In addition, this student would get one on one support from a Bilingual paraprofessional for reading and writing.

Plan for ELL Students with Special Needs and Disabilities

One of our ELL students, a 4th grader, has special needs. This student participates in a Special Education 12:1:1 class. The ESL teacher pushes in to work with this student. In addition, this student uses the technology based System44 reading program which focuses on phonemic awareness, vocabulary development, comprehension and self-correction.

Students who are X-coded are served as per IEP. ESL teachers provide ESL support to Special Education teachers by sharing ESL strategies and materials.

The Bilingual Resource Room teacher and the Bilingual Speech teacher provide SETSS and speech services to entitled ESL and Dual Language students.

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2010-2011

School Building: Sal Abbracciamento School P.S.108K District 19

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

Number of Teachers 2010-2011

Appropriately Certified - 8 Bilingual Teachers
- 3 ESL Teachers

Inappropriately Certified - 0

Uncertified Teachers - 0

Paraprofessionals - 5 Bilingual Paraprofessionals
- 0 ESL Paraprofessionals

Total ESL and Bilingual Personnel - 16

SAMPLE STUDENT SCHEDULE 2010-11 (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) ESL
2	From:9:24 To:10:09	Balanced Literacy	Balanced Literacy	Balanced Literacy	Balanced Literacy	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)	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 2010-11 (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) ESL
2	From:9:24 To:10:09	Balanced Literacy	Balanced Literacy	Balanced Literacy	Balanced Literacy	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)	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 2010-11 (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 2010-11 (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				
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 2010-11 (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	Balanced Literacy block Group A	Balanced Literacy block Group B	Balanced Literacy block Group A	Balanced Literacy block Group B	Balanced Literacy block Group A
	To:9:23	ESL	ESL	ESL	ESL	ESL
2	From:9:24	Balanced Literacy BLOCK				
	To:10:09	ESL/push-in	ESL/ push-in	ESL/ push-in	ESL push-in	ESL/ push-in
3	From:10:10	Subject (Specify)				
	To:10:55	Science ENG	Science ENG	Science ENG	Science ENG	Soc. St. ENG
4	From:10:56	Subject (Specify)				
	To:11:43	Math ENG				
5	From:11:45	Subject (Specify)				
	To:12:35	Math ENG				
6	From:12:35	Subject (Specify)				
	To:1:25	Lunch	Lunch	Lunch	Lunch	Lunch
7	From:1:25	Subject (Specify)				
	To:2:12	Social St. ENG	Social St. ENG	Social St. ENG	WRITERS WORKSHOP	WRITERS WORKSHOP
8	From:2:12	Subject (Specify)				
	To:2:57	Music ENG	Art ENG Prep	ELA	ELA	Gym

SAMPLE STUDENT SCHEDULE 2010-11 (Bilingual)

Bilingual Program Type: ___ TBE X Dual Language
 Indicate Proficiency Level: ___ Beginning X 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				
5	From:11:45 To:12:35	Subject (Specify) Math NL SPA				
6	From:12:35 To:1:25	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 2010-11 (Bilingual)

Bilingual Program Type: ___ TBE X_ Dual Language
 Indicate Proficiency Level: ___ Beginning ___ Intermediate X_ 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 2010-11 (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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for all ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for all ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for all ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for all ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support			
The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.			
NLA Usage/Support	TBE		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

B. Programming and Scheduling (continued)

Intervention Programs for ELLs (AIS)

ELLs who are far below their grade level, are pulled out for small group instruction with a bilingual paraprofessional 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. ELLs receive additional Math, Science and Social Studies support during the morning tutorial and after-school programs. In the morning tutorial program, ESL and bilingual teachers push-in to work with the ELL population thus reducing the student to teacher ratio.

Continuing Transitional Support (Former ELLs)

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 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. These students are also invited to the after-school program.

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. Six 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 Program so that this school year we no longer offer 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.

New for 2010: All Dual Language classes are using Treasures and Tesoros Reading Libraries from McGraw-Hill. Our 4th grade Dual classes are also using the technology based EnVision Math program.

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 and Fitness Gram.

Instructional materials including technology

We use a variety of materials to enhance our ELLs' language acquisition. Kindergarten Dual Language classes use the Benchmark Learning Spanish and English Explorers reading program. The 1st – 5th grade Dual Language classes use the McGraw-Hill Treasures and Tesoros reading program, and Rigby's On Our Way To English. The 3rd, 4th and 5th grade Dual Language classes also use the Achieve 3000 technology-based reading program. The Oxford Content Area Picture Dictionaries are used 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.

At risk and special education ELLs receive differentiated instruction through the use of the technology based Reading Program System44.

Instructional materials in Content Areas

All ELLs use the Everyday Math Program except for fourth grade ELLs in both ESL and Dual Language who use the technology-based math program EnVision. All Dual Language classes use Science and Social Studies textbooks in Spanish and English. These textbooks include Harcourt's Ciencias and Estudios Sociales. The Oxford series supports Science and Social Studies vocabulary development.

Native Language Support

Science instruction is provided by a bilingual Science cluster teacher. Dual Language 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. The EnVision math program also has a Spanish component.

Before/After-School and Saturday Programs for ELLs

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 our 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.

After School

ELLs in grades 3-5 attend after-school on Tuesdays and Wednesdays from 2:57 pm to 4:27 pm. The after-school program will run from February, 2011 to April, 2011. All of these extended day programs provide small group instruction, technological support, and intensive development in the content areas in both English and Spanish. Dual Language students will use Achieve 3000 in their after-school program. They will also use materials from the MacMillan 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 run from February, 2011 to April, 2011. The Saturday Academy Program meets from 8:30 am to 11:30 am. All 3rd, 4th and 5th grade ELLs are highly encouraged to attend these classes. Newcomers (0-3 year ELLs) are taught ESL and content area in their native language by a Bilingual Teacher. Instruction is provided in ELA, ESL and Mathematics in the Native Language.

C. Schools with Dual Language Programs

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

C. Dual Language Program

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. All Dual Language classes receive differentiated instruction with push-in guided reading teachers. This allows for small group instruction. There are two classes on every grade in grades K - 5th. One of the two teachers in the team is assigned to provide instruction in English and the other teacher provides instruction in Spanish. ELL students are integrated with English proficient students (EPs) all day in a program that uses alternating day English and Spanish instruction. All classes are heterogeneously mixed. Students receive the required periods of NLA, ELA and ESL based on their NYSESLAT or LAB-R scores. Content area subjects are taught in both Spanish and English, using second language acquisition strategies. In grades K and 1, the components of the balanced literacy program are introduced in the student's first language during the 90 minute literacy block. The program's curriculum and instruction is aligned with the Common Core State Standards for ELA, NLA and ESL, as well as the content areas.

The language acquisition progress of EPs is monitored by periodical assessments on the Evaluacion del Desarrollo de la Lectura (EDL) and the yearly ELE exam. The language acquisition progress of ELLs is monitored through the use of periodical assessments of Fountas and Pinnell, and the yearly NYSESLAT exam.

D. Professional Development and Support for School Staff

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

D. Professional Development and Support for School Staff

Professional Development

Professional development is provided to every teacher in our school building on a weekly basis by the professional development team. 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 and the Staff Development team will also provide our 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, demonstration lessons and inter-visitations.

All of our new teachers will receive the 7.5 hours of ELL training as per Jose P. mandate throughout the year. New Special education teachers receive 10 hours of training during the year. During these meetings teachers will be informed about the compliance issues, the identification process for ELL students as well as testing accommodations and strategies for differentiating and supporting ELLs in their classrooms.

ELL Teacher Staff Development schedule

Constituents	Meeting Time
New Dual Language Teachers	Fridays: 7:45 – 8:30 AM
Dual Language Inquiry Team	Fridays: 8:37-- 9:24 AM

These Inquiry Team sessions provide Dual Language teachers the opportunity to analyze student data and focus on strategies which can be implemented across the grades to move student achievement in the four modalities. There will also be professional development focusing on deepening the teachers' knowledge, understanding and application of second language acquisition strategies to support recently arrived ELLs.

The School Based 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 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.

E. Parental Involvement

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

E. Parental Involvement

Our goal is to encourage families to be actively involved in the learning community of our school. Our Bilingual Parent Coordinator

Part V: Assessment Analysis

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: ESL and Dual Language. These orientation sessions are separate and apart from regularly scheduled parent meetings and are conducted by the ESL teachers, the Parent Coordinator 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 offer extensive ARIS training for our parents at the beginning of the school year.

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 bilingual 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.

A. Assessment Breakdown

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	9	10	11	12	TOTAL
Beginner(B)	9	20	7	9	6	5	<input type="text"/>	56						
Intermediate(I)	4	9	9	9	13	5	<input type="text"/>	49						
Advanced (A)	13	2	6	6	14	15	<input type="text"/>	56						
Total	26	31	22	24	33	25	0	0	0	0	0	0	0	161
NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	4	0	4	5	0	9	<input type="text"/>						
	I	9	3	2	2	2	3	<input type="text"/>						
	A	12	3	6	8	3	11	<input type="text"/>						

	P	2	15	10	21	24	8	<input type="checkbox"/>						
READING/W RITING	B	19	2	7	7	2	9	<input type="checkbox"/>						
	I	4	8	9	13	0	7	<input type="checkbox"/>						
	A	1	9	5	11	22	13	<input type="checkbox"/>						
	P	3	2	2	5	5	2	<input type="checkbox"/>						

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	20	13	3	44
4	4	24	12	0	40
5	8	4	4	0	16
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
NYSAA Bilingual Spe Ed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	8	13	9	9	2	7	1	50
4	0	1	10	6	18	1	4	0	40
5	0	4	2	11	1	3	1	1	23
6	<input type="checkbox"/>	0							
7	<input type="checkbox"/>	0							
8	0	<input type="checkbox"/>	0						
NYSAA Bilingual Spe Ed	<input type="checkbox"/>	0							

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	0	3	16	4	16	0	40
8	<input type="checkbox"/>	0							
NYSAA Bilingual Spe Ed	<input type="checkbox"/>	0							

NYS Social Studies

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1	11	0	4	3	6	0	0	25
8	<input type="checkbox"/>	0							

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	□□□	□□□	□□□	□□□
Math	□□□	□□□	□□□	□□□
Math	□□□	□□□	□□□	□□□
Biology	□□□	□□□	□□□	□□□
Chemistry	□□□	□□□	□□□	□□□
Earth Science	□□□	□□□	□□□	□□□
Living Environment	□□□	□□□	□□□	□□□
Physics	□□□	□□□	□□□	□□□
Global History and Geography	□□□	□□□	□□□	□□□
US History and Government	□□□	□□□	□□□	□□□
Foreign Language	□□□	□□□	□□□	□□□
Other	□□□	□□□	□□□	□□□
Other	□□□	□□□	□□□	□□□
NYSAA ELA	□□□	□□□	□□□	□□□
NYSAA Mathematics	□□□	□□□	□□□	□□□
NYSAA Social Studies	□□□	□□□	□□□	□□□
NYSAA Science	□□□	□□□	□□□	□□□

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)	1	12	15	15	3	7	12	18
Chinese Reading Test	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

- 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:
- 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.

V: Assessment Analysis: Analysis of ELA Results

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	20	13	3	44
4	4	24	12	0	40
5	8	4	4	0	16

44 Third grade ELLs took the ELA test in 2010. 3 of our 3rd graders scored at level 4, 13 students scored at level 3, 20 students scored at a level 2, and 8 students scored at level 1.

40 Fourth graders took the ELA test. 12 students scored at level 3, 24 scored at level 2, and 4 students scored at level 1. No one scored at level 4.

16 Fifth graders took the ELA test. 4 scored at level 3, 4 scored at level 2, and 8 students scored at level 1. No one scored at level 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 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.

The following charts 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	34	13	2	1
1	23	7	5	9
2	26	4	5	7

In Kindergarten, 50 students were assessed. 34 students were Tier 1, 13 were Tier II, 2 were Tier III, and one child was Tier IV. In 1st grade, 44 students were assessed. 23 were Tier 1, 7 students were Tier 2, 5 were Tier 3, and 9 were Tier IV. In the 2nd grade, 42 students were tested. 26 were Tier 1, 4 were Tier 2, 5 students were Tier 3, and 7 students were Tier IV. 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

	Tier I	Tier II	Tier III	Tier IV
K	15	19	15	0
1	33	7	1	0
2	27	5	3	3

In Kindergarten, 49 students were assessed. 15 students were Tier I, 19 were Tier II, and 15 were Tier III. In the 1st grade, 41 students were assessed. 33 students were Tier I, 7 were Tier II, and 1 was Tier III. In the 2nd grade 38 students were assessed. 27 students were Tier I, 5 were Tier II, 3 were Tier III, and 3 were Tier IV. The data shows that more native language support is needed in order to move

students from Tiers I and II into Tiers III and IV. As a result, we have two bilingual teachers and bilingual paraprofessionals pushing in to support these students with small group instruction during the literacy block.

Assessment of EPs

Our English Proficient Students in the Dual Language classes are assessed in Spanish through the EDL Assessment. The upper grades are also assessed with the ELE. 83 students took the ELE test. 40 EPs were tested. 3 students scored in quartile 1, 7 scored at quartile 2, 12 scored at quartile 3 and 18 scored at quartile 4. After only four years of Spanish as a second language, two thirds of the EPs who were tested scored in the third and fourth quartiles, showing that they are starting to be functionally bi-literate. The dual language program is a resounding success.

Spring 2010 ELE

	ELLs				EPs			
	1-25 %	26-50 %	51-75 %	76-99 %	1-25 %	26-50 %	51-75 %	76-99 %
4th	1	4	9	10	1	4	8	8
5th	0	8	6	5	2	3	4	10

Analysis of Math Results

NYS MATH

Grade	Level 1		Level 2		Level 3		Level 4		Total
	ENG	NL	ENG	NL	ENG	NL	ENG	NL	
3	1	8	13	9	9	2	7	1	50
4	0	1	10	6	18	1	4	0	40
5	0	4	2	11	1	3	1	1	23

50 3rd grade ELLs took the New York State Math exam. 30 students took it in English and 20 took it in Spanish. 9 students scored a level 1, 22 students scored a level 2, while 11 scored a level 3, and 8 scored a level 4. Many of the Tier I students were also SIFE, and will continue to receive additional hands on support in Spanish during our morning and after-school programs.

40 4th grade ELLs took the New York State Math exam. 32 students took it in English and 8 took it in Spanish. 1 student scored a level 1, 16 students scored a level 2, 19 scored a level 3, and 4 scored a level 4.

23 5th grade ELLs took the exam. 4 students took it in English and 19 took it in Spanish.

4 students scored a level 1, 13 students scored a level 2, while 4 scored a level 3, and 2 scored a level 4.

For all three grade levels, the focus will be on moving our level 2 students to a level 3.

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. This year we are implementing EnVision, a new technology-based math program for the 4th grade classes.

NYSESLAT

The data from the 2010 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 are 22 Beginners, 21 Intermediates, 43 Advanced and 80 are Proficient. In the Reading/Writing strand there are 46 Beginners, 41 Intermediates, 61 Advanced and 19 are Proficient.

Proficiency

Level	Kgn	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Listening/Speaking						
B	4	0	4	5	0	9
I	9	3	2	2	2	3
A	12	3	6	8	3	11
P	2	15	10	21	24	8
Reading/Writing						
B	19	2	7	7	2	9
I	4	8	9	13	0	7

A	1	9	5	11	22	13
P	3	2	2	5	5	2

After reviewing the data, we are providing extra support to the Dual Language classes during the literacy block. We will provide these students with instruction that will improve their listening/speaking and reading/writing skills. 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 and Tesoros Leveled Libraries with its Listening component which has a strong audio-visual component that will help beginner/intermediate students in Listening/Speaking become advanced or proficient. The Achieve 3000 computer-based program is being used by the 3rd – 5th grade Dual Language 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.

ELL Periodic Assessment

In the Fall of 2010, all ELL's in 3rd, 4th and 5th grades took the ELL Periodic Assessment. The results for grades 3 and 4 were grouped together. In Reading the average questions answered correctly was 57%, while in Writing it was 62% and in Listening it was 67%. This shows that our students are stronger in Listening and Writing, but they need to improve their reading skills. In the 5th grade, in Reading the average questions answered correctly were 73%, in Writing it was 70% and in Listening it was 72%. The results indicate that our 5th graders show a steady growth in all areas.

Teachers carefully study the data and use the results of this assessment to drive instruction. ESL teachers push-in to assist with reading during the Guided Reading periods. Bilingual paraprofessionals are also assigned to work with ELL students throughout the day to provide targeted instruction in specific reading strategies and skills.

The formation of the After School and Saturday Academy Programs was also driven by this data. All ELLs in the upper grades are invited and highly encouraged to attend these programs. Groups are 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 10 sessions during the spring on Tuesdays and Wednesdays from 2:57 to 4:27 PM. The program will be taught by bilingual teachers and will use the Treasures and Tesoros Leveled Libraries, ensuring that these students receive intensive ESL instruction.

Science Analysis

NYS Science

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	0	3	16	4	16	0	40

Forty 4th grade ELLs took the Science Exam in 2010. 1 scored at level 1, 3 scored at level 2, 20 scored at level 3 and 16 scored at level 4.

In 2009, only 11 students scored a level 3 while this year 20 students scored a level 3. In addition, last year only one student scored a level 4 while this year there were 16 students who scored a level 4. The data shows that our focus on bilingual content area instruction during the Saturday Academy and After-School is closing the achievement gap and propelling our ELLs to a higher level.

Social Studies Analysis

NYS Social Studies

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1	11	0	4	3	6	0	0	25

Twenty-five 5th grade ELLs took the Social Studies Exam in 2010. 12 scored at level 1, 4 scored at level 2, 9 scored at level 3 and no one scored at level 4. Fourteen of these students were newcomers who had to take the test less than two months after entering the system and twelve of them were SIFE students.

Upon analyzing these results we have decided to provide intensive content area instruction during our Saturday Academy and after-school program.

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

Additional Information

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. On the Spring 2010 NYSESLAT, we have a total of 56 beginners, 49 intermediates, 56 advanced and 21 students who tested at the proficient level. Results from the ELA also show our students' success. In grades 3-5, 3 students scored a level 4, 29 students scored a level 3 and 48 scored a level 2. In the NYS Science exam, 16 out of 40 ELL students who took this assessment scored a level 4 while 20 students scored a level 3. Our success is further measured by the high number of parent choice for our schools' Dual Language Program. Six 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 four years of Spanish as a second language, two-thirds of the EPs scored in the third and fourth quartiles on the ELE Spanish Reading Exam, showing that they are starting to be functionally bi-literate.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 108 Sal Abbracciamento					
District:	19	DBN:	19K108	School		331900010108

DEMOGRAPHICS

Grades Served:	Pre-K		3	v	7		11		
	K	v	4	v	8		12		
	1	v	5	v	9		Ungraded	v	
	2	v	6		10				

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		92.1	92.6	92.4
Kindergarten	125	151	141				
Grade 1	161	141	145	Student Stability - % of Enrollment:			
Grade 2	192	165	135	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	169	178	153		90.4	93.0	92.6
Grade 4	165	158	168				
Grade 5	152	168	154	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		88.2	96.1	96.1
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		5	48	59
Grade 12	0	0	0				
Ungraded	0	1	2	Recent Immigrants - Total Number:			
Total	964	962	898	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					21	13	29

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	20	22	22	Principal Suspensions	45	39	40
# in Collaborative Team Teaching (CTT) Classes	0	9	16	Superintendent Suspensions	8	1	3
Number all others	54	48	49				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	102	23	TBD	Number of Teachers	75	75	79
# in Dual Lang. Programs	87	117	TBD	Number of Administrators and Other Professionals	12	12	7
# receiving ESL services only	50	30	TBD				
# ELLs with IEPs	1	12	TBD	Number of Educational Paraprofessionals	6	6	9

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	98.4
				% more than 2 years teaching in this school	61.3	68.0	79.8
				% more than 5 years teaching anywhere	42.7	49.3	50.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	72.0	80.0	73.4
American Indian or Alaska Native	0.3	0.1	0.4	% core classes taught by "highly qualified" teachers	94.2	96.5	98.0
Black or African American	23.8	22.5	23.7				
Hispanic or Latino	67.6	67.9	66.6				
Asian or Native Hawaiian/Other Pacific	7.4	7.5	7.7				
White	0.6	0.9	1.1				
Male	50.6	52.0	50.9				
Female	49.4	48.0	49.1				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	-	-					
Multiracial	-	-	-				
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	45.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	26.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster	District 19	School Number 108	School Name Sal Abbracciamento
Principal Constance Hahn	Assistant Principal Gilda Galassi		
Coach Jennifer Persaud	Coach Mary Scarpa		
Teacher/Subject Area N Raza/ESL	Guidance Counselor Ramona Jimenez		
Teacher/Subject Area R Parker/ESL	Parent Roseni Castro PTA President		
Teacher/Subject Area S. Stoecker/DL teacher	Parent Coordinator Olga Castillo		
Related Service Provider D Pavlic/ AIS Coordinator	Other		
Network Leader	Other		

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers	6	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	1	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	903	Total Number of ELLs	161	ELLs as Share of Total Student Population (%)	17.83%
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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.

3. 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](#)].)
4. 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.
5. 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.

II: ELL Identification Process: Initial Identification Process for ELLs

During the registration process, our Bilingual Secretary ensures that the parent receives the HLIS in their home language. There are various pedagogues available throughout the day to assist the parents in filling out the HLIS. This team includes an assistant principal, two ESL teachers and the testing coordinator.

As the parent completes the HLIS, the Bilingual Secretary contacts the ESL teachers to perform an informal interview of the student and the parents in both English and their native language. 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. If according to the HLIS and the informal interview it is determined that the child speaks another language other than English and speaks little or no English, then the child is eligible to be administered the LAB-R and the parents are informed.

Once the LAB-R is administered by an ESL teacher or the testing coordinator, the test is hand-scored and the results are kept in the ELL documentation binder. Based on the LAB-R scores, if the student needs to be administered the Spanish LAB, they are tested by the ESL teachers. When the LAB-R results are officially posted on ATS we verify the information with the hand-scored data. The parents are then informed of the child's eligibility or non-eligibility for ESL and bilingual instruction. The ESL teachers send out entitlement letters to parents of eligible ELLs.

Parents of new ELLs receive an orientation workshop, where they are shown the video on ELL programs. At this time they are also given the Parent Surveys and the Program Selection Forms. After the video, the placement options available for their child are discussed and the parents fill out the Survey and choose a program for their child. If the parents choose a program not available at our school (such as Transitional bilingual program), the parents are referred to other local schools which offer the selected program or to the district office. For parents who do not wish to transfer their child to another school, their children are placed in the Dual Language program and their names are placed on a waiting list for the Transitional Bilingual Program. If there are at least fifteen parents on the same grade level or consecutive grades, we would open a Transitional Bilingual class. Brochures about services for English Language Learners are provided in the parents' native language. This information is downloaded from the Office of ELLs DOE website.

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. A placement letter is sent home and the parent survey letters as well as the HLIS are kept on file by the ESL teachers in the ELL Documentation binder and a copy is placed in the students' cumulative folder. The parent coordinator reaches out to parents who do not attend the parent orientation sessions. She ensures that an appointment is made for the parent to come in, view the video, discuss program options 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.

Transfer Students

The program eligibility of students transferring from other New York City public schools is determined by their NYSESLAT or LAB-R scores. Parents of these students also attend an orientation session where they are informed of the program choices available. Transfer students are then placed accordingly.

Parent Orientation

During the spring the parents of Kindergarten candidates are invited for an orientation where they are apprised of the Dual Language and ESL Programs offered in our school. In September, after reviewing the HLIS and administering the LAB-R to eligible students ESL teachers send out entitlement letters and invite the parents to an Orientation Session. During orientation, parents 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. Parents of transferred students are also invited to participate in the orientation session.

NYSESLAT Implementation

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 READ 180 program. Parents of FELLs 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.

The ESL teachers together with the test coordinator, ensure that every teacher who 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.

Trends in Program Selection

Over the past 5 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. This year for the first time Dual Language is being offered throughout the entire school, from grades K-5. Due to our demographic make up, we are able to offer the following choices: Dual Language and push-in ESL. There are four ELL students with languages other than Spanish or English. These other languages are Nepalese, Arabic and Bengali. The Nepalese speaker is in Kindergarten. The Arabic speaker is in the 2nd grade and the Bengali speakers are in the 1st and 4th grades.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K* 1* 2* 3* 4* 5*
6● 7● 8● 9● 10● 11● 12●

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	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>	2	2	2	2	2	2								12
Freestanding ESL														
Self-Contained														0
Push-In	2	2	2	2	2	2								12
Total	4	4	4	4	4	4	0	0	0	0	0	0	0	24

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	161	Newcomers (ELLs receiving service 0-3 years)	102
Special Education	1		

SIFE	7	ELLs receiving service 4-6 years	59	Long-Term (completed 6 years)	0
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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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	91	7	0	41	0	0	0	0	0	132
ESL	11	0	0	18	0	1	0	0	0	29
Total	102	7	0	59	0	1	0	0	0	161

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	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish	22	16	27	14	18	10	17	14	26	14	21	13							131	81
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP										
French																			0	0
Other	1	10	0	8	0	14	0	10	0	8	0	9							1	59
TOTAL	23	26	27	22	18	24	17	24	26	22	21	22	0	0	0	0	0	0	132	140

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish	0								0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 12

Number of third language speakers: 2

Ethnic breakdown of EPs (Number):

African-American: 17

Asian: 13

Hispanic/Latino: 108

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	9	10	11	12	TOTAL
Spanish	2	3	3	7	6	4								25
Chinese														0
Russian														0
Bengali	1	1			1									3
Urdu														0
Arabic			1											1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
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	9	10	11	12	TOTAL
TOTAL	3	4	4	7	7	4	0	29						

Part IV: ELL Programming

A. Programming and Scheduling Information

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.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

IV: ELL Programming

A. Programming and Scheduling Information

At P.S. 108 we offer two programs: ESL and Dual Language.

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. Our school follows the guided reading literacy model with school wide push-in support. All Dual Language classes receive differentiated instruction with push-in guided reading teachers. This allows for small group instruction. There are two classes on every grade in grades K - 5th. One of the two teachers in the team is assigned to provide instruction in English and the other teacher provides instruction in Spanish. ELL students are integrated with English proficient students (EPs) in an instructional program that uses two languages for instruction. All classes are heterogeneously mixed. Students receive the required periods of NLA, ELA and ESL based on their NYSESLAT or LAB-R scores. All Dual Language classes follow the school wide Every day Math program. Content area subjects are taught in both Spanish and English, using second language acquisition strategies and the use of content rich pictures. Spanish-English glossaries are available in Math, Science and Social Studies to all ELL students. 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 the Common Core State Standards for ELA, NLA and ESL, as well as the content areas. Beginning and Intermediate ELLs receive 360 minutes of ESL instruction per week. Advanced ELLs receive 180 minutes of ESL per week.

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. Instruction is provided using a Push-in model by 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 during guided reading. 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. The program's curriculum and instruction is aligned with the Common Core State Standards for ELA, NLA and ESL, as well as the content areas such as mathematics, science, and social studies. Beginning and Intermediate ELLs receive 360 minutes of ESL instruction per week. Advanced ELLs receive 180 minutes of ESL per week. Teachers of ELLs in monolingual classrooms also incorporate lots of visuals and the use of second language acquisition strategies throughout the day. ESL students use Spanish-English glossaries for all content areas. These ESL students participate in the same school wide guided reading and Everyday Math programs.

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. 3rd, 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.

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. During guided reading these children receive small group instruction with a push-in teacher. They also receive the support of a paraprofessional who provides small group instruction using the My Sidewalks reading program. During the Morning program, students in 3rd, 4th and 5th grades also receive additional help in ESL from push-in bilingual teachers.

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 Dual Language students use the Achieve 3000 reading program. Most of these ELLs participate in our After School, Morning and Saturday Academy programs. During the 37 1/2 minutes morning program, these students are placed in small groups, where the student to teacher ratio is 10 to 1. Some of these students receive additional small group support through the Fountas & Pinnell Intervention reading program, throughout the school day.

Plan for ELLs in school 6 yrs. Completed or more/Long Term ELLs.

Currently, there are no long-term ELLs. However, if we were to receive a transfer student who is deemed a long-term ELL, this child would receive the same services as students with 4-6 years of service (morning and after school programs, Saturday Academy, READ 180, Achieve 3000, ESL and ELA instruction.) In addition, this student would get one on one support from a Bilingual paraprofessional for reading and writing.

Plan for ELL Students with Special Needs

One of our ELL students, a 4th grader, has special needs. This student participates in a Special Education 12:1:1 class. The ESL teacher pushes in to work with this student. In addition, this student uses the technology based System44 reading program which focuses on phonemic awareness, vocabulary development, comprehension and self-correction.

Students who are X-coded are served as per IEP. ESL teachers provide ESL support to Special Education teachers by sharing ESL strategies and materials.

The Bilingual Resource Room teacher and the Bilingual Speech teacher provide SETSS and speech services to entitled ESL and Dual Language students.

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2010-2011

School Building: Sal Abbracciamento School P.S.108K District 19

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

Number of Teachers 2010-2011

Appropriately Certified - 8 Bilingual Teachers
- 3 ESL Teachers

Inappropriately Certified - 0

Uncertified Teachers - 0

Paraprofessionals - 5 Bilingual Paraprofessionals
- 0 ESL Paraprofessionals
Total ESL and Bilingual Personnel - 16

Please See Attachment for Sample Student Schedules at the end of this document.

B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

B. Programming and Scheduling (continued)

Intervention Programs for ELLs (AIS)

ELLs who are far below their grade level, are pulled out for small group instruction with a bilingual paraprofessional 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. ELLs receive additional Math, Science and Social Studies support during the morning tutorial and after-school programs. In the morning tutorial program, ESL and bilingual teachers work in to work with the ELL population thus reducing the student to teacher ratio.

Continuing Transitional Support (Former ELLs)

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 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.

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. Six 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 Program so that this school year we no longer offer 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.

New for 2010: All Dual Language classes are using Treasures and Tesoros Reading Libraries from McGraw-Hill. Our 4th grade Dual classes are also using the technology based EnVision Math program.

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 and Fitness Gram.

Instructional materials including technology

We use a variety of materials to enhance our ELLs' language acquisition. Kindergarten Dual Language classes use the Benchmark Learning Spanish and English Explorers reading program. The 1st – 5th grade Dual Language classes use the McGraw-Hill Treasures and Tesoros reading program, and Rigby's On Our Way To English. The 3rd, 4th and 5th grade Dual Language classes also use the Achieve 3000 technology-based reading program. The Oxford Content Area Picture Dictionaries are used 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. At risk and special education ELLs receive differentiated instruction through the use of the technology based Reading Program System44.

Instructional materials in Content Areas

All ELLs use the Everyday Math Program except for fourth grade ELLs in both ESL and Dual Language who use the technology-based math program EnVision. All Dual Language classes use Science and Social Studies textbooks in Spanish and English. These textbooks include Harcourt's Ciencias and Estudios Sociales. The Oxford series supports Science and Social Studies vocabulary development.

Native Language Support

Science instruction is provided by a bilingual Science cluster teacher. Dual Language 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. The EnVision math program also has a Spanish component.

Before/After-School and Saturday Programs for ELLs

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 our 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.

After School

ELLs in grades 3-5 attend after-school on Tuesdays and Wednesdays from 2:57 pm to 4:27 pm. The after-school program will run from February, 2011 to April, 2011. All of these extended day programs provide small group instruction, technological support, and intensive development in the content areas in both English and Spanish. Dual Language students will use Achieve 3000 in their after-school program. They will also use materials from the MacMillan 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 run from February, 2011 to April, 2011. The Saturday Academy Program meets from 8:30 am to 11:30 am. All 3rd, 4th and 5th grade ELLs are highly encouraged to attend these classes. Newcomers (0-3 year ELLs) are taught ESL and content area in their native language by a Bilingual Teacher. Instruction is provided in ELA, ESL and Mathematics in the Native Language.

C. Schools with Dual Language Programs

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

C. Dual Language Program

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. All Dual Language classes receive differentiated instruction with push-in guided reading teachers. This allows for small group instruction. There are two classes on every grade in grades K - 5th. One of the two teachers in the team is assigned to provide instruction in English and the other teacher provides instruction in Spanish. ELL students are integrated with English proficient students (EPs) all day in a program that uses alternating day English and Spanish instruction. All classes are heterogeneously mixed. Students receive the required periods of NLA, ELA and ESL based on their NYSESLAT or LAB-R scores. Content area subjects are taught in both Spanish and English, using second language acquisition strategies. In grades K and 1, the components of the balanced literacy program are introduced in the student's first language during the 90 minute literacy block. The program's curriculum and instruction is aligned with the Common Core State Standards for ELA, NLA and ESL, as well as the content areas.

The language acquisition progress of EPs is monitored by periodical assessments on the Evaluacion del Desarrollo de la Lectura (EDL) and the yearly ELE exam. The language acquisition progress of ELLs is monitored through the use of periodical assessments of Fountas and Pinnell, and the yearly NYSESLAT exam.

D. Professional Development and Support for School Staff

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

D. Professional Development and Support for School Staff

Professional Development

Professional development is provided to every teacher in our school building on a weekly basis by the professional development team. 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 and the Staff Development team will also provide our 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, demonstration lessons and inter-visitations.

All of our new teachers will receive the 7.5 hours of ELL training as per Jose P. mandate throughout the year. New Special education teachers receive 10 hours of training during the year. During these meetings teachers will be informed about the compliance issues, the identification process for ELL students as well as testing accommodations and strategies for differentiating and supporting ELLs in their classrooms.

ELL Teacher Staff Development schedule

Constituents	Meeting Time
New Dual Language Teachers	Fridays: 7:45 – 8:30 AM
Dual Language Inquiry Team	Fridays: 8:37-- 9:24 AM

These Inquiry Team sessions provide Dual Language teachers the opportunity to analyze student data and focus on strategies which can be implemented across the grades to move student achievement in the four modalities. There will also be professional development focusing on deepening the teachers' knowledge, understanding and application of second language acquisition strategies to support recently arrived ELLs.

The School Based 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 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.

E. Parental Involvement

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

E. Parental Involvement

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: ESL and Dual Language. These orientation sessions are separate and apart from regularly scheduled parent meetings and are conducted by the ESL teachers, the Parent Coordinator 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 offer extensive ARIS training for our parents at the beginning of the school year.

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.

Part V: Assessment Analysis

A. Assessment Breakdown

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	9	10	11	12	TOTAL
Beginner(B)	9	20	7	9	6	5								56
Intermediate(I)	4	9	9	9	13	5								49
Advanced (A)	13	2	6	6	14	15								56
Total	26	31	22	24	33	25	0	0	0	0	0	0	0	161

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	4	0	4	5	0	9							
	I	9	3	2	2	2	3							
	A	12	3	6	8	3	11							

	P	2	15	10	21	24	8							
READING/ WRITING	B	19	2	7	7	2	9							
	I	4	8	9	13	0	7							
	A	1	9	5	11	22	13							
	P	3	2	2	5	5	2							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	20	13	3	44
4	4	24	12	0	40
5	8	4	4	0	16
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	1	8	13	9	9	2	7	1	50
4	0	1	10	6	18	1	4	0	40
5	0	4	2	11	1	3	1	1	23
6									0
7									0
8	0								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	0	0	3	16	4	16	0	40
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	1	11	0	4	3	6	0	0	25
8									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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)	1	12	15	15	3	7	12	18
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 do 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:
 - 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:
 - 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.

V: Assessment Analysis: Analysis of ELA Results

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	20	13	3	44
4	4	24	12	0	40
5	8	4	4	0	16

44 Third grade ELLs took the ELA test in 2010. 3 of our 3rd graders scored at level 4, 13 students scored at level 3, 20 students scored at a level 2, and 8 students scored at level 1.

40 Fourth graders took the ELA test. 12 students scored at level 3, 24 scored at level 2, and 4 students scored at level 1. No one scored at level 4.

16 Fifth graders took the ELA test. 4 scored at level 3, 4 scored at level 2, and 8 students scored at level 1. No one scored at level 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 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.

The following charts 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	34	13	2	1
1	23	7	5	9
2	26	4	5	7

In Kindergarten, 50 students were assessed. 34 students were Tier 1, 13 were Tier II, 2 were Tier III, and one child was Tier IV. In 1st grade, 44 students were assessed. 23 were Tier 1, 7 students were Tier 2, 5 were Tier 3, and 9 were Tier IV. In the 2nd grade, 42 students were tested. 26 were Tier 1, 4 were Tier 2, 5 students were Tier 3, and 7 students were Tier IV. 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

	Tier I	Tier II	Tier III	Tier IV
K	15	19	15	0
1	33	7	1	0
2	27	5	3	3

In Kindergarten, 49 students were assessed. 15 students were Tier I, 19 were Tier II, and 15 were Tier III. In the 1st grade, 41 students were assessed. 33 students were Tier I, 7 were Tier II, and 1 was Tier III. In the 2nd grade 38 students were assessed. 27 students were Tier I, 5 were Tier II, 3 were Tier III, and 3 were Tier IV. The data shows that more native language support is needed in order to move students from Tiers I and II into Tiers III and IV. As a result, we have two bilingual teachers and bilingual paraprofessionals pushing in to support these students with small group instruction during the literacy block.

Assessment of EPs

Our English Proficient Students in the Dual Language classes are assessed in Spanish through the EDL Assessment. The upper grades are also assessed with the ELE. 83 students took the ELE test. 40 EPs were tested. 3 students scored in quartile 1, 7 scored at quartile 2, 12 scored at quartile 3 and 18 scored at quartile 4. After only four years of Spanish as a second language, two thirds of the EPs who were tested scored in the third and fourth quartiles, showing that they are starting to be functionally bi-literate. The dual language program is a resounding success.

	Spring 2010 ELE							
	ELLs				EPs			
	1-25 %	26-50 %	51-75 %	76-99 %	1-25 %	26-50 %	51-75 %	76-99 %
4th	1	4	9	10	1	4	8	8
5th	0	8	6	5	2	3	4	10

Analysis of Math Results

Grade	NYS MATH									
	Level 1		Level 2		Level 3		Level 4		Total	
	ENG	NL	ENG	NL	ENG	NL	ENG	NL	ENG	NL
3	1	8	13	9	9	2	7	1	50	
4	0	1	10	6	18	1	4	0	40	
5	0	4	2	11	1	3	1	1	23	

50 3rd grade ELLs took the New York State Math exam. 30 students took it in English and 20 took it in Spanish. 9 students scored a level 1, 22 students scored a level 2, while 11 scored a level 3, and 8 scored a level 4. Many of the Tier I students were also SIFE, and will continue to receive additional hands on support in Spanish during our morning and after-school programs.

40 4th grade ELLs took the New York State Math exam. 32 students took it in English and 8 took it in Spanish. 1 student scored a level 1, 16 students scored a level 2, 19 scored a level 3, and 4 scored a level 4.

23 5th grade ELLs took the exam. 4 students took it in English and 19 took it in Spanish.

4 students scored a level 1, 13 students scored a level 2, while 4 scored a level 3, and 2 scored a level 4.

For all three grade levels, the focus will be on moving our level 2 students to a level 3.

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. This year we are implementing EnVision, a new technology-based math program for the 4th grade classes.

NYSESLAT

The data from the 2010 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 are 22 Beginners, 21 Intermediates, 43 Advanced and 80 are Proficient. In the Reading/Writing strand there are 46 Beginners, 41 Intermediates, 61 Advanced and 19 are Proficient.

Proficiency

Level	Kgn	1 st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Listening/Speaking						
B	4	0	4	5	0	9
I	9	3	2	2	2	3
A	12	3	6	8	3	11
P	2	15	10	21	24	8
Reading/Writing						
B	19	2	7	7	2	9

I	4	8	9	13	0	7
A	1	9	5	11	22	13
P	3	2	2	5	5	2

After reviewing the data, we are providing extra support to the Dual Language classes during the literacy block. We will provide these students with instruction that will improve their listening/speaking and reading/writing skills. 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 and Tesoros Leveled Libraries with its Listening component which has a strong audio-visual component that will help beginner/intermediate students in Listening/Speaking become advanced or proficient. The Achieve 3000 computer-based program is being used by the 3rd – 5th grade Dual Language 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 are invited and highly encouraged to attend these programs. Groups are 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 10 sessions during the spring on Tuesdays and Wednesdays from 2:57 to 4:27 PM. The program will be taught by bilingual teachers and will use the Treasures and Tesoros Leveled Libraries, ensuring that these students receive intensive ESL instruction.

Science Analysis

NYS Science

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	0	3	16	4	16	0	40

Forty 4th grade ELLs took the Science Exam in 2010. 1 scored at level 1, 3 scored at level 2, 20 scored at level 3 and 16 scored at level 4. In 2009, only 11 students scored a level 3 while this year 20 students scored a level 3. In addition, last year only one student scored a level 4 while this year there were 16 students who scored a level 4. The data shows that our focus on bilingual content area instruction during the Saturday Academy and After-School is closing the achievement gap and propelling our ELLs to a higher level.

Social Studies Analysis

NYS Social Studies

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1	11	0	4	3	6	0	0	25

Twenty-five 5th grade ELLs took the Social Studies Exam in 2010. 12 scored at level 1, 4 scored at level 2, 9 scored at level 3 and no one scored at level 4. Fourteen of these students were newcomers who had to take the test less than two months after entering the system and twelve of them were SIFE students.

Upon analyzing these results we have decided to provide intensive content area instruction during our Saturday Academy and after-school program.

Additional Information

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

Additional Information

Additional Information

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. On the Spring 2010 NYSESLAT, we have a total of 56 beginners, 49 intermediates, 56 advanced and 21 students who tested at the proficient level. Results from the ELA also show our students' success. In grades 3-5, 3 students scored a level 4, 29 students scored a level 3 and 48 scored a level 2. In the NYS Science exam, 16 out of 40 ELL students who took this assessment scored a level 4 while 20 students scored a level 3. Our success is further measured by the high number of parent choice for our schools' Dual Language Program. Six 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 four years of Spanish as a second language, two-thirds of the EPs scored in the third and fourth quartiles on the ELE Spanish Reading Exam, showing that they are starting to be functionally bi-literate.

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/15/10
	Assistant Principal		10/15/10
	Parent Coordinator		10/15/10
	ESL Teacher		10/15/10
	Parent		10/15/10
	Teacher/Subject Area		10/15/10
	Teacher/Subject Area		10/15/10
	Coach		10/15/10
	Coach		10/15/10

	Guidance Counselor		10/15/10
	Network Leader		10/15/10
	Other		10/15/10

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster	District 19	School Number 108	School Name Sal Abbracciamento
Principal Constance Hahn	Assistant Principal Gilda Galassi		
Coach Jennifer Persaud	Coach Mary Scarpa		
Teacher/Subject Area N Raza/ESL	Guidance Counselor Ramona Jimenez		
Teacher/Subject Area R Parker/ESL	Parent Roseni Castro PTA President		
Teacher/Subject Area S. Stoecker/DL teacher	Parent Coordinator Olga Castillo		
Related Service Provider D Pavlic/ AIS Coordinator	Other		
Network Leader	Other		

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers	6	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	1	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	903	Total Number of ELLs	161	ELLs as Share of Total Student Population (%)	17.83%
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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.

3. 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](#)].)
4. 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.
5. 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.

II: ELL Identification Process: Initial Identification Process for ELLs

During the registration process, our Bilingual Secretary ensures that the parent receives the HLIS in their home language. There are various pedagogues available throughout the day to assist the parents in filling out the HLIS. This team includes an assistant principal, two ESL teachers and the testing coordinator.

As the parent completes the HLIS, the Bilingual Secretary contacts the ESL teachers to perform an informal interview of the student and the parents in both English and their native language. 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. If according to the HLIS and the informal interview it is determined that the child speaks another language other than English and speaks little or no English, then the child is eligible to be administered the LAB-R and the parents are informed.

Once the LAB-R is administered by an ESL teacher or the testing coordinator, the test is hand-scored and the results are kept in the ELL documentation binder. Based on the LAB-R scores, if the student needs to be administered the Spanish LAB, they are tested by the ESL teachers. When the LAB-R results are officially posted on ATS we verify the information with the hand-scored data. The parents are then informed of the child's eligibility or non-eligibility for ESL and bilingual instruction. The ESL teachers send out entitlement letters to parents of eligible ELLs.

Parents of new ELLs receive an orientation workshop, where they are shown the video on ELL programs. At this time they are also given the Parent Surveys and the Program Selection Forms. After the video, the placement options available for their child are discussed and the parents fill out the Survey and choose a program for their child. If the parents choose a program not available at our school (such as Transitional bilingual program), the parents are referred to other local schools which offer the selected program or to the district office. For parents who do not wish to transfer their child to another school, their children are placed in the Dual Language program and their names are placed on a waiting list for the Transitional Bilingual Program. If there are at least fifteen parents on the same grade level or consecutive grades, we would open a Transitional Bilingual class. Brochures about services for English Language Learners are provided in the parents' native language. This information is downloaded from the Office of ELLs DOE website.

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. A placement letter is sent home and the parent survey letters as well as the HLIS are kept on file by the ESL teachers in the ELL Documentation binder and a copy is placed in the students' cumulative folder. The parent coordinator reaches out to parents who do not attend the parent orientation sessions. She ensures that an appointment is made for the parent to come in, view the video, discuss program options 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.

Transfer Students

The program eligibility of students transferring from other New York City public schools is determined by their NYSESLAT or LAB-R scores. Parents of these students also attend an orientation session where they are informed of the program choices available. Transfer students are then placed accordingly.

Parent Orientation

During the spring the parents of Kindergarten candidates are invited for an orientation where they are apprised of the Dual Language and ESL Programs offered in our school. In September, after reviewing the HLIS and administering the LAB-R to eligible students ESL teachers send out entitlement letters and invite the parents to an Orientation Session. During orientation, parents 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. Parents of transferred students are also invited to participate in the orientation session.

NYSESLAT Implementation

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 READ 180 program. Parents of FELLs 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.

The ESL teachers together with the test coordinator, ensure that every teacher who 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.

Trends in Program Selection

Over the past 5 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. This year for the first time Dual Language is being offered throughout the entire school, from grades K-5. Due to our demographic make up, we are able to offer the following choices: Dual Language and push-in ESL. There are four ELL students with languages other than Spanish or English. These other languages are Nepalese, Arabic and Bengali. The Nepalese speaker is in Kindergarten. The Arabic speaker is in the 2nd grade and the Bengali speakers are in the 1st and 4th grades.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K* 1* 2* 3* 4* 5*
6● 7● 8● 9● 10● 11● 12●

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	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>	2	2	2	2	2	2								12
Freestanding ESL														
Self-Contained														0
Push-In	2	2	2	2	2	2								12
Total	4	4	4	4	4	4	0	0	0	0	0	0	0	24

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	161	Newcomers (ELLs	102
Special Education	1		

		receiving service 0-3 years)			
SIFE	7	ELLs receiving service 4-6 years	59	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	91	7	0	41	0	0	0	0	0	132
ESL	11	0	0	18	0	1	0	0	0	29
Total	102	7	0	59	0	1	0	0	0	161

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	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish	22	16	27	14	18	10	17	14	26	14	21	13							131	81
Chinese																			0	0
Russian																			0	0
Korean																			0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP										
Haitian																			0	0
French																			0	0
Other	1	10	0	8	0	14	0	10	0	8	0	9							1	59
TOTAL	23	26	27	22	18	24	17	24	26	22	21	22	0	0	0	0	0	0	132	140

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish	0								0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 12

Number of third language speakers: 2

Ethnic breakdown of EPs (Number):

African-American: 17

Asian: 13

Hispanic/Latino: 108

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	9	10	11	12	TOTAL
Spanish	2	3	3	7	6	4								25
Chinese														0
Russian														0
Bengali	1	1			1									3
Urdu														0
Arabic			1											1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														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	9	10	11	12	TOTAL
Other														0
TOTAL	3	4	4	7	7	4	0	29						

Part IV: ELL Programming

A. Programming and Scheduling Information

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.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

IV: ELL Programming

A. Programming and Scheduling Information

At P.S. 108 we offer two programs: ESL and Dual Language.

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. Our school follows the guided reading literacy model with school wide push-in support. All Dual Language classes receive differentiated instruction with push-in guided reading teachers. This allows for small group instruction. There are two classes on every grade in grades K - 5th. One of the two teachers in the team is assigned to provide instruction in English and the other teacher provides instruction in Spanish. ELL students are integrated with English proficient students (EPs) in an instructional program that uses two languages for instruction. All classes are heterogeneously mixed. Students receive the required periods of NLA, ELA and ESL based on their NYSESLAT or LAB-R scores. All Dual Language classes follow the school wide Every day Math program. Content area subjects are taught in both Spanish and English, using second language acquisition strategies and the use of content rich pictures. Spanish-English glossaries are available in Math, Science and Social Studies to all ELL students. 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 the Common Core State Standards for ELA, NLA and ESL, as well as the content areas. Beginning and Intermediate ELLs receive 360 minutes of ESL instruction per week. Advanced ELLs receive 180 minutes of ESL per week.

We have 140 EPs or English Proficient students in the Dual Language Program.

- 17 African-American, 13 Asians, 2 White non-Hispanic, and 108 Latinos.

There are 132 ELLs in the Dual Language Program.

The Dual Language breakdown is as follows:

Kindergarten – 23 ELLs and 26 EPs

1st grade – 27 ELLs and 22 EPs

2nd grade – 18 ELLs and 24 EPs

3rd grade – 17 ELLs and 24 EPs

4th grade -- 26 ELLs and 22 EPs

5th grade – 21 ELLs and 22 EPs

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. Instruction is provided using a Push-in model by 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 during guided reading. 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. The program's curriculum and instruction is aligned with the Common Core State Standards for ELA, NLA and ESL, as well as the content areas such as mathematics, science, and social studies. Content Area instruction is delivered in English using content rich books, visual aides and manipulatives. Beginning and Intermediate ELLs receive 360 minutes of ESL instruction per week. Advanced ELLs receive 180 minutes of ESL per week. Teachers of ELLs in monolingual classrooms also incorporate lots of visuals and the use of second language acquisition strategies throughout the day. ESL students use Spanish-English glossaries for all content areas. These ESL students participate in the same school wide guided reading and Everyday Math programs.

There are 29 students in the ESL Program.

Kgn - 2 Spanish speakers and 1 Bengali students

1st grade - 3 Spanish speakers and 1 Bengali

2nd grade - 3 Spanish speakers and 1 Arabic

3rd grade - 7 Spanish speakers

4th grade - 6 Spanish speakers and 1 Bengali

5th grade - 4 Spanish speakers

Differentiated Instruction for ELL's

ELL instruction is differentiated in various ways according to the students' years of service (Less than 3 years, 4-6 years, etc.) and whether they are SIFE or children with special needs. During Guided reading, ELL students are grouped according to their Fountas and Pinnell reading levels. In the Dual Language classes, Spanish guided reading students are grouped according to their reading levels in EDL (Evaluacion del Desarrollo de la Lectura). For Math, Science and Social Studies ELL students are grouped in Tiers according to their performance levels. These small groups are closely monitored and frequently regrouped as their academic needs change.

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. 3rd, 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.

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. During guided reading these children receive small group instruction with a push-in teacher. They also receive the support of a paraprofessional who provides small group instruction using the My Sidewalks reading program. During the Morning program, students in 3rd, 4th and 5th grades also receive additional help in ESL from push-in bilingual teachers.

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 Dual Language students use the Achieve 3000 reading program. Most of these ELLs participate in our After School, Morning 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 10 to 1. Some of these students receive additional small group support through the Fountas & Pinnell Intervention reading program, throughout the school day.

Plan for ELLs in school 6 yrs. Completed or more/Long Term ELLS.

Currently, there are no long-term ELLs. However, if we were to receive a transfer student who is deemed a long-term ELL, this child would receive the same services as students with 4-6 years of service (morning and after school programs, Saturday Academy, READ 180, Achieve 3000, ESL and ELA instruction.) In addition, this student would get one on one support from a Bilingual paraprofessional for reading and writing.

Plan for ELL Students with Special Needs and Disabilities

One of our ELL students, a 4th grader, has special needs. This student participates in a Special Education 12:1:1 class. The ESL teacher pushes in to work with this student. In addition, this student uses the technology based System44 reading program which focuses on phonemic awareness, vocabulary development, comprehension and self-correction.

Students who are X-coded are served as per IEP. ESL teachers provide ESL support to Special Education teachers by sharing ESL strategies and materials.

The Bilingual Resource Room teacher and the Bilingual Speech teacher provide SETSS and speech services to entitled ESL and Dual Language students.

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2010-2011

School Building: Sal Abbracciamento School P.S.108K District 19

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

Number of Teachers 2010-2011

Appropriately Certified - 8 Bilingual Teachers
- 3 ESL Teachers

Inappropriately Certified - 0

Uncertified Teachers - 0

Paraprofessionals - 5 Bilingual Paraprofessionals
- 0 ESL Paraprofessionals

Total ESL and Bilingual Personnel - 16

Please See Attachment for Sample Student Schedules at the end of this document.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
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

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

B. Programming and Scheduling (continued)

Intervention Programs for ELLs (AIS)

ELLs who are far below their grade level, are pulled out for small group instruction with a bilingual paraprofessional 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. ELLs receive additional Math, Science and Social Studies support during the morning tutorial and after-school programs. In the morning tutorial program, ESL and bilingual teachers push-in to work with the ELL population thus reducing the student to teacher ratio.

Continuing Transitional Support (Former ELLs)

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 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. These students are also invited to the after-school program.

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. Six 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 Program so that this school year we no longer offer 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.

New for 2010: All Dual Language classes are using Treasures and Tesoros Reading Libraries from McGraw-Hill. Our 4th grade Dual classes are also using the technology based EnVision Math program.

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 and Fitness Gram.

Instructional materials including technology

We use a variety of materials to enhance our ELLs' language acquisition. Kindergarten Dual Language classes use the Benchmark Learning Spanish and English Explorers reading program. The 1st – 5th grade Dual Language classes use the McGraw-Hill Treasures and Tesoros reading program, and Rigby's On Our Way To English. The

3rd, 4th and 5th grade Dual Language classes also use the Achieve 3000 technology-based reading program.

The Oxford Content Area Picture Dictionaries are used 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.

At risk and special education ELLs receive differentiated instruction through the use of the technology based Reading Program System44.

Instructional materials in Content Areas

All ELLs use the Everyday Math Program except for fourth grade ELLs in both ESL and Dual Language who use the technology-based math program EnVision. All Dual Language classes use Science and Social Studies textbooks in Spanish and English. These textbooks include Harcourt's Ciencias and Estudios Sociales. The Oxford series supports Science and Social Studies vocabulary development.

Native Language Support

Science instruction is provided by a bilingual Science cluster teacher. Dual Language 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. The EnVision math program also has a Spanish component.

Before/After-School and Saturday Programs for ELLs

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 our 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.

After School

ELLs in grades 3-5 attend after-school on Tuesdays and Wednesdays from 2:57 pm to 4:27 pm. The after-school program will run from February, 2011 to April, 2011. All of these extended day programs provide small group instruction, technological support, and intensive development in the content areas in both English and Spanish. Dual Language students will use Achieve 3000 in their after-school program. They will also use materials from the MacMillan 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 run from February, 2011 to April, 2011. The Saturday Academy Program meets from 8:30 am to 11:30 am. All 3rd, 4th and 5th grade ELLs are highly encouraged to attend these classes. Newcomers (0-3 year ELLs) are taught ESL and content area in their native language by a Bilingual Teacher. Instruction is provided in ELA, ESL and Mathematics in the Native Language.

C. Schools with Dual Language Programs

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

C. Dual Language Program

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. All Dual Language classes receive differentiated instruction with push-in guided reading teachers. This allows for small group instruction. There are two classes on every grade in grades K - 5th. One of the two teachers in the team is assigned to provide instruction in English and the other teacher provides instruction in Spanish. ELL students are integrated with English proficient students (EPs) all day in a program that uses alternating day English and Spanish instruction. All classes are heterogeneously mixed. Students receive the required periods of NLA, ELA and ESL based on their NYSESLAT or LAB-R scores. Content area subjects are taught in both Spanish and English, using second language acquisition strategies. In grades K and 1, the components of the balanced literacy program are introduced in the student's first language during the 90 minute literacy block. The program's curriculum and instruction is aligned with the Common Core State Standards for ELA, NLA and ESL, as well as the content

areas.

The language acquisition progress of EPs is monitored by periodical assessments on the Evaluacion del Desarrollo de la Lectura (EDL) and the yearly ELE exam. The language acquisition progress of ELLs is monitored through the use of periodical assessments of Fountas and Pinnell, and the yearly NYSESLAT exam.

D. Professional Development and Support for School Staff

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

D. Professional Development and Support for School Staff

Professional Development

Professional development is provided to every teacher in our school building on a weekly basis by the professional development team. 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 and the Staff Development team will also provide our 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, demonstration lessons and inter-visitations.

All of our new teachers will receive the 7.5 hours of ELL training as per Jose P. mandate throughout the year. New Special education teachers receive 10 hours of training during the year. During these meetings teachers will be informed about the compliance issues, the identification process for ELL students as well as testing accommodations and strategies for differentiating and supporting ELLs in their classrooms.

ELL Teacher Staff Development schedule

Constituents	Meeting Time
New Dual Language Teachers	Fridays: 7:45 – 8:30 AM
Dual Language Inquiry Team	Fridays: 8:37-- 9:24 AM

These Inquiry Team sessions provide Dual Language teachers the opportunity to analyze student data and focus on strategies which can be implemented across the grades to move student achievement in the four modalities. There will also be professional development focusing on deepening the teachers' knowledge, understanding and application of second language acquisition strategies to support recently arrived ELLs.

The School Based 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 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.

E. Parental Involvement

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

E. Parental Involvement

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: ESL and Dual Language. These orientation sessions are separate and apart from regularly scheduled parent meetings and are conducted by the ESL teachers, the Parent Coordinator 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 offer extensive ARIS training for our parents at the beginning of the school year.

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 bilingual 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.

Part V: Assessment Analysis

A. Assessment Breakdown

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	9	10	11	12	TOTAL
Beginner(B)	9	20	7	9	6	5								56
Intermediate(I)	4	9	9	9	13	5								49
Advanced (A)	13	2	6	6	14	15								56
Total	26	31	22	24	33	25	0	0	0	0	0	0	0	161

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	4	0	4	5	0	9							
	I	9	3	2	2	2	3							
	A	12	3	6	8	3	11							
	P	2	15	10	21	24	8							
READING/ WRITING	B	19	2	7	7	2	9							
	I	4	8	9	13	0	7							
	A	1	9	5	11	22	13							
	P	3	2	2	5	5	2							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	20	13	3	44

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
4	4	24	12	0	40
5	8	4	4	0	16
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	1	8	13	9	9	2	7	1	50
4	0	1	10	6	18	1	4	0	40
5	0	4	2	11	1	3	1	1	23
6									0
7									0
8	0								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	0	0	3	16	4	16	0	40
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	1	11	0	4	3	6	0	0	25
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
Number of ELLs Taking Test			Number of ELLs Passing Test	
English		Native Language	Native Language	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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)	1	12	15	15	3	7	12	18
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 do 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:
 - 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?

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	20	13	3	44
4	4	24	12	0	40
5	8	4	4	0	16

44 Third grade ELLs took the ELA test in 2010. 3 of our 3rd graders scored at level 4, 13 students scored at level 3, 20 students scored at a level 2, and 8 students scored at level 1.

40 Fourth graders took the ELA test. 12 students scored at level 3, 24 scored at level 2, and 4 students scored at level 1. No one scored at level 4.

16 Fifth graders took the ELA test. 4 scored at level 3, 4 scored at level 2, and 8 students scored at level 1. No one scored at level 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 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.

The following charts 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	34	13	2	1
1	23	7	5	9
2	26	4	5	7

In Kindergarten, 50 students were assessed. 34 students were Tier 1, 13 were Tier II, 2 were Tier III, and one child was Tier IV. In 1st grade, 44 students were assessed. 23 were Tier 1, 7 students were Tier 2, 5 were Tier 3, and 9 were Tier IV. In the 2nd grade, 42 students were tested. 26 were Tier 1, 4 were Tier 2, 5 students were Tier 3, and 7 students were Tier IV. 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			
	Tier I	Tier II	Tier III	Tier IV
K	15	19	15	0
1	33	7	1	0
2	27	5	3	3

In Kindergarten, 49 students were assessed. 15 students were Tier I, 19 were Tier II, and 15 were Tier III. In the 1st grade, 41 students were assessed. 33 students were Tier I, 7 were Tier II, and 1 was Tier III. In the 2nd grade 38 students were assessed. 27 students were Tier I, 5 were Tier II, 3 were Tier III, and 3 were Tier IV. The data shows that more native language support is needed in order to move students from Tiers I and II into Tiers III and IV. As a result, we have two bilingual teachers and bilingual paraprofessionals pushing in to support these students with small group instruction during the literacy block.

Assessment of EPs

Our English Proficient Students in the Dual Language classes are assessed in Spanish through the EDL Assessment. The upper grades are also assessed with the ELE. 83 students took the ELE test. 40 EPs were tested. 3 students scored in quartile 1, 7 scored at quartile 2, 12 scored at quartile 3 and 18 scored at quartile 4. After only four years of Spanish as a second language, two thirds of the EPs who were tested scored in the third and fourth quartiles, showing that they are starting to be functionally bi-literate. The dual language program is a resounding success.

	Spring 2010 ELE							
	ELLs				EPs			
	1-25 %	26-50 %	51-75 %	76-99 %	1-25 %	26-50 %	51-75 %	76-99 %
4th	1	4	9	10	1	4	8	8
5th	0	8	6	5	2	3	4	10

Analysis of Math Results

NYS MATH

Grade	Level 1		Level 2		Level 3		Level 4		Total
	ENG	NL	ENG	NL	ENG	NL	ENG	NL	
3	1	8	13	9	9	2	7	1	50
4	0	1	10	6	18	1	4	0	40
5	0	4	2	11	1	3	1	1	23

50 3rd grade ELLs took the New York State Math exam. 30 students took it in English and 20 took it in Spanish. 9 students scored a level 1, 22 students scored a level 2, while 11 scored a level 3, and 8 scored a level 4. Many of the Tier I students were also SIFE, and will continue to receive additional hands on support in Spanish during our morning and after-school programs.

40 4th grade ELLs took the New York State Math exam. 32 students took it in English and 8 took it in Spanish. 1 student scored a level 1, 16 students scored a level 2, 19 scored a level 3, and 4 scored a level 4.

23 5th grade ELLs took the exam. 4 students took it in English and 19 took it in Spanish.

4 students scored a level 1, 13 students scored a level 2, while 4 scored a level 3, and 2 scored a level 4.

For all three grade levels, the focus will be on moving our level 2 students to a level 3.

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. This year we are implementing EnVision, a new technology-based math program for the 4th grade classes.

NYSESLAT

The data from the 2010 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 are 22 Beginners, 21 Intermediates, 43 Advanced and 80 are Proficient. In the Reading/Writing strand there are 46 Beginners, 41 Intermediates, 61 Advanced and 19 are Proficient.

Proficiency

Level	Kgn	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Listening/Speaking						
B	4	0	4	5	0	9
I	9	3	2	2	2	3
A	12	3	6	8	3	11
P	2	15	10	21	24	8
Reading/Writing						
B	19	2	7	7	2	9
I	4	8	9	13	0	7
A	1	9	5	11	22	13
P	3	2	2	5	5	2

After reviewing the data, we are providing extra support to the Dual Language classes during the literacy block. We will provide these students with instruction that will improve their listening/speaking and reading/writing skills. 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 and Tesoros Leveled Libraries with its Listening component which has a strong audio-visual component that will help beginner/intermediate students in Listening/Speaking become advanced or proficient. The Achieve 3000 computer-based program is being used by the 3rd – 5th grade Dual Language 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.

ELL Periodic Assessment

In the Fall of 2010, all ELL's in 3rd, 4th and 5th grades took the ELL Periodic Assessment. The results for grades 3 and 4 were grouped together. In Reading the average questions answered correctly was 57%, while in Writing it was 62% and in Listening it was 67%. This shows that our students are stronger in Listening and Writing, but they need to improve their reading skills. In the 5th grade, in Reading the

average questions answered correctly were 73%, in Writing it was 70% and in Listening it was 72%. The results indicate that our 5th graders show a steady growth in all areas.

Teachers carefully study the data and use the results of this assessment to drive instruction. ESL teachers push-in to assist with reading during the Guided Reading periods. Bilingual paraprofessionals are also assigned to work with ELL students throughout the day to provide targeted instruction in specific reading strategies and skills.

The formation of the After School and Saturday Academy Programs was also driven by this data. All ELLs in the upper grades are invited and highly encouraged to attend these programs. Groups are 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 10 sessions during the spring on Tuesdays and Wednesdays from 2:57 to 4:27 PM. The program will be taught by bilingual teachers and will use the Treasures and Tesoros Leveled Libraries, ensuring that these students receive intensive ESL instruction.

Science Analysis

Grade	NYS Science								Total
	Level 1	Level 2	Level 3	Level 4	English		NL		
	English	NL	English	NL	English	NL	English	NL	
4	1	0	0	3	16	4	16	0	40

Forty 4th grade ELLs took the Science Exam in 2010. 1 scored at level 1, 3 scored at level 2, 20 scored at level 3 and 16 scored at level 4. In 2009, only 11 students scored a level 3 while this year 20 students scored a level 3. In addition, last year only one student scored a level 4 while this year there were 16 students who scored a level 4. The data shows that our focus on bilingual content area instruction during the Saturday Academy and After-School is closing the achievement gap and propelling our ELLs to a higher level.

Social Studies Analysis

Grade	NYS Social Studies								Total
	Level 1	Level 2	Level 3	Level 4	English		NL		
	English	NL	English	NL	English	NL	English	NL	
5	1	11	0	4	3	6	0	0	25

Twenty-five 5th grade ELLs took the Social Studies Exam in 2010. 12 scored at level 1, 4 scored at level 2, 9 scored at level 3 and no one scored at level 4. Fourteen of these students were newcomers who had to take the test less than two months after entering the system and twelve of them were SIFE students.

Upon analyzing these results we have decided to provide intensive content area instruction during our Saturday Academy and after-school program.

Additional Information

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

Additional Information

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. On the Spring 2010 NYSESLAT, we have a total of 56 beginners, 49 intermediates, 56 advanced and 21 students who tested at the proficient level. Results from the ELA also show our students' success. In grades 3-5, 3 students scored a level 4, 29 students scored a level 3 and 48 scored a level 2. In the NYS Science exam, 16 out of 40 ELL students who took this assessment scored a level 4 while 20 students scored a level 3. Our success is further measured by the high number of parent choice for our schools' Dual Language Program. Six 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 four years of Spanish as a second language, two-thirds of the EPs scored in the third and fourth quartiles on the ELE Spanish Reading Exam, showing that they

Additional Information

are starting to be functionally bi-literate

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/15/10
	Assistant Principal		10/15/10
	Parent Coordinator		10/15/10
	ESL Teacher		10/15/10
	Parent		10/15/10
	Teacher/Subject Area		10/15/10
	Teacher/Subject Area		10/15/10
	Coach		10/15/10
	Coach		10/15/10
	Guidance Counselor		10/15/10
	Network Leader		10/15/10
	Other		10/15/10

	Other		10/15/10
	Other		10/15/10
	Other		10/15/10