



**P.S. 108 ASSEMBLYMAN ANGELO DEL TORO
EDUCATIONAL COMPLEX**

2010-11

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: P.S. 108 ASSEMBLYMAN ANGELO DEL TORO
EDUCATIONAL COMPLEX
ADDRESS: 1615 MADISON AVENUE**

TELEPHONE: 212-860-5803
FAX: 212-860-6095

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 310400010108 **SCHOOL NAME:** P.S. 108 Assemblyman Angelo Del Toro Educational Complex

SCHOOL ADDRESS: 1615 MADISON AVENUE, MANHATTAN, NY, 10029

SCHOOL TELEPHONE: 212-860-5803 **FAX:** 212-860-6095

SCHOOL CONTACT PERSON: Lourdes Arroyo **EMAIL ADDRESS:** LArroyo2@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Mercedes Vidal

PRINCIPAL: Lourdes Arroyo

UFT CHAPTER LEADER: Richard Carlsen

PARENTS' ASSOCIATION PRESIDENT: Sophia Rodriguez

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 4 **CHILDREN FIRST NETWORK (CFN):** CFN 408

NETWORK LEADER: Lucius Young/Nilda Kraft

SUPERINTENDENT: Luz Cortazzo

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
Lourdes Arroyo	Principal	Electronic Signature Approved.
Jennifer Tegano	Admin/CSA	Electronic Signature Approved.
Mercedes Vidal	Title I Parent Representative	Electronic Signature Approved. Comments: Ms. Vidal has been experiencing login problems. She approves her section on ELL's as well as approves our CEP completely it is just a troubleshooting error that is not allowing her to do her final approval. Please accept this on her behalf.
Richard Carlsen	UFT Chapter Leader	Electronic Signature Approved.
Sophia Rodriguez	PA/PTA President or Designated Co-President	Electronic Signature Approved.
Robin Gerstenblatt	UFT Member	Electronic Signature Approved.
Sheila Gonzalez	Parent	Electronic Signature Approved.
Shukla Kapoor	UFT Member	Electronic Signature Approved.
Cira DeLaRosa	Parent	Electronic Signature Approved.
Anna Torres	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.

Located in the Spanish Harlem section of Manhattan, PS/MS 108 stands out in the community as a school that has high expectations for each child. We value students as individuals and help them develop their unique talents. There is a mutual respect that is evident within the entire school. Dedicated teachers go above and beyond to ensure students' success by giving up much of their free time to help students. There is also a high level of commitment and collaboration amongst the staff which facilitates school success.

We are a data driven school that is constantly collecting and analyzing data in order to provide the most effective differentiated instruction for all of our students, including our significant ELL and Special Education population.

At this time Interactive SMART BOARDS and Apple Laptops computers are in all grades K-8 are used to enhance instruction and address the different learning styles of our students. In addition, our school has a computer lab complete with brand new 27 inch flat screen I-MAC computers. These computers are equipped with built-in digital video cameras enabling our students to incorporate video into PowerPoint presentations.

This year we were the recipients of the Connected Learning Grant for 6th Graders that will bring us CUNY Tech Interns as well as a Dell Desktop for each 6th Grader to have at home with internet access.

Our e-Chalk school website informs parents of on-going activities and upcoming events. Our School Leadership Team has its own link on the website which provides monthly minutes and agendas. We have purchased several online programs, such as United Streaming, a library of educational videos that are grade and content area specific. These videos enhance the curriculum through Teacher's resource guides and student activity sheets. NOVEL(New York Online Virtual Electronic Library) is an electronic database access project that provides online access to the full text of hundreds of journals, newspapers and other references. Easy Tech integrates technology into core instruction. Easy Tech is a proven, Web-delivered K-8 technology literacy curriculum, which easily and effectively integrates technology into Math, Science, Language Arts and Social Studies. Easy Tech improves student learning outcomes in core curriculum subjects while it provides students with the skills they need for success in the 21st Century. Students use this program in the computer lab and have access in the classroom as well as in their home. SIRS Discoverer, is being introduced this year. SIRS Discoverer is a general reference database designed for students in grades 1-9. Discoverer helps students develop research, writing, language and computer skills. The database includes carefully selected articles. They include newspapers, magazines and government documents. Students learn to select leveled reading material that will support research of topics studied. Letters are sent home to parents informing them of all these resources as well as hosting in school workshops that introduce these online resources to our parent community. All of these online programs and resources enable us to further differentiate instruction for our students.

We have cultivated a variety of partnerships with several NYC institutions for the enrichment of our students. Some of these organizations are:

- The New York Philharmonic Very Young Composers Program for grades 4 and 5, an after-school program where children are taught to create their own musical compositions. This year one of our students musical piece will be performed by the NY Philharmonic Musicians at Lincoln Center.
- The New York Philharmonic School Partnership Program that teaches musical note study and recorder instruction for grades 3-6.
- Jeremy's Heroes, an After-School sports and community service program for our Middle School students three days a week. Two days a week, outside coaches come in and teach students how to play a variety of sports. On the third day students perform community service in our neighborhood.
- Museum of the City of New York partnership, offers a variety of workshops focusing on the history of New York City.
- Mt. Sinai Pediatric Health Center provides parents with on-site medical and specialist referrals for their children.
- Students participate in our art and music program including Chorus, Band and Visual Arts.
- MetLife Career Day
- Mock Trail
- Urban Advantage
- Learning Leaders Book Club
- GroupWorks

PS 108's Greatest Accomplishments

- 1st Place Robotics Citywide Competition in 2009-2010.
- 2nd Place Thurgood Marshall Mock Trial Competition 2009-2010.
- Steady growth in New York State Science and Social Studies test.
- Featured in the book, New York City's Best Public Elementary Schools: A Parent's Guide, by Clara Hemphill.
- Featured in the Teaching Video Journal of Education, Using Data to Close the Achievement Gap, by Ruth Johnson.
- In the top 1% citywide for all K-8 Schools for 2008-2009.
- New York State Report Card
- Consistently met our AYP (Adequate Yearly Progress)
- Federal Title I accountability status in Elementary-Level English Language Arts: School in Good Standing
- State accountability status in Elementary-Level English Language Arts: Schools in Good Standing
- Federal Title I accountability status in Elementary-Level Mathematics: Schools in Good Standing
- State accountability status in Elementary-Level Mathematics: Schools in Good Standing
- Federal Title I accountability status in Elementary-Level Science: Schools in Good Standing
- Grants Received:
- Connected Learning Grant that supplies each 6th Grader with a desktop at home along with Internet access.
- The Borough President Resolution A Funding Allocation-\$200,000 for server upgrade
- REACH Grant for Technology Program Brain POP \$10,000
- 'Tweens to Teens Library Grant \$2,500
- SIRA Science Demonstration Lab Grant for Science Lab \$100,000+
- Mobile Science Cart Grant \$50,000
- Nike GO Grant (for Physical Education) \$10,000
- Target Grant –Family Reading Night Activities \$950.00
- Learning Leaders.org-Read aloud-Authors Read Aloud Books Donated

- Book Buddies-Grade 6 Books Donated for every 6th Grade student
- Beaumont Grant-15 wireless Toshiba computers and 3 digital cameras
- Librarians for the 21st Century grant from the Institute for Library and Museum Services (IMLS)
\$999,033
- Six Flags Read to Succeed
- REACH – Family Reading Night Grant

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 Assemblyman Angelo Del Toro Educational Complex								
District:	4	DBN #:	04M108	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input checked="" 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 checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	18	18	18		91.7	93.2	TBD		
Kindergarten	63	54	66	Student Stability - % of Enrollment:					
Grade 1	75	69	55	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	74	76	75		95.9	96.66	TBD		
Grade 3	76	72	73	Poverty Rate - % of Enrollment:					
Grade 4	86	72	71	(As of October 31)	2007-08	2008-09	2009-10		
Grade 5	92	80	75		87.3	87.3	96.2		
Grade 6	113	96	92	Students in Temporary Housing - Total Number:					
Grade 7	108	108	98	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	74	99	105		6	71	TBD		
Grade 9	0	0	0	Recent Immigrants - Total Number:					
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		9	2	2		
Grade 12	0	0	0	Special Education Enrollment:					
Ungraded	0	0	1	(As of June 30)	2007-08	2008-09	2009-10		
Total	779	744	729						
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
(As October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	52	50	58	Principal Suspensions	49	56	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	19	12	TBD		
Number all others	64	64	63	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				CTE Program Participants					
(BESIS Survey)				0					
(As of October 31)	2007-08	2008-09	2009-10	Early College HS Participants					
# in Transitional Bilingual	0	0	0	0					

Classes							
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff:			
# receiving ESL services only	118	89	96	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	4	25	Number of Teachers	55	60	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	11	11	TBD
				Number of Educational Paraprofessionals	2	2	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
	2	1	TBD	% fully licensed & permanently assigned to this school	100	98.3	TBD
				% more than 2 years teaching in this school	74.5	63.3	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	67.3	56.7	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	85	85	TBD
American Indian or Alaska Native	0.4	0.5	0.7	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	78.6	81.1	TBD
Black or African American	32.7	31.9	32				
Hispanic or Latino	64.3	64.2	62.8				
Asian or Native Hawaiian/Other Pacific Isl.	1.7	2.4	2.7				
White	0.9	0.5	1.1				
Multi-racial							
Male	50.6	50.8	51				
Female	49.4	49.2	49				
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			Grad. Rate	Progress Target
	ELA	Math	Science	ELA	Math			
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	6	6	1					

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	105.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	13	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	25	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	57	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	10.5	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?

PS/MS 108 has very effective systems for collecting data of all kinds relating to the performance and progress of individuals and groups of students.

The school community used various methods to report findings of the needs assessment, as well as individual student/school data, to the school community and the parents. They looked at test scores, student attendance rates, and parent and staff surveys. Our sampling of the needs assessment was a review of the following measures:

- ECLAS (Early Childhood Literacy Assessment System)
- State and city assessment results, with a focus on item skills analysis NY START
- ARIS Data
- Acuity Data
- Interim Assessments
- ITA's
- Predictives
- Fountas & Pinnell Benchmark Summaries
- ELA & Math Simulation Exams
- At home/In school Reading Logs
- Annual School Report Card, Quality Review Findings
- Monthly progress reports
- Student Portfolios
- Teacher developed assessments
- Running records
- QRI-3
- NYSESLAT
- IEP conferences, Tri annual reviews of Special Education students
- Teacher's use of curriculum maps and benchmarks for all subject areas.
- Action Plans for At-risk students
- Teacher's regularly review various data to create individualized Action Plans.
- Teacher/Grade Data Binders are used to monitor and track growth and performance.

The School Report Card and Learning Environment Survey results were also distributed to the entire school community. Ongoing professional development periods, cohort meetings were used to examine class and individual student data. The data was then used to identify instructional needs of individual students and to create groups for Early Riser, Extended Day, future After-school and Saturday Academy.

At PS/MS 108, An Advisory Committee, made up of various teacher team cohorts with a team facilitator for each team, plans together, gather and analyze data in order to support the teacher's facilitation of differentiated instruction and individualized programming.

- The teacher's assess all students through a wide variety of in-house assessments.
- Classroom teachers monitor each child's independent reading level through frequent conferencing and running records to determine Fountas and Pinnell level. Using this information the teacher can then set individual reading goals for each student.
- Students who have shown little or no progress will be referred for Tier 2 interventions.
- Citywide and State Math tests, Navigator screening, and Everyday Math/Impact unit assessments are used to frequently monitor and set goals.

OVERALL IDENTIFIED HIGHLIGHTS OF OUR SCHOOL

- Staff recognizes it's accountability to ensure students do as well as they can.
- Staff is committed to reflecting upon and changing their classroom practices in order to address identified challenge areas and promote student progress.
- Literacy Coaches support teachers through demo lessons, modification of lesson plans, are present at Cohort meetings, plan for professional development, organize and facilitate focused inter-visitations amongst teachers. Literacy Coaches collaborate with teachers to help plan Tier I interventions. Coaches assist new teachers with curriculum development.
- Analyze various data sources which support differentiated instruction.
- Flexible scheduling and grouping.
- Flexibility of grouping according to needs.
- Professional Development is differentiated by staff needs.
- Common Grade Professional Development built into the school day.
- Coherence among all strands-Classroom Teacher-SETTS Teacher.
- Consistent use of rubrics in evaluating student performance.
- Commitment to Independent Reading in school everyday.
- Teacher ability to effectively conduct running records to access students' independent reading
- Teachers integrate the SMART BOARD Technology to engage students in lessons which impacts their engagement in all content areas.
- Differentiated SMART BOARD PD.
- Consistent and periodic assessment of student needs.
- Implementation of SMART Responses
- Commitment to use of the CAFÉ` menu system which provides a structure for conferring, a language for talking about reading development and a system for tracking growth.

OVERALL IDENTIFIED CHALLENGES OF OUR SCHOOL

- Loss of staff for small group "pull out" AIS program.
- Continued professional development on effective conferencing so that teachers can determine individual student Literacy and Math goals to facilitate success.
- Consistency in Middle School Conferencing.
- Student input on developing rubrics
- Strengthen parental understanding of rubrics and goal setting for students.
- To continue to strengthen teacher SMART Board skill level

- More time scheduled for Inquiry Team articulation with teachers to turnkey training and data
- More time for continued Professional Development
- More outside content area Professional Development for the Middle School specialists
- More parent training/workshops in order to support student learning at home
- Development of strategies for differentiating math instructions
- Math specialists team teaching with Special Education teachers
- Math workshops and materials provided for parents and families to support the curriculum and skills at home
- Teachers are collaborating using standards, websites, and curriculum guides to create and develop subject specific rubrics
- Majority of projects/assignments are accompanied by a rubric
- Development of Assessments fro At-Risk students.
- Member of our school community have the opportunity to make decisions that serve the need of students through participation in at least one or more of the following:
 - Advisory Committee-Variou Teacher Team Cohorts-Horizontal and Vertical Planning Teams
 - Inquiry Team – administration and team members meet monthly to discuss targeted students
 - School Leadership Team- meets monthly to discuss student school policies and curriculum
 - Parents’ Association Meetings and Executive Board Meetings
 - School Based Support Team-meets weekly with teachers and other support staff to address instructional/behavior needs of specific students or classes

PS/MS 108 ANALYSIS RESULTS OF VARIOUS DATA SOURCES 2010-2011

EARLY CHILDHOOD ELA

ECLAS 2

Our kindergarten students are assessed in the winter and spring. Teachers analyze these results to determine grouping for differentiation. The following chart documents the results as of Spring 2010, in reading comprehension and writing.

Results:

Grade	Number of students tested	Number of students meeting and exceeding the Benchmark in Reading Comprehension	Number of students meeting and exceeding the Benchmark for writing development
68	60	56	
55	47		
73	58	31	

Analysis:

In grades 1 and 2 however, the trend seems to fall moderately in the area of reading comprehension.

Implications for Instruction:

The results seem to suggest that teachers need to strengthen reading comprehension skills and strategies. Teachers will work with students during the literacy block and in small groups to facilitate this goal. Using a balanced approach to reading teachers will provide time for Independent reading daily with conferencing to monitor student growth using the CAFÉ` Menu system which provides a structure for conferring and a system for tracking growth. In addition teachers will continue to use the SRA Imagine It Core Phonics Program, to develop phonemic awareness, phonics and decoding skills.

Teachers will model writing strategies in a shared writing format and will confer with students to monitor progress.

ELA DATA GRADE 3

Summary of Data Analysis/Findings –ELA

ELA Grade 3 2009-2010 results were analyzed and the findings are:

Out of 73 students that were tested 86% scored at or above Level 2.

Out of 14 Students with Disabilities that were tested 50% scored at Level 2-4.

Out of 14 Students with Disabilities that were tested 14% scored at Level 3-4.

Out of 34 Males that were tested 44% scored at or above Level 3.

Implications for the Instructional Program

- Continue differentiated instruction and implementing technology to reinforce the content areas.
- Students will use the computer lab to complete differentiated Acuity exams.
- After each simulation exam students will be regrouped as needed.
- Identify areas of weakness and target instruction.
- Ensure rigor in instruction.
- Develop Higher Order Thinking Skills.

MATHEMATICS DATA GRADE 8

Summary of Data Analysis/Findings –MATHEMATICS

MATH Grade 8 2009-2010 results were analyzed and the findings are:

Out of 104 students that were tested 72% scored at or above Level 3.

Out of 104 students that were tested 97% scored at or above Level 2.

Out of 46 Males that were tested 63% scored at or above Level 3.

Implications for the Instructional Program:

- Continue differentiated instruction and implementing technology to reinforce the content areas.
- Students will use the computer lab to complete differentiated Acuity exams.
- Identify areas of weakness and target instruction.
- Ensure rigor in instruction.
- Develop Problem Solving Skills.

MS Student Data from the Learning Environment Survey

90% of our MS students feel teachers develop rigorous and meaningful academic goals that encourage students to do their best.

89% of our MS students agreed that teachers treat students in our school with respect.

99% of our MS students agreed that their teachers inspire them to learn.

77% of our MS students feel comfortable talking to someone in the school about a problem they are having.

Challenge areas for our MS students:

30% of our MS students feel that getting good grades is not respected.

22% think we need a wider variety of activities.

NYSESLAT (R and W) 2009-2010

Summary of Data Analysis/Findings – NYSESLAT Spring 2010:

NYSESLAT R and W results were analyzed and the findings are:

Out of 101 students that were tested 75 students were General Education and 26 were students with disabilities.

12% scored at the Beginner Level

24% scored at the Intermediate Level

43% scored at the Advanced Level

22% scored at the Proficient Level

Implications for the Instructional Program:

We will continue to provide more rigorous, differentiated instruction in ELL strategies for our students. Continue to develop vocabulary through content related activities, project based learning and hands on activities

Professional Development 2010-Literacy Focus

In order to increase student achievement, the literacy coaches will target specific aspects of the literacy curriculum that will improve the gathering and interpretation of data. Teachers and coaches will then collaborate to analyze the data for instructional implications.

Additionally, teacher surveys were distributed in early September to gauge the specific needs of individual teachers so that coaches could support them in the classrooms and at Teacher Team meetings.

Generally, coaches will work with teachers in 6 to 8 week cycles to differentiate and support teachers according to their specific requests on the teacher surveys.

Overwhelmingly, most teachers requested help in formulating groups and providing differentiated instruction in the classroom. Teachers want to build on students' strengths and target their weaknesses by looking at student work and data to help them design multiple approaches to content, process, and product.

Coaches will also support teachers in curriculum mapping. Specifically, looking at the new Common Core State Standards and the implications of raised standards and what that means for our current maps, assessments, and lessons. The 5th grade teacher team, which is also part of the school Inquiry Team, will serve as a pilot and a model for their colleagues in terms of revising and modifying their map to reflect the new expectations.

High School Acceptance Highlights

Sampling of High Schools our graduates are attending:

Bard High School Early College
Brooklyn Technical High School
Cardinal Spellman
Cristo Rey High School
Essex Street Academy
Fiorello H. Laguardia High School of Music, Art, and Performing Arts
Food and Finance High School
Fredrick Douglass Academy
High School of Fashion Industries
Loyola
Manhattan Center for Science and Math
Manhattan /Hunter Science High School
Millennium High School
Pace High School
Talent Unlimited High School
Thurgood Marshall Academy for Learning and Social Change
Young Women's Leadership School

Parent Involvement

Summary of Data Analysis/Findings – Parent Involvement:

Learning Environment Parent Survey results from 2009-2010 were analyzed and evaluated:
96% of our parents feel the school has high expectations for their child
95% of our parents feel their child is learning what their child needs to learn to graduate from H.S.
97% of our parents feel satisfied or very satisfied about the quality of education.
97% feel the school keeps them informed about their child's academic progress

Areas that need to be addressed by the school:

22% of our parents would like more or better enriched programs.

The Arts~ Pre-K to Grade 8

Summary of Data Analysis/Findings – The Arts

All students in grades Pre-K-8 participate in a music and art program. In the music program, students are learning to read notes, play the keyboard and sing in harmony for performances that are held three times a year. In the art program, students are learning to use different types of media to express them selves creatively.

Implications for the Instructional Program:

All students learn in different ways and learn through different intelligences. Some students have excelled in music and/or in art. They were encouraged to participate in enrichment activities.

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
<input type="checkbox"/> By June 2011, 50% of all general education students in grades 3 through 8 will achieve a level 3 or better as indicated on the 2011 NYS ELA Exam.	<input type="checkbox"/> <input type="checkbox"/> To achieve the goal. Our School K-8 will participate in a 120 minute literacy block. Our core reading curriculum provides for whole group and individualized instruction. Students will read independently everyday. Teachers will confer daily and be closely monitored for growth.
<input type="checkbox"/> By June 2011, 50% of our 26 targeted Level 2 English Language Learners in grades 4-8, will perform at level 3 or better as indicated on the 2011 NYS ELA Exam.	<input type="checkbox"/> <input type="checkbox"/> To achieve the goal. We will provide targeted, differentiated instruction to support our ELLs. Progress will be closely monitored.
<input type="checkbox"/> By June 2011, 50% of our 34 Targeted Level 1 students with disabilities in grade 4-8, will demonstrate an increase of at least one half proficiency level as indicated on the Closing The Achievement Gap subgroup data on the 2011 Progress Report.	<input type="checkbox"/> <input type="checkbox"/> To achieve the goal. We will provide focused, differentiated instruction on reading strategies to improve their reading comprehension skills.

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 **ELA**
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, 50% of all general education students in grades 3 through 8 will achieve a Level 3 or better as indicated on the 2011 NYS ELA Exam.</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"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Scheduling</p> <p style="margin-left: 40px;">It is supported by SRA Imagine It! Core Reading Program (PreK-2), Harcourt Trophies Reading Arts Program (3-6) and Glencoe Literature Reading Program (7-8)</p> <p style="margin-left: 40px;">Every day students will also read 30 minutes at home. Parents will sign daily logs that document reading practice at home.</p> <p style="margin-left: 40px;">37.5 minutes of Academic Extended Morning Program for students in grades 1-5 Monday through Wednesday 8:02 AM – 8:40 AM</p> <p style="margin-left: 40px;">37.5 minutes of AIS Extended After School for grades 6-8 Monday through Wednesday 2:15 PM – 3:00 PM</p> <p style="margin-left: 40px;">Academic Extended Day After School Program for grades 3-8 Tuesday, Wednesday and Thursday 3:00 PM – 4:30 PM</p> <p style="margin-left: 40px;">Assess and identify students who are most at risk of reading failure beginning with mid Kg</p> <p style="margin-left: 40px;">Weekly Data Inquiry team meetings to analyze, interpret, discuss and plan goals and next steps for Periodic assessments, Acuity, ARIS, Fountas and Pinnell reading levels and teacher created student profiles.</p> <p style="margin-left: 40px;">Running Records conducted during Independent Reading</p> <p style="margin-left: 40px;">Administer diagnostic testing with ITA's and school created simulation exams</p> <p style="margin-left: 40px;">Administer City Predictive Exams</p> <p style="margin-left: 40px;">Monthly AIS team meetings to discuss data from the new on-line initiative</p> <p style="margin-left: 40px;">Ticket to Read</p> <p style="margin-left: 40px;">Action plans for each student</p>

	<p>Student independent reading logs and goals Independent Reading Level class summary sheets with benchmarks collected four times a year Weekly meetings with Principal and Literacy Coaches. Formal and informal teacher observation Technology Lab-Open Access for parents for ARIS and Snap grades (Technology and Parent Coordinator will facilitate) The program has a data management system that enables teachers to monitor students progress and make informed instructional decisions. Students can log on and use this program at home as well. Stories and decodables can also be viewed on the Smart Board. Vocabulary Development –Word Walls</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"/><input type="checkbox"/> Professional Development Weekly grade meetings for planning and monitoring student progress and PD provided by Literacy Coaches Department of Education Professional Development Calendar CFN 408 Professional Development Thursday 37.5 minute cohort meeting Staffing/Funding</p> <p>Tax Levy Classroom Teachers Title 1 Literacy Coach IEP Teacher Tax Levy After School teachers Title 1 After School teachers</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"/><input type="checkbox"/></p> <p>Program assessments (SRA Imagine It!, Trophies, Glencoe) Ticket to Read Acuity ARIS Predictive and ITA Assessments Independent Reading Levels Fountas and Pinnell Independent Reading Level class summary sheets</p>

Early Riser and Extended Day Targeted Student Groups

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule
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.

Professional Development

Weekly grade meetings for planning and monitoring student progress and for PD provided by Literacy Coaches

Thursday 37.5 cohort meetings

Department of Education Professional Development Calendar

CFN 408 Professional Development

Smart Board Technology PD provided to support Literacy instruction.

Literacy coaches will support teachers and ESL teacher with ongoing professional development to ensure effective implementation of the reading goals.

Staffing/Funding

TL Fair Student Funding 1 ESL Teacher

Title I Literacy Coach

TL Fair Student Funding 1 Bilingual Parent Coordinator

	Title III LEP
<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"/> NYSESLAT Fountas and Pinnell Reading Levels NYC Interim English Language Learners Assessments Trophies Assessments Running Records</p>

Subject Area
(where relevant) :

ELA for Students with Disabilities

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 50% of our 34 Targeted Level 1 students with disabilities in grade 4-8, will demonstrate an increase of at least one half proficiency level as indicated on the Closing The Achievement Gap subgroup data on the 2011 Progress Report.</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"/></p> <p>All students with disabilities participate in the school’s existing 120 minute instruction in reading with instructional accommodations.</p> <p>Students receive additional intensive small – group differentiated instruction provided for by the classroom teacher, the paraprofessional and the student teacher. Teachers use the Ticket to Read and the integrated technology components from the SRA Imagine It!, Trophies and Glencoe programs on their SMART Boards. The students’ IEPs serve to inform targeted instruction. The focus of this extra practice is to build fluency, enhance vocabulary, confirm word reading skills, and give students an opportunity to write in response to reading.</p> <p>Regular progress monitoring continues to inform instruction.</p> <p>Inquiry Team and classroom teachers analyze, interpret and discuss periodic assessment data, Acuity, ARIS data, Fountas and Pinnell reading levels and plan next steps and goals.</p> <p>Early Riser 37.5 minutes Academic Extended Morning Program Grades 1-5 Monday through Wednesday 8:02 AM – 8:40 AM</p> <p>37.5 minutes of AIS Extended Day School Program for grades 6 – 8 2:15 PM – 3:00 PM Monday through Wednesday</p> <p>School guidance counselors work with Special Education classes to address behavioral, learning and sensory problems.</p> <p>Bi-Weekly PPC committee and classroom teacher meetings to provide strategies for the learning and behavioral concerns Special Education teachers are experiencing.</p> <p>Schedule that allows common planning time by grade level.</p> <p>Access to SMART Board technology in Special Education classes will improve effectiveness of instruction.</p> <p>Middle School special education teachers partner with Middle School Science and Social Studies teachers.</p> <p>Vocabulary Development –Word Walls</p> <p>Professional Development</p>

	<p>Weekly grade meetings Literacy Coaches provide professional development in developing and supporting the school's core reading program and the intervention programs. Department of Education Professional Development CFN408 Professional Development Literacy coaches provide staff with ongoing training to ensure effective implementation of the reading program PPC Committee Meeting presentations for teachers on the following areas: ADHD Anger management Oppositional Defiance Disorder Overcoming Dyslexia Overcoming Reading Problems at any level Turning Struggling Readers Into Proficient Readers Effective Behavior Management</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"/> Tax Levy SBST Tax Levy Fair Student Funding – Classroom Teachers, Paraprofessionals Title I Literacy Coach Tax Levy IEP Teacher Tax Levy 37.5 Early Riser Program Academic Extended Morning Reading Program for grades 1-5 Monday through Wednesday Tax Levy Extended Day Academic After School Program Grades 3-8 Tuesday, Wednesday, Thursday</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"/></p> <p>Program Assessments Predictives ITAs Fountas and Pinnell Reading Levels IEP Goals Running Records</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	10	12	N/A	N/A	1			
1	22	26	N/A	N/A				
2	18	20	N/A	N/A				
3	25	19	N/A	N/A	2			
4	24	26			2			
5	36	24			2			
6	53	36			9			
7	53	35					2	
8	50	41					2	
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

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><input type="checkbox"/> Students are provided this intervention using the workshop model with leveled readers and small guided reading groups, student word-study and beginning reading skills are reinforced. Every 6-8 weeks, the students are reassessed to monitor progress and need for continued services during the Early Riser and Extended day program.</p> <p>These groups focus on all components of literacy (reading, writing, speaking, and listening). Students focus on acquiring comprehension strategies through a variety of modes. The Literacy Coaches serve as a resource for classroom teachers, helping them develop strategies to integrate reading, writing, speaking and listening into all curriculum areas. They also provide professional development to staff in teaching comprehension strategies.</p> <p>The Title 1 Reading/AIS program will concentrate on working with students in grade 1 by identifying and teaching to students' specific needs. Students in grade 1 will be served by a pullout model. Instruction for identified students in grade 1 will take place in the classroom and in the Title 1 Reading/AIS room. The pullout model will consist of students that have been identified as needing more intensive small-group instruction in one or more of the five strands of reading. Students are first identified by the classroom teacher using ECLAS Level, Interim Assessments, classroom observations, teacher made assessments and conferencing notes.</p> <p>The Literacy Coaches and teachers then assess the students using a combination of assessments. Students receive interventions based on their needs. Parents are notified when the intervention has begun. The intervention will correlate to the student's needs. Students will be re-assessed after approximately 6 weeks to continue, discontinue or modify the intervention. In order to provide individualized instruction, these groups will consist of 3 to 4 students.</p>
Mathematics:	<p><input type="checkbox"/> ~Kindergarten - Grade 5 are taught through the Everyday Math program.</p> <p>It emphasizes higher order thinking skills and learning through the use of manipulatives. The math block consists of the following components: a mental math exercise, homework review, a developmental lesson, and the assignment for homework. All aspects of P.S. 108's mathematics program are directed toward the improvement of math instruction and the enhancement of student learning for all children on all grade levels and with particular emphasis on the acquisition of strategies to improve achievement of students scoring in the first, second, and third levels on standardized tests.</p>

	<p>Our teaching staff employs a wide variety of methods and approaches to improve the mathematics achievement of all our children during the Early Riser and Extended Day program. Serving children on level 1 and 2, the teachers support and work with small groups on computational error patterns, problem-solving strategies, integrating learning and testing, games and puzzles, in order to develop an understanding and appreciation of mathematics. In order to increase the number of students in levels 2 and 3, emphasis is placed on small group differentiated instruction during the math period. Ongoing assessment of students determines the composition of small groups. The teacher modifies instructional approaches based on feedback from student assessments.</p> <p>~Our MS also provides AIS for at-risk students in Math. Students are identified as needing services by using their test scores, classroom work, and teacher observations. The struggling students are then divided into small groups to receive help in problem solving and computational skills as well as test taking strategies.</p>
Science:	<p><input type="checkbox"/> Mathematics, English Language Arts, and Technology are infused throughout the Science curriculum. Students read related nonfiction materials, explain observations, participate in discussions, record data and produce reports explaining their findings after they have researched a topic. Our Librarian will meet with the 4th Grade and 8th Grade classes an extra 2 times a week for 45 minutes to provide reinforcement in Science skills, instruction, and hands on activities in preparation for the 4th and 8th Grade Science test .</p>
Social Studies:	<p><input type="checkbox"/> Using the New York City Performance Standards in Social Studies, the National Educational Technology Standards, and the social studies framework, the social studies program integrates the curriculum areas through thematic units. Read Aloud, biographies, poetry, and nonfiction books will be used to introduce and reinforce both reading skills and social studies concepts. Using technology, students will create timelines, graphs, and maps to help chart important historical events throughout history. Students in the upper grades will employ and extend their computer skills as they conduct research and publish individual PowerPoint presentations on various topics in history. Projects are assessed through teacher observations and checklists. Fourth and fifth graders will use the Social Studies Soaring Scores Practice Book to further extend the use and understanding of document –based questions.</p>
At-risk Services Provided by the Guidance Counselor:	<p><input type="checkbox"/> The guidance counselor addresses the social and emotional needs of at-risk children. At risk services are determined on a needs basis per child. At risk counseling is provided to students and families who exhibit emotional needs and short term care. She also maintains close contact with parents of the children with whom she works. The Guidance Counselor tracks those students who have poor attendance by making phone calls, mailing postcards and conducting home visits.</p> <p>In addition, we were the recipients of a grant written by the ISC providing us with an external facilitator that focuses on implementing the GROUPWORKS philosophy. Non-mandated At-risk students receive counseling through the Leadership Group. This group is a weekly academic and social success program designed to help students function more cooperatively in class, to express</p>

	him or herself more constructively, and to develop stronger more supportive relationships.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> At risk services are determined on a needs basis per child. At risk counseling is provided to students and families who exhibit emotional needs and short term care.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> At risk services are determined on a needs basis per child. At risk counseling is provided to students and families who exhibit emotional needs and short term care.
At-risk Health-related Services:	<input type="checkbox"/> At risk health related services are determined on a needs basis per child. At risk health related counseling is provided to students and families who exhibit emotional needs and short term care.

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-8

Number of Students to be Served:

LEP 84

Non-LEP N/A

Number of Teachers One (1) Certified ELL teacher

Other Staff (Specify) Three (3) classroom teacher of ELL students

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.

Description of the ESL Program:

How is instruction delivered?

All students will be placed in our ESL free standing classes. These students will receive additional ESL pull-out ESL instruction.

The ESL teacher pulls out mandated students based on their NYSELAT scores. Therefore, they are grouped in beginner, intermediate, and advanced classes. This year, there are: 11 beginners, 25 intermediate, and 45 advanced students.

Our program groups students homogenously.

Our ESL Program is a pull-out program. During these pull-out periods ELA and content area skills are addressed. The ELL teacher uses a variety of instructional methods and curriculum in order to help the students master English. Specifically, we use the following approaches to assist our students in English language acquisition:

Our ESL Instructional Program is aligned with the SED ESL learning standards.

ESL instruction is provided by a fully certified ESL teacher.

To enhance our ELLs performance we use several types of instructional scaffolding techniques including contextualization – creating analogies based on students' experiences, helping to bring complex ideas closer to the students experiences; building schema – organizing knowledge and meaning by connecting new information into pre-existing information and mega-cognitive development- students think and reflect about learning.

All ELLs students participate in our school wide core curriculum in reading and math. Literacy is implemented through a balanced approach. The dimensions used in the Balanced Literacy approach include phonemic awareness, phonics, fluency and vocabulary. The strategies used include modeling – given a clear example of what is expected of them for imitation, bridging – activating students' prior knowledge. Text comprehension strategies also include monitoring comprehension through guided reading, the use of graphic organizer, questioning techniques, recognition of text structures and summarizing.

The Math program is implemented through Everyday Math Grades K-5 and Impact Math for 6th -8th grade. Lessons are developed using concrete modeling and manipulatives.

Differentiation is provided for all ELL students. This is achieved by using effective ELL methodology, flexibility in grouping, and intervention during Early Riser and Extended Day programs. In addition, short term goals are established to help the child gain confidence and success. Appropriate testing modifications are extended to ELL students on NYS and NYC exams.

How does your school ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model?

Our ESL teacher provides the mandatory 360minutes/week by pulling the beginner and intermediate groups to comply with the requirements of CR Part 154. The advanced group also receives the mandated 180minutes/week. The majority of the instruction is delivered via the standard ESL methodology.

How do you differentiate instruction for ELL subgroups?

We have no SIFE students at present. If and when we get a SIFE student, we will identify him/her by examining the attendance records. For example, if a student started his/her education in the NYC Public Schools, but then left to return to his/her native country and subsequently re-entered the system, the Parent Coordinator or Pupil Accounting Secretary will ask the parent or guardian for evidence of school records outside the system to determine if there was an interruption in formal education. Our plan for newcomers is to place them in free standing ESL classrooms and provide additional ESL support through our Early Riser and Extended Day programs. These programs will provide supplementary testing instruction for the ELLs to help them be successful on the NYS and NYC exams. We help long term ELLs by performing an extensive evaluation to determine the students' level of English proficiency. We provide additional small group instruction specifically designed to address their needs. Short term goals are implemented and testing modifications are provided to help them feel successful. Students with special needs receive services: SETSS, 12:1:1 Special Ed class placement, Speech, Counseling and OT/PT according to their IEP and LAB-R and NYSESLAT test results. Both the ESL teachers and other service providers will work together to ensure that our instructional practices and program models facilitate the academic and linguistic development of students with special needs.

Describe your targeted intervention programs for ELLs in ELA, math, and other content areas. Please list the range of intervention services offered in your school for the above areas.

Students are targeted for intervention programs by analyzing data. Teachers look at NYS and NYC test scores, running records, fluency assessments, classroom assessments, as well as classroom observations. This analysis helps us determine the proper intervention for each student. We offer academic intervention programs in phonemic awareness, fluency, comprehension, test prep, and math. These programs include:

- Wilson and FUNdations phonemic awareness curricula
- Kaplan test prep
- Early Riser and Extended Day programs
- Saturday Academy

Describe your plan for continuing transitional support (two years) for ELLs reaching proficiency on the NYSESLAT.

Continuing transitional support will be provided to help the ELLs reach proficiency on the NYSESLAT by:

- Providing continuous practice
- Teaching reading and writing strategies
- Analyzing the score and the data to drive further instruction

- Developing strategies by studying questions/patterns on previous NYSESLAT tests

What instructional materials, including technology, are used to support ELLS?

The following instructional materials are used to support ELLS:

- Computers/laptops
- SMARTboards
- Moving into English
- Words Their Way
- Trophies Reading Curriculum
- Open Court Phonics and Reading
- Newspapers

ELL Demographics:

The ELL students at P.S./M.S 108 are provided with a free standing ESL program that encourages students to obtain English proficiency while meeting state academic achievement standards. In the 2010-2010 school year, our ESL program consists of:

81 students in total from grades K-8

Kindergarten has 16 ELL students

1st grade has 9 ELL students

2nd grade has 13 ELL students

3rd grade has 12 ELL students

4th grade has 9 ELL students

5th grade has 5 ELL students

6th grade has 5 ELL students

7th grade has 6 ELL students

8th grade has 8 ELL students

Currently, our ESL students are classified in the following levels: beginners = 11, intermediate = 25, and advanced = 45.

All of the above students are serviced by our NYS certified ESL teacher. The predominant language spoken by the majority of our ELL students is Spanish.

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.

Our Professional Development Program will focus on teaching reading to English Language Learners with a focus on comprehension, effective instructional strategies necessary to address the needs of second language learners, using data to drive instruction, and designing assessments to monitor growth. All teachers of ELL students will participate.

Our Assistant Principal will conduct professional development sessions throughout the year.
The ESL teacher and participating teachers in the after school program will participate in professional development sessions.
General supplies will be purchased to support this activity.
A two hour after-school session will focus on Literacy curriculum planning: A Systematic Approach to Increase Student Achievement and Assessment and Test-taking strategies.

Our goal is to have a professional development program, which will focus on reading strategies that will help our English Language Learners. Metacognitive and self-monitoring strategies will be taught. The use of these strategies will increase reading comprehension and achievement. Studies on reading-strategy training with second language learners have found that when strategies are identified and modeled for students and when students have an opportunity to practice these strategies, their reading comprehension improves. Teaching students the strategies used automatically by good readers will help them learn the tools they can use when reading doesn't make sense.

Our Topics include the following:

- Calling on background knowledge
- Making inferences
- Monitoring comprehension
- Deciding on the main idea and important details
- Creating visual pictures
- Using what you know
- Asking questions
- Developing Fluency
- Self-correcting
- Accountable Talk
- Using Primary Sources in the Social Studies Classroom

These strategies will be the focus of our staff development.

- All new general education teachers will be provided with 7 1/2 hours of professional development on ESL strategies.
- All new special education teachers will be provided with 10 hours of professional development on ESL strategies.

All new teachers serving ELLs will be provided with a mentor teacher to assist them in planning, effective delivery of instruction and assessment.

Section III. Title III Budget

—

School: P.S./M.S. 108 Manhattan/D 04
BEDS Code: 310400010108

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$ 13,670.96	<input type="checkbox"/> 1 Teacher per session for the ELA and Math After-School Program. Approximately 10 LEP/ELLs AT-risk students at P.S. 108 – contingent upon enrollment 1 teacher x 1.5 hours x 69 total hours @ \$49.89 (per session rate w/fringe) = \$3,442.41 January 2011 – May 2011 projected dates 3 days: Tuesday, Wednesday, Thursday – 3:00pm – 4:30pm One (1) teacher per session for the Adult ELL Saturday Parental Involvement Academy class. One (1) teacher x 3 hours x 1 day @ 49.89 (per session rate w/fringe) x 12 days = \$1796.04 Set aside for workshops for the ELL teacher and the classroom teachers of ELLs
Purchased services - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$ 2,000.00	<input type="checkbox"/> Instructional materials and books for the ELA and Math After-school program, ELL school program, and Adult ELL Saturday Parental Program. Students will also use technology to enhance heir reading, writing, and math skills in the ELA and Math After-school Program and ELL school Program. Students' Instructional Materials = \$ 1,210.00 - Parents' Instructional Materials = \$ 706.59.00
Educational Software (Object Code 199)	\$ 1,009.04	<input type="checkbox"/> Software will be purchased for the students to use on laptops that will reinforce and enhance reading, writing, and math skills.

		The students will implement this software during the Students' ELA and Math After-school program, ELL school program, and Adult ELL Saturday Parental Program.
Travel	N/A	<input type="checkbox"/> Funds for the ELL parents and students to appreciate cultural sites around the city and to build background knowledge and increase vocabulary for the purpose of supporting them at home with projects.
Other	N/A	<input type="checkbox"/> N/A
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.

The HILS survey, blue emergency card and the school survey will be used as indicators to determine the home language of the family so that appropriate written translation and oral interpretation for school events such as school notices, report cards, assembly programs, workshops, parent teacher conferences and meetings can be conducted throughout the school year.

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.

Our findings showed we had an influx of children of Mexican descent whose parents required Spanish written translation and Spanish oral interpretation. The in-house PA meetings, parent coordinator were used as vehicles to report language concerns to the school community.

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.

The in house parent coordinator will be paid per session to translate in writing all school documents in a timely fashion, on a needs basis.

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.

The in- house parent coordinator, school administrators, ESL teacher, Bilingual school psychologist may serve as oral interpreter for school events such as assembly programs, workshops , parent teacher conferences and meetings can be conducted throughout the school year, on a needs basis.

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>.

In accordance with the Chancellor's Regulation A-663, parents who are in need of oral and written translation other than in Spanish will be directed to the Translation and Interpretation unit of the Department of Education or to the region.

The school will contact the Translation and Interpretation unit to arrange for an appointment for the parent. Parents who require oral translation and interpretation in Spanish will be directed to the Parent Coordinator of the school. Alternate staff members who can assist parents in the oral and written translation and interpretation in Spanish may be directed to speak to the following people: school administrators, counselors' and bilingual school psychologist. Information on our eChalk website can be translated into Spanish as well. We have made all attempts to be in compliance with the Parent's Bill of Rights as well as School Safety Plan Codes.

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:	651,777.00	182,627.00	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	1,573.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	32,588.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	65,177.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

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.

N/A

* 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.

General Expectations

PS/MS 108 agrees to implement the following statutory requirements:

- P.S./M.S.108 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). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- P.S./M.S. 108 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.
- P.S./M.S. 108 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.
- P.S. /M.S.108 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.
- P.S. /M.S.108 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 ensuring—
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child'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.

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./M.S. 108 School-Parent Compact 2010-2011

We will develop ongoing partnerships that encourage and assist each child in reaching his/her highest potential. Our students will master the tools of technology, which will enable them to compete in a global society. It is our mission to prepare children to become functional and productive citizens of a global community who are able to interact positively in society as life long learners.

RESPONSIBILITIES

- To hold a meeting of all parents by the third week in September to inform parents of the instructional program as it is offered at P.S./M.S. 108
- To inform parents of their rights and responsibilities and their participation in their child's instructional program
- To provide high quality curriculum and instruction
- To deal with communication issues between teachers and parents through:
- To actively involve parents in planning, reviewing, and improving the Title 1 and Parent Involvement Program
- To encourage parents to join committees which will be involved in reviewing, planning, and improving the instructional programs
- To provide parents with timely information on programs
- To provide performance profiles and individual student assessment results for each child and other school related information
- To provide M.S. parents with student progress reports except for report card months

- To provide for effective parent-school communications by giving sufficient notice of Parent-Teacher Conferences, frequent reports to parents, reasonable means to speak to the staff and varied opportunities to volunteer and participate in their child's classroom activities
- To provide opportunities for parents and to assure parents that they may participate in appropriate developmental activities, literacy workshops on reading strategies and test preparation, parents and partners in reading, family math, ESL classes, and other school related workshops
- To work together with the entire school community through the School Leadership Team in order to provide optimal educational experiences for children

PARENT RESPONSIBILITIES

Provide a quiet place to do homework

Set aside a specific time to do homework

Require and monitor homework on a daily basis

Study areas should be well-lit and well-equipped with pens/pencils, paper, ruler, crayons/markers, glue, dictionary, etc.

Review homework assignments to check for understanding and accuracy

Be available to assist

Maintain a Home/School communication folder and check it on a daily basis

Encourage positive attitudes toward school

and monitor school attendance

Attend Parent-Teacher conferences

Respond to school notes, letters, or telephone call sent home by the school

on what kind of assistance they need to help them be more effective parents in assisting their children educationally

Become involved in developing, implementing, evaluating and revising the School Parent Involvement Policy Plan

Use or ask for technical assistance training that the school may offer on effective parent practices

Support our school by working with their children on their schoolwork and reading to them and by having them read us

Share in the responsibility for improving our children's achievement in school

Read M.S. student progress reports and newsletters

Actively participate in the Parents' Association for P.S./M.S 108

STUDENT RESPONSIBILITIES

Ask the teacher any questions about the homework

Take home the materials and information needed to complete the assignment

Complete homework in a thorough, legible, and timely manner and ask for help when I need to

Return homework on time

Return homework signed by parents

Comply with school rules

Attend school regularly

Respect the personal rights and property of others

Show M.S. parent Home/School communication agenda section on a daily basis

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

Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day

TEACHER RESPONSIBILITIES

- Provide quality teaching and leadership
- Assign grade level appropriate homework
- Coordinate with other programs to make sure nightly assignments do not exceed time limits
- Give positive corrective feedback
- Recognize that students are accountable for every assignment
- Check that homework has been completed on a daily basis
- Respect cultural, racial, and ethnic differences
- Hold at least two parent – teacher conferences for the school year

PLEASE SIGN AND RETURN TO YOUR CHILD’S TEACHER

Child’s Signature _____

Principal’s Signature _____

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.

Our findings show a need to reflect on our practices and provide a comprehensive educational program, which ensures quality instruction and provides learning opportunities in essential areas to enable students to meet State Standards. It is necessary to make sure that the various instructional approaches used during a given day are coordinated so that the standards-based strategies, in each approach, are integrated and reinforced during all learning activities.

Based on the Learning Environment Surveys, P.S./M.S. 108 has determined the following priorities for the school year 2010-2011:

- Develop benchmark assessments and data in the area of mathematics
- Utilize benchmark data to measure students’ progress as indicated in the school’s interim goals
- Conduct differentiated lessons that explicitly state learning objectives and teaching points
- Use varying systems for tracking students’ assessments across the grades, in sub groups and year to year

2. Schoolwide reform strategies that:

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

Please refer to Appendix 2

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.
 Please refer to Appendix 2
- o Help provide an enriched and accelerated curriculum.
 Please refer to Appendix 2
- o Meet the educational needs of historically underserved populations.
 Please refer to Appendix 2
- 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.
 Please refer to Appendix 2
- o Are consistent with and are designed to implement State and local improvement, if any.
 Please refer to Appendix 2

3. Instruction by highly qualified staff.

Highly qualified teachers will work with disaggregated groups of students (i.e. Special Education and LEP/ELL) to ensure that all children reach proficiency on challenging state assessments.

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.

High-quality and ongoing professional development, aligned with the State and City standards will be provided continuously throughout the school year. Professional development will focus on data interpretation, math instruction including Everyday Math, differentiated instruction, classroom management and the use of the Scope and Sequence for Learning Standard-Based Planning Book. Highly qualified teachers wanting to make a difference in the lives of students will be attached to P.S./M.S.108 where professional development and continued support is on-going throughout the year.

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

Highly qualified teachers wanting to make a difference in the lives of students will be attached to P.S./M.S.108 where professional development and continued support is on-going throughout the year.

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

The Parent Section of the Learning Environment Survey will be analyzed to gather the opinions of the parents/guardians.

The findings of the survey will be utilized to implement appropriate parental workshops. Other strategies to increase parent involvement: monthly PA meetings, other cultural celebrations, Open House, assembly programs, monthly vegetable of the month/Food Change Cooking Program, on going health classes as provided by the Mt. Sinai Program, arts and crafts (How to...) parental class.

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.

Our plan for transitioning Pre-School students is to hold bi-monthly grade meetings between the Pre-School teachers, Kindergarten teachers literacy coach and staff developer. Topics covered include the Writing Program, read aloud, shared reading and writing as well as The Everyday Math curriculum.

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.

The following measures will be used for teachers in the decisions regarding the use of academic assessments: monthly grade meetings, monthly faculty conferences, professional development workshops and beginning and end of the year collaborative planning sessions.

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.

The following are programs and/or services for students experiencing difficulty mastering the proficient or advanced levels of the academic achievement: At -Risk SETSS (Wilson), Extended Day Session (37 ½) and Morning and After School ELA and Math Program. Benchmark assessments, running records, conferencing, Wilson Programs, and The Everyday Math Program all have built in benchmark assessments that measure the progress of each student. Other activities will be measured via teacher made assessments and Periodic Assessments (Grades 3-8).

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.

Title 1 funds and local tax levy funds will be coordinated and integrated to develop a coherent instructional plan for the whole school. The Violence Prevention Program will fund and after school academic tutoring program along with a sports and community service piece.

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.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	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			547492	True	1, 2, 3
Title I, Part A (ARRA)	Federal	Yes			180765	True	1,2
Title II	Federal	Yes			213998	True	1
Title III	Federal	Yes			15700	True	2
C4E	Federal	Yes			234004	True	1,2,3
Tax Levy	Local	Yes			3130606	True	1,2,3
Tax Levy	Federal	Yes			109145	True	1,2,3
Tax Levy	Local	Yes			19,427	True	1,2,3

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.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

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;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

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.)

We currently have 9 students identified as living in Temporary housing.

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

Our school will ensure that the STH students will receive the following services; Early Riser/Extended Day and Afterschool Programs as needed. We will also provide Counseling and family support services as needed. School supplies and uniforms will be provided as needed as well.

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).
Not Applicable
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 Not Applicable
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.

CEP RELATED ATTACHMENTS

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

File Name - 28_04M108_112410-165703.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 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 CFN 408 - Empowerment	District 04	School Number 108	School Name Angelo del Toro
Principal Lourdes Arroyo	Assistant Principal Gryssele Machicote		
Coach Alison Kearns	Coach		
Teacher/Subject Area Ramona Rovira - ELLs	Guidance Counselor Karen Amaya		
Teacher/Subject Area Elsa Custodio - Sp.Ed. Bi-Lin	Parent Sophia Rodriguez		
Teacher/Subject Area Carmen Vega - Cert. Bi-Lin	Parent Coordinator Adelina Feliciano		
Related Service Provider Arabella Cintron - Cert. Bi-Li	Other type here		
Network Leader Lucius Young	Other Diana Patino		

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

C. School Demographics

Total Number of Students in School	724	Total Number of ELLs	97	ELLs as Share of Total Student Population (%)	13.40%
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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.

1) P.S. 108 is an elementary/middle school serving students in grades K - 8. Students that are in the ESL program were initially identified at registration as potential ELLs with the use of the HLIS (Home Language Identification Survey). Potential ELLs are tested with the LAB-R to determine whether or not they are entitled to receive ESL services. Students that score below the state designated level of proficiency on the LAB-R are entitled to services. When entitlement is verified, parents/guardians of newly enrolled ELLs are informed and encouraged to participate in an orientation. At the orientation, information is given on the programs available, state standards, assessments and expectations for their children. Parents/guardians choose the program that will best meet their children's needs. (However, our school only offers a free-standing ESL program.) Students are placed in the program selected by the parent/guardian. To determine continuing entitlement to ESL services, we use the NYSESLAT test, which is given annually. If the students score below the state designated proficiency level, they remain in the ESL program.

2) The ELL teacher presents a NYC DOE video describing the different programs. She then explains the differences/benefits of each model so that the parents can make an informed choice. This is always done within 2-6 days of the registration process. The teacher will meet with the family of a student that is also registered later in the year.

3) A mandatory meeting is held at the beginning of the year. At this meeting, entitlement letters are distributed as well as parent surveys and program selection forms. These forms are then collected at the meeting so that we can ensure their return.

4) The NYSESLAT (New York State English as a Second Language Achievement Test) will be administered to all identified ELL students. This test is aligned with New York State English as a Second Language Standards and determine entitlement of services in addition to analysis of student English language proficiency. Students are placed receive either Beginner, Intermediate, or Advanced classes based on their scores. Communication with parents is always presented in both English and Spanish. For other languages, a translator service is occasionally utilized to communicate information to families or parents who need it.

5) After reviewing the Parent Survey and program selection forms, we determined that 100% of our parents choose our free-standing ELL program.

6) The program models at our school are aligned with parent requests.

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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	7	16	12	12	11	11	12	8	8	0	0	0	0	97
Push-In														0
Total	7	16	12	12	11	11	12	8	8	0	0	0	0	97

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	97	Newcomers (ELLs receiving service 0-3 years)	62	Special Education	16
SIFE	0	ELLs receiving service 4-6 years	28	Long-Term (completed 6 years)	7

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	62	0	7	28	0	6	7	0	4	97
Total	62	0	7	28	0	6	7	0	4	97

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

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
Polish														0
Albanian														0
Yiddish														0
Other														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																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									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):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

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
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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	4	16	10	10	10	11	10	9	6	0	0	0	0	86
Chinese														0
Russian														0
Bengali	3	0	1	1	0	0	0	0	0	0	0	0	0	5
Urdu														0
Arabic	0	0	0	0	0	0	1	0	1	0	0	0	0	2
Haitian	0	0	0	0	0	0	1	0	0	0	0	0	0	1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	0	0	1	1	0	0	1	0	0	0	0	0	0	3
TOTAL	7	16	12	12	10	11	13	9	7	0	0	0	0	97

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.

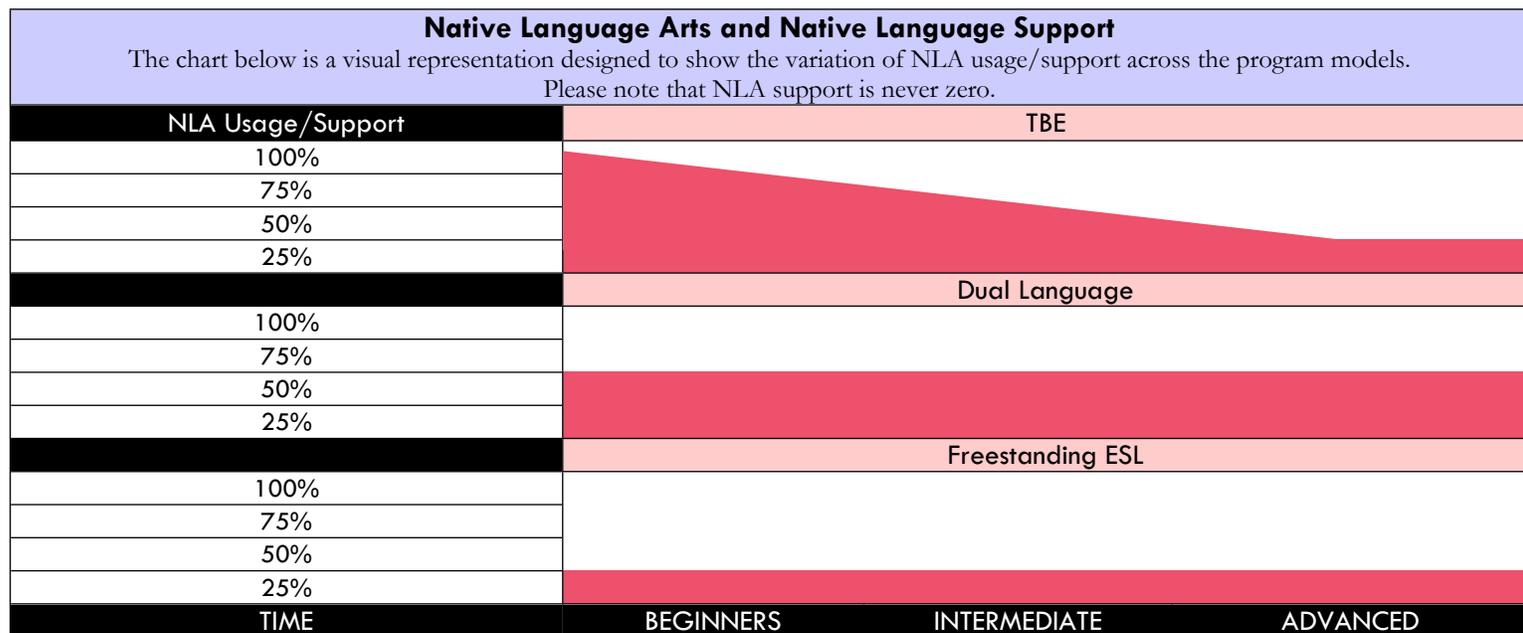
- 1)
 - a. P.S. 108 utilizes a Free-Standing pull-out program to service our ELL students.
 - b. For the 2010-2011 school year, students are grouped according to their level (i.e. Beginner, Intermediate, or Advanced). The children are pulled out and some of the groups consist of different grade levels in order to service them for the correct mandated amount of time. Beginner and Intermediate students receive 360 minutes (or eight 45 minute periods) of ELL instruction per week and Advanced students receive 180 minutes (or four 45 minute periods) per week.
- 2)
 - a. Our school utilizes four teachers to meet the mandated time requirements of the ELL students. One full time certified ELL teacher, one certified Special Education bi-lingual teacher who services the ELLs for part of the day, and two NYC certified bi-lingual teachers who service the beginning Kindergarten and fourth grade students. All ELL students receive the mandated ELL instructional time according to their level.
- 3) The content areas are taught in English using the ELL methodologies. Teachers aim to help students acquire English Language proficiency

in the areas of listening, speaking, reading, writing and critical thinking using SIOF (Sheltered Instruction Observation Protocol) to scaffold content and language learning.

- 4) a. We do not currently have any SIFE students admitted at our school.
- b. Our school immerses our new, beginner ELL students in the English language. The ESL teacher uses methodologies in academic content area instruction to develop English language skills. The ESL program aims to help students acquire English language proficiency in the areas of listening, speaking, reading, writing and critical thinking using the SIOF teaching model to make content more accessible for the ELL student.
- c. We continue to service our ELLs who have received service for four to six years by providing continuous support through our AIS programs such as Early Risers, Extended Day, and Saturday Academy.
- d. We continue to service our ELLs who have received service for at least four to six years by providing continuous support through our AIS programs as well as our extra curricular activities such as Early Risers, Extended Day, and Saturday Academy.
- e. Our special needs ELL students receive the mandated instruction for their level of English language proficiency as well as any mandated services/instruction that is indicated on their IEP (whether it is SETTS, counseling, etc.)

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
ELA instruction for <i>all</i> 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 <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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?

5)***** If ELL students require additional academic interventions, our school has an extensive Academic Intervention Program (AIS) that addresses the needs of all struggling students by pulling them out and providing them with modified, small group instruction. All students placed in an ESL (English as a Second Language) Program will receive instruction in English only, using intensive ESL methodology. These approaches utilize strategies such as: simplifying the input, providing context clues, drawing on prior knowledge, providing opportunities for group work, using materials for hands-on work, and assessing all students.*****

6) Continuing transitional support will be provided to help ELLs reach proficiency on the NYSESLAT by providing continuous practice, teaching reading and writing strategies, developing strategies by studying questions/patterns on past tests, and by looking at the NYSESLAT data to drive the instruction and set goals for the students.

7) If the budget allows, we are considering buying Netbooks for our ELL students so that they can practice their skills on Acuity in addition to other on-line programs such as Ticket to Read, A-ha Math, BrainPOPI, and A-ha Science both in school and at home.

8) N/A (Not Applicable)

9) All of our ELLs (that need it) receive invitations to all of our school programs including Early Risers, Extended Day, and the Saturday Academy. Some of our Extended Day and Saturday Academy classes are also specifically designed or targeted to our ELL students and are taught by the certified ELL teacher using proven ELL instructional methodology.

10) Our school uses a variety of materials to modify instruction for ELLs. Each of our literacy programs (Open Court Phonics and Reading, Trophies, and Glencoe) comes with supplemental resources for ELLs that simplify the material, build vocabulary, and provide context clues and background information. In addition, every classroom in grades 1-8 is equipped with a SMARTboard that provides interactive audio and visual support to the teachers and students.

11) N/A

12) Our school has materials, resources, and trained/certified personnel to support all grade levels and abilities.

13) P.S. 108 communicates with students and families in both English and Spanish to convey important information to them. Our parent coordinator and ELL teacher also host the workshop in late August/early September that introduces the parents to our school and explains

the various ELL school models available to them.

14) N/A

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)?

N/A -Not Applicable

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.

At P.S. 108, we plan on conducting workshops for our ELL teachers as well as our teachers of ELLs starting in the month of January. Title III program staff will participate in professional development activities two times a month, after school for a total of ten sessions. The teachers will work together to plan/design the curriculum topics and develop the instructional activities that best meet the needs of the ELLs participating in the Saturday Academy Program. Training will be made available to all ELL staff. Teachers will be afforded opportunities to discuss current research, best practices, materials, NYS-ESL standards, instructional strategies and alignment to core curriculum and the application of Core Knowledge

1)

Month-- Topic of Professional Development Session

January *Data Collection,

*Creation of Student Data Profile Sheets

*SIOP Strategies Introduction

*Establishing active learning projects and curriculum mapping

February *Data Review/ Teacher observations of ELLs to Drive Instruction"

March *Content based approach: Discussion & task oriented activities to content area subjects

*ESL/ELA –developing innovative strategies to engage the learner

*Stages of Language Development

April *Instructional strategies linked to appropriate language acquisition stages.

*Inclusion of Culture Trip

May *(Establishing teacher reflections, use of portfolios to assess performance, modify assignments,

*provide opportunities for discussion,

*repeat and check for understanding, interactive word/phrase boards

June *Data Collection

*Inclusion of Culture Trip

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?

Title III program activities will include parents in trip experiences with their children.

This will allow parents to participate in curriculum and language development activities that are real world experiences suggesting opportunity for further discussion long after the trip experience has ended. Student and parents together may enjoy learning about their new community as they explore the special cultural centers around the city.

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)	7	9	1	0	1	2	0	1	0					21
Intermediate(I)	0	7	4	3	4	6	2	1	1					28
Advanced (A)	0	1	7	9	6	3	10	5	7					48
Total	7	17	12	12	11	11	12	7	8	0	0	0	0	97

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	3	4	1	11
4	2	8	2	0	12
5	3	6	1	0	10
6	1	7	0	0	8
7	1	5	0	0	6
8	1	6	1	0	8

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
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	0	6	0	3	0	1	0	11
4	1	0	11	0	0	0	1	0	13
5	0	0	1	0	3	6	0	0	10
6	1	0	3	0	2	0	2	0	8
7	1	0	3	0	2	0	0	0	6
8	0	0	3	0	4	0	1	0	8
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	0	0	0	0	8	0	4	0	12
8	0	0	3	0	4	0	1	0	8
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	0	0	0	0	5	0	5	0	10
8	1	0	1	0	6	0	0	0	8
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
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.

1) We use a variety of assessment tools to collect data and gain insight as to how we can improve the performance of our ELL students. Specifically, we assess their literacy skills by using ECLAS-2, Voyager fluency tests, Fountas and Pinnell levels, TCRWP running records and comprehension tools as well as curriculum assessments from the Open Court, Trophies, and Glencoe programs. In addition we

scoring. Our special education students were particularly effected by the changes in scoring as many of them received a level 1. Fortunately, our math, science, and social studies scores were not greatly effected by the new raised standards and the majority of our students did very well scoring level 3s and higher.

Generally speaking, the students who enter our school in an early grade tend to test out of the ELL program very quickly. While we have many beginner and intermediate students in Kindergarten and first grade, all of our students become advanced or proficient in listening and speaking by the fifth grade. In reading and writing, all of our students have achieved the intermediate level or above. These scores indicate that we have a strong ELL program grounded in sound ELL methodologies and strategies to promote student achievement. The ELL teachers and classroom teachers often collaborate to assess student progress. ELL teachers also use data found on ARIS and Acuity as well as data from past NYSESLAT exams to formulate groups and drive instruction. Student profile sheets have been created to track yearly academic progress as well as to measure increased proficiency from grade to grade.

2) Looking at the patterns across the NYSESLAT modalities, we make instructional decisions to improve the reading and writing skills of our ELLs. We accomplish this by implementing a wide variety of curricula, strategies, and methodologies. Our teachers use the modifications provided by the three literacy curricula in the various grade levels: Open Court K-2, Trophies 3-6, and Glencoe 7-8. In analyzing the NYSESLAT data, we realized that more emphasis needs to be placed on a writing program. We emphasized the writing programs in the above curricula to expose students to writing in a variety of genres. They also model the entire writing process from beginning to end and provide teachers with modifications to the lessons to support ELL students.

3) a. As stated in question 2, our ELL students did not make as much progress as we would have liked on the on the NYS ELA assessments. On the NYS Math and Science exams, most of our ELL students received levels 3 and 4. None of our ELLs take the assessments in their native language.

b. ELL Periodic Assessments are used by teachers and the school leadership to drive instruction. Classroom teachers, ELL teachers, and AIS teams group students and provide services based on the individual strengths and weaknesses of the students. In addition, teachers differentiate lessons in the classroom and use ACUITY to assign passages based on the students' needs and skills to practice in school and at home.

c. The Periodic Assessments allow us to gauge how the ELL students will perform on the NYS Exams. The ELL population scores just as well as their English speaking peers on these assessments. None of our students take the exams in their native language.

5) N/A

6) We evaluate the success of our program by monitoring the proficiency of our English Language Learners from year to year. Our goal is to have our ELL students achieve fluency and/or proficiency on the NYSESLAT within 5 years. The programs that are currently in place for our ELL students are highly

successful. In addition, if a child entered our school in Kindergarten the majority have become Advanced or Proficient in all NYSESLAT modalities by the 4th grade. Having highly qualified teachers with a strong foundation in ELL teaching strategies and methodologies contribute to the success of our 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.

Paste additional information here

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		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 108 Assemblyman Angelo Del Toro Educational C					
District:	4	DBN:	04M108	School	310400010108	

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	v	11		
	K	v	4	v	8	v	12		
	1	v	5	v	9		Ungraded	v	
	2	v	6	v	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	18	18	18		91.7	93.2	92.3
Kindergarten	54	66	64				
Grade 1	69	55	71	Student Stability - % of Enrollment:			
Grade 2	76	75	60	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	72	73	63		95.9	96.7	95.5
Grade 4	72	71	71				
Grade 5	80	75	69	Poverty Rate - % of Enrollment:			
Grade 6	96	92	104	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	108	98	96		87.3	96.2	96.2
Grade 8	99	105	95				
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		6	71	78
Grade 12	0	0	0				
Ungraded	0	1	8	Recent Immigrants - Total Number:			
Total	744	729	719	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					9	2	2

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	50	58	77	Principal Suspensions	49	56	73
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	19	12	6
Number all others	64	63	57				

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	0	0	TBD	Number of Teachers	55	60	62
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	11	11	9
# receiving ESL services only	89	96	TBD				
# ELLs with IEPs	4	25	TBD	Number of Educational Paraprofessionals	2	2	5

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
	2	1	7	% fully licensed & permanently assigned to this school	100.0	98.3	100.0
				% more than 2 years teaching in this school	74.5	63.3	77.4
				% more than 5 years teaching anywhere	67.3	56.7	67.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	85.0	85.0	87.1
American Indian or Alaska Native	0.5	0.7	0.4	% core classes taught by "highly qualified" teachers	78.6	81.1	100.0
Black or African American	31.9	32.0	30.2				
Hispanic or Latino	64.2	62.8	63.8				
Asian or Native Hawaiian/Other Pacific	2.4	2.7	3.8				
White	0.5	1.1	1.4				
Male	50.8	51.0	51.0				
Female	49.2	49.0	49.0				

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/Diferentiated 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:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
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	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	46.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	11.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	10.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	20.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	3.5						

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