



**PS 108Q
CAPTAIN VINCENT G. FOWLER**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: (27/ Q/ 27Q108)
ADDRESS: 108-10 109TH AVENUE
TELEPHONE: 718-641-4956
FAX: 718-323-5379

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 108 **SCHOOL NAME:** Captain Vincent G. Fowler School

SCHOOL ADDRESS: 108-10 109th Avenue

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

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

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Judy Grossman

PRINCIPAL: Marie Biondollilo

UFT CHAPTER LEADER: Patricia Klein

PARENTS' ASSOCIATION PRESIDENT: Vedoutie Hoobraj

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 27 **CHILDREN FIRST NETWORK (CFN):** 108

NETWORK LEADER: Sumita Kaufhold

SUPERINTENDENT: Michele Lloyd-Bey

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
Marie Biondollilo	*Principal or Designee	
Patricia Klein	*UFT Chapter Chairperson or Designee	
Vedoutie Hoobraj	*PA/PTA President or Designated Co-President	
Cindy Torres	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Gilda Quijije	Member/ Family Worker	
Judy Grossman	Member/Teacher	
Maria Aguilar	Member/Parent	
Robert Fernando	Member/Parent	
	Member/	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* 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.

PS 108Q is a Pre-K to 5 school serving approximately 1365 students from a culturally diverse background. An extension was built in 2002 providing an additional 21 early childhood classrooms. The school has many distinctive features that are reflective of the environment, culture and the instructional components of the school. Each year we have approximately 58-62 classes, this is about 10 classes on a grade. We understand the importance of maintaining reduced class sizes on each grade, as a way to help support individual student learning styles and rates. This year we have 58 classes which include the following breakdown: five (5) CTT classes (Kindergarten- 4th grade), three (3) self-contained classes and five (5) Gifted & Talented classes-grades K-4, and the remaining classes are general education. Using our Fair Student Funding, we're able to reduce class size in all grades, since we believe this is essential to providing more children with small group or one-to-one instruction. Class averages range from 19-26. One of our greatest successes has been our ability to create instructional continuity throughout the grades. This is evident as you walk the building and visit classrooms. Student work is abundantly displayed and is a celebration of the children's academic and artistic achievements. Academic Improvement has been transparent over the last several years. This includes our most at-risk students. Last year's School Report Card score of an A reflects our continued success. We're proud of our continued ability to provide our children with a balanced educational experience. This year we've been accepted to participate in the Common Core Pilot for literacy and look forward to working on further developing our curriculum instructional map. Our instructional focus has always been on meeting the needs of individual students. Using a Balanced Literacy approach to instruction, teachers are able to identify and tailor instruction for each student. In addition, we place a strong emphasis on the Arts. These include: Dance, Music, Instrumental and Chorus, Visual Arts and Technology. Last year we had several after-school programs providing children with additional academic support, as well as, enrichment. Basketball, art, photography and dance were also offered. We plan on offering these programs again. All of our classrooms are equipped with computers, desktops and/or laptops, and children have opportunities to use a variety of instructional software programs to strengthen their literacy and math skills daily. Several classrooms use 'Smart Boards' as an instructional tool to augment teaching and to heighten student excitement and engagement. Over the last three years, our children have entered the Citywide Technology 'Think Quest Tournament' and won personal laptops and digital cameras. This last year, we won The Chase Technology Award, winning 1 of the top ten prizes throughout the city. We are extremely fortunate that our parents are active participants and are eager to get involved in their child's educational growth. Our Parent Workshops are well attended. In fact, many parents volunteer to facilitate workshops. Parents volunteer their time to facilitate workshops for other parents in areas of their expertise. Some topics include: knitting, computer skills, cake decorating, cooking, women's health and a Parent Book Club. We're excited to continue our partnership with the Adult GED program, and the community response has been wonderful. Many of the participants have received their GED diplomas and are a true testament to the programs success.

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

A) New Schoolyard:

- Working with The Trust for Public Land, parents, students and staff created a design for the playground. The playground officially opened this summer.

B) Building Construction (Roof):

- Extensive work was completed early spring on the building parapets. The construction company contracted a landscaping company to plant new trees, bushes and flowers in the front. In addition, we're working with Million Tree Foundation, and we're scheduled to get new trees replaced in the front of the building in the summer.

C) School Environment-Interior

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

B) Culture

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

C) Instruction

- Evidence of a common voice and vision is transparent throughout the building. Administrators and teachers share a common vision for excellence. Through the establishment of a common voice, a common language among the teachers and the children, we've been able to articulate a clear school vision and to create instructional continuity throughout the school.
- Inquiry Teams and Professional Learning Community Teams (PLC) were further established this year and the collaborative nature of these teams has greatly benefited student performance and has provided teachers with a plethora of instructional information.
- Staff development continues to be an integral part of our approach, helping to support and develop quality teaching. Professional development topics are determined by staff surveys, teacher observations, staff discussions and a review of student data. Professional development is aligned with teachers' needs and current educational initiatives. We will maintain our partnership with AUSSIE Consultants in both literacy and math.
- Collection and analysis of student data allows teachers to individualize student instruction and to provide opportunities for children to strengthen their areas of need. This is achieved through

small group instruction, individual teacher conferences, center activities, the use of technology and specific reading and math research-based instructional programs. We will continue to design our own in-house assessments to accurately monitor student progress and performance.

- All students' assessment data, which includes their progress & performance, will be tracked using **OnCourse Data Systems**. This will allow teachers to assess and analyze student performance, and design an individual instructional action plan. Parents will receive a personalized access code to review their child's progress.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 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:	PS 108 Captain Vincent G. Fowler				
District:	27	DBN #:	27Q108	School BEDS Code:	342700010108

DEMOGRAPHICS									
Grades Served in 2009-10:	X● Pre-K	X● K	X● 1	X● 2	X● 3	X● 4	X● 5	● 6	● 7
	● 8	● 9	● 10	● 11	● 12	X● 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	72	72	72		94.9	95.3	TBD		
Kindergarten	224	203	219						
Grade 1	193	226	210	Student Stability: % of Enrollment					
Grade 2	201	200	224	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	220	196	195		94.0	94.3	TBD		
Grade 4	206	212	202						
Grade 5	173	212	218	Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					59.9	59.9	79.9		
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					6	17	TBD		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	1296	1325	1352		9	7	9		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	59	47	41						

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes	0	21	45	Principal Suspensions	11	11	TBD
Number all others	46	27	17	Superintendent Suspensions	11	4	TBD
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	81	58	63	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	2	2	21	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	88	90	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	15	16	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	6	5	TBD
	0	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.5	0.0	0.0	Percent more than two years teaching in this school	65.9	63.3	TBD
Black or African American	6.6	3.9	5.4	Percent more than five years teaching anywhere	62.5	56.7	TBD
Hispanic or Latino	30.1	29.4	27.3				
Asian or Native Hawaiian/Other Pacific Isl.	60.0	64.2	63.3	Percent Masters Degree or higher	84.0	87.0	TBD
White	2.8	2.5	3.3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	TBD
Multi-racial							
Male	51.2	52.1	50.4				

DEMOGRAPHICS							
Female	48.2	47.9	49.6				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="radio"/> No <input type="radio"/>		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="radio"/> No <input type="radio"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check ✓)</u>				<u>Category (Check ✓)</u>			
				Basic	Focused	Comprehensive	
In Good Standing (IGS)	<input checked="" type="checkbox"/>						
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
Individual Subject/Area Outcomes	Elementary/Middle Level (✓)			Secondary Level (✓)			
	ELA:	<input checked="" type="checkbox"/>		ELA:			
	Math:	<input checked="" type="checkbox"/>		Math:			
	Science:	<input checked="" type="checkbox"/>		Grad. Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	yes	yes	yes				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	Yes	Yes					

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Asian or Native Hawaiian/Other Pacific Islander						
White	-	-	-			
Multiracial						
Other Groups						
Students with Disabilities	Yes	Yes				
Limited English Proficient	-	-	-			
Economically Disadvantaged	Yes	Yes				
Student groups making AYP in each subject	5	5	1			

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	89.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.8	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	19.6	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	49.7	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	8.3	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/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 school's 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?
-

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

- Over the last four (4) years the school has received an **overall rating of A on the School Report Card**. On the 2009-2010 School Progress Report (School report Card) we received an "A" in the following categories: School Environment (A), and Student Progress (A), and in Student Performance we received a (C). Student Performance dropped from an "A" to a "C" as a result of the ELA test being scored at a higher performance rate. This is a result of 85% percent of the schools last year receiving an A on their School Report Card. This year only 25% of schools received an "A", so we're very proud of the achieving this recognition. We maintained our overall "A" rating and in fact last year we scored in the top 75% percentile of all schools (meaning our children performed better than 75% of all schools, and this year, we ranked in the top **84% of all schools**, despite the new higher standards. Student assessment cut off scores for the State ELA & Math exams provides a deeper analysis of student performance. This year we tested 624 students in math in grades 3-5 and 615 students in Reading (ELA) in grades 3-5. Out of those numbers, 98% of grade 3 students passed both State exams, and overall statistics show that **less than .02** are below grade standards in both reading and math. In addition, 2010 State ELA & Math exam demonstrates 96% of all students with IEP'S **Met** Promotional Criteria. On our NYSTART assessment summary report there were 39 students with disabilities (IEP'S) tested on both the reading and math state exams and out of the 39 students, three (3) students did not met promotional criteria, but met their promotional standard on their IEP.
- Recent results from the 2009 New Your State Social Studies, administered in November 2009, show **97% of all 5th** grade students performed at levels 3 & 4. This reflects a positive + 7% increase from last year.
- 2009-2010 Grade 4 Science results demonstrate that **93%** of the students scored at or above level (levels 3 or 4). This represents a +increase from last year.
- A comparison of results from November ITA in November and March represent significant gains: In grade 3 the average of 64% ELA/Math 80% was obtained, as compared to March results of 78% ELA/Math 85%. In grade 4 November percentages were 74% ELA/Math 81% as compared to March 80% ELA/Math 84%. In grade 5 in November results were 70% ELA/Math 73% as compared to March results of 75% ELA/Math 81%.

- We have designed our instructional curriculum plan around teaching weekly/monthly specific strategies and assessing these strategies on-going. Several examples of monthly skills/strategies based assessments given throughout the year indicate the following: Grade 3 for skills such as Making Predictions, “Compare & Contrast,” “Summarizing” Author’s Purpose, Inferring, and Cause & Effect. The trends across the grades show positive monthly gains. Increases from baseline assessments in September to June end of year assessments are transparent, and on average year end rates are at or 85%. In grade 4 assessments ranged from 86%-91% and in grade 5 averages ranged from 88%-94% throughout the year. These results are promising and demonstrate our approach is effective. Math Monthly assessments for grade 3 indicate positive gains September Baseline at 63% as compared to End-of Year Assessments @ 87%. Grade 4 Baseline September assessments were 66% compared to End of Year assessments of 87%. In grade 5 September Baseline results were @ 64% in September and End of Year results were at 89%.
- This year we applied for DYO-Design Your Own assessments in lieu of participating in the city’s Predictive and ITA exams. Our action plan was accepted. We designed in-house assessments which reflect what is being ‘taught’ in classes, in order to accurately assess student learning. Teachers on each grade developed a curriculum mapping plan which focuses on instructional standards. Teachers discussed and reviewed grade standards-*what children were expected to learn/achieve at the end of their grade*, and using this information, they designed instructional timelines around specific skills and strategies. Using **OnCourse Systems** (using software funds) we’ll be able to track student progress & performance more efficiently and parents will have more relevant and updated access to their child’s progress over the year.
- This year we’re participating in a new citywide initiative: **Common Core State Standards**. This Initiative is a State lead effort to create ‘High Standards’ to make sure all students are ready for college. The establishment of these standards will help teachers to identify and know what specific skills are necessary to achieve success. We are excited about participating in this initiative as it closely mirrors the work we’ve been developing over the last several years.
- An analysis of in data assessments continues to show continued growth within our sub-group as well. This includes are ELL students and Students with Special Needs. In house assessments and student portfolio’s demonstrate children have made progress throughout the year. One of our Inquiry Teams worked with students with special needs focusing variety of comprehension instructional strategies to support comprehension. Working in conjunction with classroom teachers and Reading teachers, these specific strategies were modeled for students in small groups in guided practice and independently. As noted above, our in-house assessments reflect students’ positive progress.
- In the 2009-2010 school year, we had 4 Self-Contained classes and 3 CTT-Collaborative Team teaching classrooms. Many of the children in the Self-contained classes were mainstreamed into general education classes throughout the school year. This approach has been an extremely positive experience for all of the students. As a result, this year we’re moving towards expanding our least restrictive approach and will have 5 CTT classes. Results from our current grade 5 CTT show that all students in the class passed both the State ELA & Math exams. Historically, an analysis of school data shows continued positive gains for all sub-groups.
- Our ELL population has been reduced over the last year as a result of many of the children testing out of ESL services. Recent NYSESLAT results are not available, but in assessments suggest this sub-group will continue to make positive gains.
- In the area of Student Performance the following is indicated:
 - An analysis of school data over several years demonstrates a 2001 to 2010 (the latest available data to date shows gains of 40+ points over this time period. For example: in 2001, 39.8% of our third grade students performed on grade level, as compared to 90%

in 2009, in grade 4, 45.2% of students were on grade level, as compared to 89% in 2009, and in grade 5, 43.2% were on grade level, as compared to 85% in 2009. This clearly demonstrates the instructional teaching approach is effective. The overall results now indicate that the vast majority of our student population is at or above grade level. In our last Quality Review Report in April 2008, we received a score of '**Outstanding**' our reviewer noted our progress in this area and recommended we continue to support this group. An analysis

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

Greatest Accomplishments

- We are extremely proud of the extensive work we've done with regards to differentiating Teacher Professional Development. By focusing on high quality professional development, we're able to identify best teaching practices/strategies and apply them to daily teaching. The staff continues to embrace their PD and approaches their profession with a high level of professionalism. This is evidenced by their focused collaboration and their willingness to share and exchange ideas. Last year we established several PLC Communities (Professional Learning Communities, and we will continue to expand these teams. Working in teams teachers designed extensive lesson plans in writing focusing specifically on student outcomes. Developed lesson plans and materials will be shared with teachers not on the team. In some instances teachers will model and share ideas and teaching strategies designed to support student achievement. Weekly meeting provide regular opportunity to discuss and reflect their teaching around data analysis. Working in conjunction with administrators, coaches and AUSSIE consultants, we have created standard based instructional plans to guide teaching and learning.
- We're proud to have effectively designed our own assessments which mirror the skills and strategies taught in the class. In this way, we assess what we are teaching and re-teach when necessary, and provide more difficult tasks for those who excel. Student data is available within a day of the assessment, allowing for quick reflection and feedback.
- We're excited to participate in the new citywide initiative called **Common Core State Standards** this year. This initiative is a state lead effort to create 'High Standards' to make sure all students are ready for college and work. The establishment of these standards will help teachers to identify and know what specific skills are necessary to achieve success. This initiative closely mirrors the work we've been developing at 108 over the last few years.

- PS 108Q takes great pride in providing children with a variety of activities to support their learning, including an emphasis on the ARTS and Technology. The Administration provides teachers with on-going multi-leveled support. These include the following:
 - We have been effective in guiding and supporting our teachers by creating opportunities to plan and work collaboratively creating curriculum plans to support the balanced literacy model. The outcome of this collaboration has included teacher teams creating standard based instructional lesson plans driven by ‘*Essential Questions*’, designed to challenge student thinking on all performance levels.
 - On-going professional development to assist teachers with these programs, using *Teacher Teams* to effectively utilize teacher expertise.
 - There is continued evidence that demonstrates improvement in science, social studies, literacy and math assessments.
 - There has been marked student improvement in reading comprehension. This is evident by reading level growth from September to June. Overall, student reading levels have improved by 3 to 4 levels.
 - There are decreases in the overall number of Level 1 students and an increase in the number of children reaching grade level competency.
 - There is continued improvement in scores in all content area subjects.
 - Our sub-groups have shown significant improvement in both literacy & math.
 - Improvement of student achievement in grades K-2 as evidenced by the following evaluative tools such as: DIBELS, ECLAS, Portfolios, and Student Growth Monitor which provide the Reading Benchmarking Levels of children, which is administered three times a year.
 - We have successfully developed school instructional plans across the grades that align to State Standards and focus on grade specific strategies and skills. We continue to ‘fine tune’ these plans. Continuing the work from last year, we have revisited our mid-year and end-of-year K-2 Oral Math Assessments. These are standard-based assessments designed to help identify student strengths and weaknesses. Our goal is to align math centers with activities that help children master these areas of need. With the use of ACUITY and other assessment programs, we can better assess what we teach, while providing children with a variety of opportunities for additional practice in areas of weakness.
- Our Teacher Professional Development Plan will align with The Six Teacher Professional Teaching Standards. We have created a website on Google Docs to provide teachers with feedback using the Six Professional Standards. This allows the administration to provide timely feedback and assist teachers in their own professional growth.
- The school places a strong emphasis in early identification of At-Risk students. An overview of data helps guide this process. In the early grades, children identified in DIBELS as ‘Intensive’ receive AIS support; quarterly benchmarks provide reading comprehension accuracy, Predictive and ITA exams provide specific outlines of areas of need, as well as other assessment in all the grades. Using assessment data results, we’ve purchased a variety of programs, materials and resources to support student learning.
- The integration of extra curriculum activities provides the students with an opportunity to expand interests. Activities include the following: Technology Dance, Art, Basketball, and Music. These include: keyboard, violin and chorus. Dance will include: ballroom, jazz and ballet. In addition, Math and Reading after-school programs are provided for at-risk students.

- Our State of Art Computer Lab continues to provide our children with opportunities to explore the world of technology. All classes are equipped with computers which are used regularly. Cluster teachers make use of the Lab, the internet and projection carts to enhance teaching. Many classes have laptops, and smart boards.
- Our school library is a welcoming, child-friendly environment conducive to student learning.
- Our Science Lab provides children with the opportunities for hands on experiments and our Technology Lab gives children time to use computers in all areas of content study.

Significant Aids

- To better establish communication with parents we use School Messenger to notify parents of special upcoming events, school closures (holidays) and general reminders. We have seen a marked improvement in student lateness and absenteeism.
- We have an extremely dedicated and hardworking staff. They continually demonstrate and embrace teaching and learning, and work collaboratively to support each other. With the on-going exchange of their expertise they continue to maintain their level of passion and commitment to excellence.
- Over the last few years we've purchased a variety of research-based materials to meet the identified needs of the student population. Having purchased these when funds were more available, allows us to continue and maintain our instructional focus on individualized student learning.
- The Parent Coordinator provides outstanding support to parents through various weekly workshops created to promote parent participation. A variety of school-wide activities are offered to enhance the parent-school partnership.
- The school has many outside partnerships which enhance the student experience- Adult GED, EPIC, local partnerships- CASA; and Leadership in Grade 5.
- The Learning Leader Program has been highly successful in the school. Learning leaders volunteer their time to assist in the cafeteria, facilitate workshops with other parents and assist with an line-up. The Learning Leaders program has allowed many parents to become an integral part of the school community.

Significant Barriers

- The current economic crisis facing the Nation- and NYC schools in particular- have forced us to rethink which programs we can reduce or eliminate, while maintaining our focus on student needs, progress and performance. Some after-school programs may have to be eliminated or reduced due to limited funds, but we have designed alternative programs during the school day to compensate for the loss.

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.

1. By June 2011 raise scores on State Math & Reading exams for all students with an IEP by 3% to 5% by using CTT classes. A review of several data reports including School Report Cards from 2007-2010 (our latest School Report Card) demonstrates children with special needs continue to make Exemplary Gains from year to year. Results from this year's School Report Card continue to show positive gains, as translated on Exemplary Proficiency Gains on the State ELA, we received a 5.0% and 40% in Math. These results reflect a subgroup of students in a Self-Contained setting. Over the last three years, we have established several CTT classes- helping to create more opportunities for children to excel in a Least Restrictive Environment setting. Overall data results demonstrate positive gains for all special needs students. This includes students in CTT classes, although they did not constitute a sub-group, as reflected on our most recent School Report Card. For the 2010-2011 school year nearly 10% of our school population will be identified as special needs, this reflects children in both self-contained or CTT setting, from grades K-5. Our on-going approach to address students with special needs has resulted in continued positive student progress. As we drill down not the data, we see some challenges that continue to face these students. Our in-house assessments have demonstrated they've made some positive gains, but struggle to perform comparably in State exams. An analysis of in-house assessments and reading benchmark growth indicates our students who are in a more least- restricted setting; CTT or mainstreamed, have performed at a better rate. Results from ARIS show an overall positive gain of +20 or better on the ELA/Math exams, versus students in self-contained who made less than +20 gains. As a result, we've looked at creating additional CTT classes (Collaborative Team Teaching) to better accommodate students. This allows students with IEP'S a more 'least restricted' placement. Last year, we had 3 CTT classes and this year we've scheduled 5 CTT classes, one on each grade from Kindergarten through grade 4. The 5 CTT classes requires' 10 teachers to accommodate this setting, and a set portion of school budget is allotted to this cost. Recently released State ELA & Math cut off scores indicate that the majority of students with IEP'S meet promotional standards criteria. All students from our 5th grade CTT class 'Met promotional criteria'. We will continue to fine-tune our efforts by further 'drilling down' within this sub-group. One of the School's Inquiry Teams will closely monitor the progress of CTT & Self-contained children using a variety of data assessment tools. This will provide concrete information on student strengths and weaknesses. All necessary parties-teachers, Inquiry Team members, and AIS staff with have immediate access to information to help guide and support our Intervention Specialists and Literacy Coaches in implementing our action plan. Children with an IEP receive additional support 3 to 4 times a week with a reading and/or math specialist, which is funded within the budget.

2. By June 2011 increase student performance by developing a differentiated teaching approach and further developing a rigorous learning environment for all students in K-2. Setting high standards-based goals in the early grades is fundamental to student success in the testing grades, and as a result an intensive instructional approach designed to meet the individual needs of all students is critical. In order to achieve this goal, we will use a multi-tiered approach designed to support teacher expertise as related to student performance. The first layer will be to identify areas of student's strengths and weaknesses using a variety of data collection tools. These tools will provide quantitative and qualitative data designed to help guide follow-up intervention support. This data collection includes September Baseline assessments in reading and math, followed by amid-year and end of year assessments. The second phrase of the plan will to support teacher analysis of the data. Continuing our partnership with AUSSIE Consultants, using school allocation funds, we will provide teachers with multiple opportunities to explore the data and use the data as tool to augment teaching. Weekly teacher meetings will focus on using the data as a means of driving whole and small group instruction. The final phrase which continually evolves is the design of Curriculum planning maps which focus on specific skills/strategies that are assessed on-going. Our K-2 literacy coach will support teachers through this process and provide professional development, as well as, meet with at-risk students to provide intervention support. Student center activities aligned to weekly taught skills/strategies are aligned to nightly take-home activities, to help guide parent support at home.

3. By June 2011 raise scores by 2% to 5% using an overarching approach to further motivate and challenge high achieving students. The main goal of this plan is to provide multi-layered support during and after-school with specific guidelines to address individual student needs in order to motivate students'. Over the last two years, we have remained focused on our higher achieving students-*students scoring Levels 3 & 4*. An analysis of student data- Progress and Performance rates for children in grades 3-5 is our initial starting point. At this time we do not have access to actual progress & performance rates, we only have initial cut-off scores for the state ELA & Math exams, but these results show of the 624 students we tested in grades 3-5 in mathematics, only 3 students received a 'Did Not Meet State Promotional Criteria'. For the ELA we tested 615 students, and only 3 students 'Did Not Meet Promotional Criteria'. At this time we do not have scale scores to compare, but on our going in- house assessments (as noted above) indicate students have continued to make gains, and we feel confident that the when the actual results are released this will be evident, and as a result we will have a greater number of students on levels 3 & 4. Over the last year we have designed an action plan to address the unique needs of level 3 & 4 students. This plan includes designing curriculum instructional activities that challenge and promote higher thinking and reasoning skills, as well as incorporating strategies associated with gifted and talented students.

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 (where relevant): Students With IEP'S

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 raise scores on State Math & Reading exams for all students with an IEP by 3% to 5% by using CTT classes. A review of several data reports including School Report Cards (2009-2010 & 2009-2007) demonstrates children with special needs continue to make received Exemplary Gains from year to year. Results from this year’s School Report reflect continue to show positive gains, as translated on Exemplary Proficiency Gains on the State ELA were received a 5.0% and 40% in Math. These results reflect a subgroup of students in a Self-Contained setting. Over the last three years, we have established several CTT classes-creating opportunities for children to excel in a more Least Restrictive Environment setting. Overall data results demonstrate positive gains for all special needs students. This includes students in CTT classes, although they did not constitute a sub-group, as reflected on our most recent School Report Card. For the 2010-2011 school year nearly 10% of our school population identified will be identified as special needs, this will reflect children in both self-contained or CTT setting. This sub-group will span across grades K-5. Our on-going approach to address students with special needs has resulted in continued positive student progress. As we drill down further we see some challenges that continue to face students in our self-contained classes. Our in-house assessments have demonstrated that these students have made some positive gains, but struggle to perform comparably in State exams. An analysis of in-house assessments and reading benchmark growth over the year demonstrates that our students who are in more least- restricted setting: CTT or mainstreamed have performed at a better rate. Results from ARIS show an overall positive gain of +20 or better on the ELA/Math exams, versus’ students in self-contained who made less than +20 gains. As a result, we’ve looked at creating additional CTT classes (Collaborative Team Teaching) to better accommodate students. This has provided more students with IEP’S a more ‘least restricted’ placement. Last year, we had 3 CTT classes and this year we’ve scheduled 5 CTT</p>
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	<p>classes, one on each grade from Kindergarten through grade 4. The establishment of 5 CTT classes requires 10 teachers to accommodate this setting, and a set portion of school budget is allocated to this. Recently released State ELA & Math cut off scores indicate that the majority of students with IEP'S meet promotional standards criteria. All students from our 5th grade CTT class 'Met promotional criteria'. We will continue to fine-tune these efforts by further 'drilling down' within this sub-group. One of the School's Inquiry Teams will closely monitor the progress of CTT & Self-contained children using a variety of data assessment tools. This data will provide concrete information on student strengths and weaknesses.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>An action plan outline has been put in place to help us achieve our goal. It includes the following:</p> <ol style="list-style-type: none"> 1. All children who have an IEP receive multiple AIS support services. Additional support is scheduled a minimum of 3 times a week, supplementing their regular instructional programs by the classroom teacher. ARIS reports, generated periodically, help to evaluate and monitor student progress. 2. The school has purchased an on-line system called OnCourse Grade Book, which will track student's bi-monthly assessments. This information will be shared with parents and will help to provide current, updated and timely information, resulting in students receiving targeted support in areas of specific need. 3. The Assistant Principal in charge of Special Education & CTT classes is an active participant in each child's progress and has a hands-on role in these classrooms. The on-going support will be varied, and will include: AP modeling instructional best practices, small group instruction during the week and extensive planning with teachers to establish high-interest level and Standard appropriate activities. Common Core Standards will be an integral part of establishing essential questions that will guide student instruction and next steps. 4. An Inquiry Team focusing on special needs students will be created. Teams will include all CTT and self-contained teachers. Members will continue to monitor and evaluate student progress. Action plans designed by the team and teachers will be tweaked based on data analysis. Members will be assigned to track and support from 4-5 students each. 5. Academic Intervention Feedback forms created on Google Docs will help track student progress and allow for purposeful collaboration between AIS staff and classroom teachers. Highlighted information will include their strengths and weaknesses. Specific information regarding the skill and strategy mastery of each child is denoted in the narrative, and parents will receive letters and access to reports regarding their child's progress. Time will be allotted for teachers to discuss and reflect on children's academic progress during

	<p>weekly joint planning sessions.</p> <ol style="list-style-type: none"> 6. This year the school voted for a SBO to extend the regular school day, allowing for AIS support to be administered during the regular school day. 7. Mainstreaming plans will be developed for self-contained children who can make the transition to general classes for specific subjects. Children will be assigned a general education class in the areas of their academic strength. Teachers will exchange information and provide updates on student growth. 8. The implementation of several research based intervention programs will be utilized. These programs include: Foundations, Soar to Success, Early Success, Wrap & Rigby Benchmarking, LeapFrog and several technology programs in literacy and math, such as, Brain Pop, Scholastic and Study Island. 9. In August, program schedules were created for all staff, including AIS/ESL, this ensures all children receive services the first week of school. Schedules are also designed to accommodate weekly collaborative planning. 10. In order to monitor the progress of our action plan, the following meetings are scheduled weekly/bi-weekly to exchange feedback and reflect on our progress: <ul style="list-style-type: none"> ✓ Weekly PIP meeting-attended by Administration ✓ Weekly Inquiry Team Meetings/Teacher Team Meetings ✓ Bi-Weekly AIS Meetings ✓ Bi-Weekly PPT Meetings ✓ Weekly Joint Planning Meetings: All Grades ✓ Monthly Faculty & Grade Conferences
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>Funds were allocated in June for the following items in order to attain our goal for the 2010-2011 school year:</p> <ul style="list-style-type: none"> ✓ Contract for Excellence Funds & a large portion of Fair Student Funding were used to reduce class size to reduce teacher to student ratio. ✓ Fair Student Funding was used too hire additional teachers needed for CTT classes (additional 5 teachers this year) ✓ Funds were set aside to purchase the necessary reading materials to support additional AIS support in literacy. ✓ Funds were allocated to hire highly qualified literacy experts to provide children with additional support. ✓ Funds were allocated for Professional Development to support teachers. We have continued our partnership with AUSSIE Consultants in literacy and mathematics.

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

The following information will be used as evidence to evaluate our progress:

- Growth as identified by our in-house customized assessments. This year we opted to Design Our Own Assessment, in order to better assess students mastery and progress based on specific skill/strategies taught on each grade. These assessments are included in each grades instructional map. Assessments are administered on a bi-monthly basis and scanned on Prosper. This allows teachers/administration to get a realistic view of student performance in a timely fashion. Real Time data will than allow teachers to re-teach students who have not mastered a concept, as well as challenge those who move forward, allowing for authentic differentiation. We expect transparent positive gains on Standards taught as evidenced on bi-monthly assessments. These assessments are aligned to student instructional goals.
- Student Growth Monitor Assessment Data as demonstrated in an overall increase of 3 reading levels within the school year.
- Cumulative Acuity Data
- A comparative Analysis of State Exams, progress and performance rates.
- Student Portfolios and IEP'S- utilizing Tiered Assignments designed to assess student's current instruction levels.
- Achieving IEP Goals for the year.

Subject/Area (where relevant):	Teacher rigor and differentiated instruction K-2
<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011 increase student performance by developing a differentiated teaching approach and further developing a rigorous learning environment for all students in K-2. Setting high standards-based goals in the early grades is fundamental to student success in the testing grades, and as a result an intensive instructional approach designed to meet the individual needs of all students is critical. In order to achieve this goal, we will use a multi-tied approach designed to support teacher expertise as related to student performance. The first layer will be to identify areas of student’s strengths and weaknesses using a variety of data collection tools. These tools will provide quantitative and qualitative data designed to help guide follow-up intervention support. This data collection includes September Baseline assessments in reading and math, followed by amid-year and end of year assessments. The second phrase of the plan will to support teacher analysis of the data. Continuing our partnership with AUSSIE Consultants, using school allocation funds, we will provide teachers with multiple opportunities to explore the data and use the data as tool to augment teaching. Weekly teacher meetings will focus on using the data as a means of driving whole and small group instruction. The final phrase which continually evolves is the design of Curriculum planning maps which focus on specific skills/strategies that are assessed on-going. Our K-2 literacy coach will support teachers through this process and provide professional development, as well as, meet with at-risk students to provide intervention support. Student center activities aligned to weekly taught skills/strategies are aligned to nightly take-home activities, to help guide parent support at home.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>An action plan outline has been put in place to help us achieve our goal. It includes the following:</p> <ol style="list-style-type: none"> 1. In order to provide teachers in grades K-2 with a comprehensive literacy program that supports a Balanced Literacy approach, a variety of instructional materials will be utilized. The list includes the following: Reading Strategy charts, Early Success Reading Intervention Program, Reading Street Literacy Program that will be used with ELL students in a push-out program, Foundations Phonics/Language Development Program, LeapFrog Literacy, Making Meaning daily Read Aloud program, Shared Reading materials will include: Now I Get It, Let’s Sing About It, a series of guided reading books in Kindergarten focusing on High Frequency words, a variety of Big Books fiction

& non-fiction and poems, materials to support literacy centers, such as, listening centers, computers, word games and several computer software programs will be installed in classrooms- Brain Pop, Scholastic Literacy Book Flixs, Orchard...etc.

2. MCLASS will be used to assess students' comprehensive levels throughout the year. This will include phonemic awareness, writing, reading and listening. Data reports will be generated in a timely fashion and specific activities have been created to provide children with re-teach support in each of these areas.
3. In June 2010 we held June Planning Sessions as part of our on-going professional development. Teachers in each grade worked with our AUSSIE consultant further enhancing our grade-subject curriculum plans. These monthly and weekly plans focus on the specific 'Big Ideas', driven by 'Essential Questions', and the Common Core Standards. Plans include the following: weekly reading strategies and skills, genre studies in writing plans, and problem solving strategies and investigations in math & science.
4. Weekly Joint planning meetings scheduled for the 2010-2011 school year are designed to ensure that on-going dialogue and collaboration are promoted.
5. Monthly curriculum plans include specific assessments designed to assess what children are being taught in class. Teachers will have immediate results from these assessments as exams will be scanned using Prosper software.
6. School administrators, Coaches and Staff Developers, in conjunction with AUSSIE Professional Developers, will provide on-going professional development support to teachers. This will include demonstration lessons, assistance in developing effective lesson plans, study groups, discussion groups, and lesson studies. Our objective is to help create purposeful learning environments that exhibit rigorous teaching and learning.
7. Attendance at a variety of professional development workshops and conferences, which teachers will 'turn-key'. These will include, but are not limited to the following: Reading: IRA Conference, Math: NCTM Conference, a variety of teacher support workshops in: Science, Social Studies, Art and technology, as well as inter-visitations to model classrooms.
8. Academic Intervention Feedback forms posted on Google Docs were created to track student progress and allow for purposeful collaboration between AIS staff and classroom teachers. These forms include each student's strengths and weaknesses in literacy/math, as indicated by the specific skills and strategies they are working on.
9. Using Six Teaching Standards Traits as a framework, teachers/administrators set goals aligned to their needs as evidenced by on-going formal and informal observations.

	<ol style="list-style-type: none"> 10. Each month parents receive updated information regarding their child’s academic performance: strengths and weaknesses. Specific at-home activities aligned to their child’s needs. This will provide parents supplemental activities that are aligned to schools goals and objectives. In addition, parents will be invited throughout the year to celebrate student work, visit classrooms and attend instructional workshops that will help clarify the curriculum. 11. We will continue our “Book-A-Night’ reading incentive program to further promote a love of reading and foster our 25 Book Campaign policy. Children will be required to read a minimum of 5 books a week at home for 40 weeks of school, totaling a minimum of 200 books a year. Parents will receive specific reading strategies to use at home. These strategies will parallel strategies taught in class for the week/month. As the books get rotated, teachers allot time for ‘book talks’ among the children. 12. Literacy & Math centers will be created to support assessment indicators from DIBELS/Math Assessments. In this way, children work on specific tasks that will help reinforce and/or enrich their learning experiences. 13. Copies of the AIS Feedback form are distributed bi-weekly to each teacher and time is allotted for them to discuss and reflect on their children’s academic progress during weekly joint planning sessions. 14. All children will attend extended day, since it will be incorporated into the regular school day, allowing for more time on task. 11. In order to monitor the progress of our action plan, the following meetings are scheduled weekly/bi-weekly to exchange feedback and reflect on our progress: <ul style="list-style-type: none"> ✓ Weekly PIP meeting-attended by Administration ✓ Weekly Inquiry Team Meetings/Teacher Team Meetings ✓ Bi-Weekly AIS Meetings ✓ Bi-Weekly PPT Meetings ✓ Weekly Joint Planning Meetings: All Grades ✓ Monthly Faculty & Grade Conferences
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities</i></p>	<p>Funds were allocated in June for the following items in order to attain our goal for the 2010-2011 school year:</p> <ul style="list-style-type: none"> ✓ Contract for Excellence Funds & a large portion of Fair Student Funding were used to reduce class size -reducing teacher- student ratios. ✓ Fair Student Funding were used to maintain support staff-literacy coach &

children are learning in class, allowing teachers to quickly identify students who need further re-teaching strategies, and identify students who can explore more challenging texts and strategies. Teacher teams will work together to design Tiered Assignments geared to student instructional mastery. On-going analysis of assignments and the bi-monthly Prosper assessments will enable us to measure student on-going progress and performance. Students should demonstrate mastery in the 75% -80% ranges on these exams.

1. An in-depth analysis of ARIS data and school data is used to identify the levels of all children. After a review of individual student proficiency & progress performances, which identify our level 3 & 4 students, we'll evaluate their year-to-year growth with an emphasis on their progress performance. Teams are then established to target specific support to these children 2-3 times a week during the school day.
2. One of our School Inquiry Teams will focus on specific learning strategies for higher performing students-level 3 & 4. The team will work collaboratively with teachers to design specific activities to strengthen critical thinking skills. Motivational strategies will also be explored.
3. ***Incentive Programs*** and ***Spirit Days*** will be promoted throughout the school year. On-going skills and strategy assessments will which will scanned using Prosper and will provide teachers with immediate student performance feedback. This will help to further challenge students' performance by designing extension activities that promote critical thinking. In addition, students from each class will be highlighted using our digital picture movie frame celebrating students' progress and performance results.
4. We will promote Alternative Assessments as a means to evaluating student mastery. The integration of technology using Pod Casts, I Movies, and PowerPoint Presentations, as well as student performances and exhibits.
5. The creation of Spirit Days throughout the school will help to motivate students' performance. Events will include, dress up like a favorite character, and crazy hat day. We will also continue our initiative to honor two students from each class in grades 3-5, one student who receives the highest performance rating will receive a \$75 gift card and the student who has made the most progress will receive a \$50 gift card.
6. Elevated Instructional Feedback forms will track student progress and be posted for AIS students and teachers on Google Docs. This will allow for purposeful collaboration between EIS staff and classroom teachers. In addition, time is allotted for discussion and reflection during weekly joint planning sessions.
7. Enrichment after-school programs will be established to allow for deeper exploration into

	<p>the Arts and Sports. Programs will include: Dance, Drama, Basketball and Art.</p> <p>8. The implementation of several research based enrichment programs will be utilized. These programs include: Kaplan, Rally-Skills & Strategies, Literature Circles and Software programs- Think Quest, Web Design, Brain Pop & River Deep.</p> <p>9. In order to monitor the progress of our action plan, the following meetings are scheduled weekly/bi-weekly to exchange feedback and reflect on our progress:</p> <ol style="list-style-type: none"> a. Weekly PIP Meetings-attended by Administration b. Weekly Inquiry Meeting/Teacher Team Meetings c. Weekly Joint Planning Meetings: All Grades d. Monthly Faculty & Grade Conferences
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>Funds were allocated in June for the following items in order to attain our goal for the 2010-2011 school year:</p> <ul style="list-style-type: none"> • Contract for Excellence Funds & a large portion of Fair Student Funding were used to reduce class size to reduce teacher to student ratio. • Fair Student Funding was used too hire additional teachers needed for Gifted & Talented classes • Funds were set aside to purchase the necessary reading materials aligned to student interest surveys. • Funds were allocated to hire highly qualified literacy experts to provide children with additional support and to assist classroom teachers using a push-in model program. • Funds were allocated for Professional Development to support teachers. We have continued our partnership with AUSSIE Consultants in literacy and mathematics. • Title 1 funds were set-aside for after-school programs (enrichment, Dance, Drama, Art and Sports)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The following information will be used as evidence to evaluate our progress:</p> <ul style="list-style-type: none"> • Growth as identified in our in-house customized assessments, which will be stored on our OnCourse System Data website. These assessments are aligned to student goals, and parents will have a special access code to review their child's on-going progress. • Student Growth Monitor Data as demonstrated by an overall increase of 3 reading levels within the school year.

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| | <ul style="list-style-type: none">• Cumulative Acuity Data• A comparative Analysis of State Exams: Progress and Performance rates• A review of students Alternative Assessments assignments• Student Portfolios which will include Tiered Assignments |
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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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also 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 – SED REQUIREMENT FOR ALL SCHOOLS

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

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

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

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	47	55	N/A	N/A	4	2	0	0
1	42	38	N/A	N/A	1	2	0	0
2	40	42	N/A	N/A	4	0	0	0
3	47	41	N/A	N/A	3	2	0	0
4	51	47	10	7	5	1	1	0
5	25	18	6	11	5	1	1	0
6								
7								
8								
9								
10								
11								
12								

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Several Research-Based Intervention programs are utilized during and after-school. Programs include: Reading Street, Rigby, Wilson-Fundations, and Early Success, Soar to Success, Kaplan, LeapFrog, Play Stations, and Essential Skills & Strategies and several technology software programs. AIS teachers and coaches service students in small groups during the school day a minimum of 3 times a week. Academic after-school programs are also available.
Mathematics:	Several Research –Based programs have been implemented school-wide: Math Connects, Kaplan, Coach, and Orchard Math. AIS teachers, administrators and our math coach service children during the school day in small groups.
Science:	We have 2 science clusters who service grades 1-5. These have a common link period built into their programs to provide additional services to children in need of more support. They push-in to classes and provide small group instruction. Materials such as: National Geographic, Weekly News and the web are used as instructional resources. This is in addition to the science core materials.
Social Studies:	Classroom and reading teachers will provide any AIS needed for Social Studies. During the literacy block teachers will work with small groups to provide further support as necessary.
At-risk Services Provided by the Guidance Counselor:	Our Guidance Counselor provides At-Risk services to children during the school day. Depending on the individual situation, she meets them either one on one or in a small group. She utilizes a variety of behavior intervention strategies in her sessions.
At-risk Services Provided by the School Psychologist:	Children in need of At-Risk services, have opportunities during the school day to meet with the School Psychologist.
At-risk Services Provided by the Social Worker:	Our Social Worker is available during the school day to meet with children and parents to provide additional support, suggestions and guidance.
At-risk Health-related Services:	Children in need of At-Risk services have opportunity to receive these services by one of several Health-Related personnel at the school.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

SEE ATTACHED @ END OF DOCUMENT

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

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

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

Section I. Student and School Information

Grade Level(s) K-5 Number of Students to be served: 74 LEP _____ Non-LEP _____

Number of Teachers 3 Other Staff (Specify) _____

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.

The LAP team has established clear steps to identify students who may possibly be English Language Learners. Our pupil accounting secretary, Elaina Figueroa, initially meets with the parent and the child. She provides them with the paperwork to be filled out. She calls for one of our three ESL teachers to come to the office to assist the parents with the Home Language Identification Survey and to conduct an initial screening of the child. The three certified ESL teachers are Dr. Eugenia Garcia Irizar, Silvia Solano, and Maria Ortega, who is an ESL certified third grade teacher currently working under a Common Branch License. During this meeting, the ESL teacher has an informal interview with the parents and the child in English and in Spanish (staff members are called upon to assist for other languages). The ESL teacher is there to provide assistance to the parents as they fill out the HLIS and other pertinent documents. The ESL teachers work together to review all of the Home Language Identification Surveys to determine who is eligible to take the LAB-R exam. Eligible students are tested immediately and are placed in the appropriate setting. The pupil accounting secretary informs the ESL teachers of students who register from their NYC public schools as well. The teachers meet with the parents and students for an initial screening as well to determine correct placement. The pupil accounting secretary provides the ESL teachers with admission/discharge reports as well as additional ATS reports to help with ELL identification. The parent coordinator, Esther Rosa, plays an important role in this process as well. She works closely with the ESL teachers and the pupil accounting secretary to make sure all students receive the services they are entitled to and that the parents are properly informed.

NYSESLAT exam and LAB-R exam results are examined immediately by the LAP team. The data is used to determine the students' areas of weakness and they are grouped accordingly. We work carefully to place students in classrooms based on their proficiency levels to ensure that they receive the correct allocation of service. As soon as students are identified as English Language Learners, their parents are invited to the school for a parent orientation. During this meeting, the ESL teachers, the parent coordinator and the assistant principal introduce and describe each of the program choices (Transitional Bilingual, Dual language, Freestanding ESL). The parents view a video outlining each program in detail. They are provided with information in their native language to assist them in understanding their options as parents. After receiving all of the information, parents are given the parent option letters to make a selection of the program they would like for their children. The parents are then notified of the program currently offered at P.S. 108Q, which is Freestanding ESL. The process is explained to the parents. If there is a trend in parent options where parents (15) are choosing a particular program, that program will be opened and offered for their child. A list of the schools offering Dual Language and Transitional Bilingual Programs are provided to the parents for them to choose if they wish. It is explained that they will be notified if

their program choice becomes available in the future. Parent meetings are held often throughout the year as we get new admit students. Parent letters are sent in their native languages and assistance is provided to help make the process easier for the parents.

Once the ESL teachers determine that a child is eligible for services as a result of the LAB-R, they send out entitlement letters along with an invitation for the parent orientation. The ESL teachers work closely with the parent coordinator to contact the parents via letters (in English and in their native languages) and/or by phone to have them come to the parent orientation. During the meetings, the parents fill out the surveys and the program selection forms. If the parents fail to fill out the program selection form we count it towards Transitional Bilingual. We provide the parents with assistance throughout this process. The principal and the assistant principals work closely to identify general education classes on each grade for English Language Learners. Once a child is identified as an ELL and the parent has made the choice for ESL instruction, a discussion takes place as to which class he/she should be placed. The LAP team looks at the student's proficiency level as determined by the LAB-R or NYSESLAT. The students are grouped according to their proficiency levels and their areas of weakness (listening/speaking, reading/writing). The ESL teacher assigned to the grade plans a push-in/pull out program to support the students.

The parent survey letters indicate that parents prefer for their children to be in a mainstream class with the support of an ESL teacher in a push-in/pull out model. Parents are informed about the program choices through meetings held throughout the school year by the ESL teachers, the parent coordinator, and the administration. Letters go home in the families' native languages, and translators are available to meet with the parents to explain the different program choices. Ms. Rosa, the parent coordinator, works closely with the ESL teachers and the administration to plan meetings to inform and assist the parents. Over the past few years, out of the 87 parental options forms that were signed and returned, 78 chose Freestanding ESL and 9 chose Bilingual Education. This year, 19 parents filled out the survey and all 19 parents choose ESL.

The three ESL teachers work collaboratively to plan and schedule their programs with the assistance of the supervisors in order to make sure that each student receives the mandated services he/she is entitled to. The majority of the students are clustered in 2 classes per grade in order to allow for a majority of push-in periods. Explicit ESL is taught by an ESL teacher who services the students in kindergarten and grade 1 in a push-in/pull-out model. Two teachers services grades 2-5 in a push-in/pull out model. The beginner and intermediate students receive 360 minutes of instruction a week and the advanced students receive 180 minutes of instruction a week. The ESL teachers' programs are scheduled so the majority of the time they service students is in a push-in model. All students who are required to receive ESL are being serviced according to the mandated times. The students throughout the school are heterogeneously grouped with the exception of one gifted class per grade (grades K-4). The students identified as English Language Learners are grouped in general education classes based on their proficiency levels. There are approximately 2-3 classes per grade with ELL students being serviced in the classroom by an ESL teacher.

The ESL teachers work closely with the administration and the classroom teachers to plan their schedules to ensure that each student receives the mandated number of minutes based on their proficiency levels. The beginners and intermediates receive 360 minutes of explicit ESL instruction within their classrooms. The advanced students receive 180 minutes of explicit ESL instruction within their classrooms.

The ELL students are taught content area curriculum by the classroom teachers and the cluster teachers. They are given materials in their native language as well as in English. The teachers provide the students with extra support by teaching small group lessons and by incorporating group activities into their lessons. ELL students with language deficiencies are partnered with students who can assist them in their native language. Teachers provide the students with dictionaries in their native language to assist them with unfamiliar content area vocabulary. Word walls with pictures are displayed around the room to help the ELL students learn the content area vocabulary.

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

ELL students who are in school less than three years (newcomers) are placed in classrooms based on their proficiency levels and they receive ESL instruction according to their mandated times. Additional Academic Intervention Services are provided to the students. The classroom teacher, the ESL teacher, AIS support staff meet regularly to analyze the students' strengths and weaknesses in order to plan lessons to meet their needs. The ELL students in grades 2-5 are invited to attend an after school program to enhance language acquisition using a variety of materials. The ESL teachers and the classroom teachers assess the students' reading levels using the Rigby and Wrap kits. They provide the students with a variety of literature books on their 'Just Right Reading' level. They are explicitly taught strategies to increase their level of comprehension through guided reading and writing, shared reading and read aloud lessons. They are provided with materials and taught effective reading strategies in preparation for the ELA. The long term ELL students and ELL students receiving service for 4 to six years receive continued service according to their mandated times based on their level of proficiency. The students are also invited to attend after school programs and additional academic intervention services throughout the school day. Classroom teachers and the ESL teachers work collaboratively to create an academic intervention plan to meet the needs of each student. Each student's academic progress is reviewed by the LAP team and the SBST to determine why the student is not able to reach proficiency. The team evaluates whether or not each student has a language deficiency or a learning problem. The team devises an academic plan for each child to help meet their needs. ELL students with special needs are placed in the Least Restrictive Environment according to their Individualized Educational Plans. ESL teachers service the students according to their mandated times based on their proficiency levels. The teachers adapt the lessons to meet the needs of the students according to their Individualized Educational Plans and their language needs. The teachers meet to devise a plan for the students.

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.

Continuous professional development is offered to the teachers of the ELL students within the school and through the district/city. Staff development sessions are held during weekly grade planning sessions, study groups, faculty conferences and grade meetings each month. The teachers are trained in teaching strategies across the curriculum areas. They are trained on how to modify instruction to meet each student’s individual needs. Within the school, teachers train one another on successful teaching practices through inter-visitations and planning sessions. A schedule is created for master teachers to model lessons for their colleagues in their areas of expertise. Extensive training in Balanced Literacy and Mathematics has been provided over the past few years. A large majority of the professional development sessions is focused on assessing students through conferencing and using the information to meet the needs of the students. The teachers have received training on incorporating literacy in the content areas. The professional development is geared towards increasing the level of instruction in order to increase student performance. Each professional development session focuses on a specific curriculum topic. During each professional development, discussions take place as to how to implement programs and practices with ELL students. Teachers collaborate to analyze, plan and assess programs and materials to best determine how to use to meet the needs of the students. Classroom and the ESL teachers work closely with the ELL students as they prepare for middle school. Guidance counselors from the middle schools are invited to come to speak to the students about their schools in order to alleviate any stress they may have about the transition. We have good communication with the middle school guidance counselors. We provide the middle schools with information about each child through the articulation cards. We send the students’ reading levels to the schools along with their writing portfolios to help the teachers place the students appropriately. We hold meetings for the parents to explain the transition process from elementary to middle school.

The teachers receive in-house and out of the building professional development throughout the school year. They keep track of their 7.5 hours of professional development in a log. The ESL teachers turnkey the professional development they receive on a district level during faculty conferences and grade meetings. PS 108Q has identified the professional development needs of its staff. We concluded that in order to help our ELL students meet New York State Learning Standards, professional development in the area of effective use of teacher practices to support student increased performance was a priority. All targeted staff will work with high quality staff developers and specialists. Training and support will focus on the following:

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

Section III. Title III Budget

School: PS108 BEDS Code: 342700010108

Allocation Amount: \$15,000		
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	\$15,000	357 hours of per session for ESL and General Ed teacher to support ELL Students: 357 x \$42.00
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other	\$15,000	
TOTAL	\$15,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

PS 108Q provides parents of newly arrived ESL students a series of support services prior to their children attending PS 108Q. June Orientation Meetings are held during the school day. Parents and their children have the opportunity to visit the school, meet with ESL teachers, Administrators, classrooms and teachers. Several pieces of important school literature is also discussed and distributed for parent's reference. These include, curriculum plans, thematic units, student goals, Parent Brochure detailing school policies, such as arrival, dismissal procedures, lunch, bussing, and other essential information. All literature is provided in parents' home language to ensure they're aware and fully engaged in their child's education. School personnel provide interpretation services at these meetings. In addition, newly arrived ESL children who register during the school year at PS 108Q are immediately identified during registration and ESL support staff and the Assistant Principal for ESL are notified of their arrival. During this initial meeting we are able to confer with the parent(s) and provide specific information regarding our ESL program.

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

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

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

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

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

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

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

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
 - In school personnel are used throughout the year to provide translation services to parents in their native language. In addition, we use the DOE Translation Services via the telephone when necessary.
 - Our computer teacher will work collaboratively with the secretaries and the coaches designing computer software to translate materials for the parents and the students.
 - Staff members who speak the native language of our ELL students translate parent letters by the Parent Coordinator and the classroom teachers to order to open up the lines of communication between the parents and the school community.
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.

Meetings are held in which the administration, ESL teachers, classroom teachers, Parent Coordinator, coaches, and the family assistant discuss our oral interpretation needs. We found similar results to our written translation needs. We want to be able to open up the lines of communication between the school community and the parents who have difficulty understanding the English language. Because we have students who speak a variety of languages, it is important that we reach out within our school and the region to find people who are able to translate for the parents. The teachers have expressed concerns about discussing the progress of ELL students with the parents during conferences.

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		\$527.00	\$527.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7,595.00		\$7,595.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$37,973.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$75,947	*	

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 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

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

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

Title I Parent Involvement Policy and Parent-School Compact for PS 108Q

1 This template was designed by the Office of School Improvement in collaboration with the New York State Education Department, Office of School Improvement and Community Services (NYC) and the Office for Family Engagement and Advocacy. This template is aligned to fully comply with the parent involvement requirements as outlined in Title I, Part A, Section 1118 of the No Child Left Behind (NCLB) Act.

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore PS 108Q *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS 108Q policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. PS 108Q will support parents and families of Title I students by:

1. By providing a series of parent workshops focusing on supporting student success and parent advocacy.
2. By providing parents with a variety of materials to use at home that correlate with specific instructional strategies designed support academic progress.
3. To help train school volunteers in order to better support the school-home connection.
4. To provide workshops for parents to better understand City, State and Federal standards and assessments.
5. By providing parents with current school information in a variety of home languages, including a school website that highlights all upcoming events.
6. By providing opportunities for school staff to meet with and work with parents to improve school-home connection outreach, in order to build stronger ties between parents and other members of our school community;

PS 108Q's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of

the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PS 108Q Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS 108Q will:

1. We will provide a variety of opportunities to involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan. Parents will also be active participants in the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact.
2. We will provide time for parents to discuss and reflect upon the use of Title I set-aside funds. These funds are allocated directly to schools to promote parent involvement, including family literacy and parenting skills.
3. We will ensure that Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact.
4. We will ensure that parents are active members of school committees, such as, School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council.
5. We will continue to maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator will provide meaningful workshops, trips and activities based on the assessed needs and interests of parents. The Parent Coordinator will maintain a monthly log of events and activities and file a report with the Central Office for Family Engagement and Advocacy (OFEA).
6. We will provide parents with a variety of workshops designed to foster parenting skills, enhance home-school connections and empower parents. Topics will include: parenting skills, understanding the standards, state assessments, familiarize parents with curriculum and test taking strategies and as well workshops on health, finance and socialization.
7. We will provide opportunities for parents to interact and discuss the variety of accountability systems, in order to help them understand their purpose and function. These include: (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, and Learning Environment Survey Report).
8. We will hold all necessary parent meetings in a timely fashion to ensure parents are active participants. This includes the Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act.
9. We will translate all school documents and provide time during parent-teacher conferences and during the regular day to have access to a translator when needed. NYC Translations Services when necessary.

PS 108Q will further encourage school-level parental involvement by:

1. By hosting monthly Family nights and special evening events to throughout the year to support the home-school connection.
2. By providing special events during Open School Week each September.
3. By creating a Parent lending library, which will include instructional materials for parents. Monthly Parent Newsletters and Parent Study Guides will keep parents updated regarding instructional monthly objectives.
4. By providing a variety of interest based workshops and field trips (circus, to the ice skating rink...) to further promote family unity.
5. By encouraging parents to be Learning Leaders in the school.
6. By establishing a website where parents have access to their child's current weekly progress. We will also provide School Messenger Phone service.
7. By creating a School Webpage that highlight current, upcoming and special school events, as well as, teacher/grade class pages.

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by the PTA on October 22nd, 2010.

This Parent Involvement Policy was updated on October 25th, 2010.

The final version of this document will be distributed to the school community on November 1st, 2010 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

Title I Parent Involvement Action Plan/Budget Proposal

Total Amount of Title I Parent Involvement Allocation **\$7,595**

Approved by General Membership on: **June 2010**

School: **PS 108 Q**

PAC/PA Chairperson's Signature: **Vedoutie Hoobraj**

Principal's Signature: **Marie Biondollilo**

FOCUS	GOALS Strategic Outcome	OBJECTIVES Major Tasks & Activities	TIME FRAME	INDICATORS OF SUCCESS	RESPONSIBILITY Accountable Persons	SUPPORT Resources
Welcome Back to School 'Meet the Teacher'	To familiarize parents with curriculum and visit classrooms to meet with teacher	To familiarize parents with performance standards for the grade and school expectations	Week of Sept. 21, 2010	Parent participation Parent feedback	Administration Teachers Parent Coordinator Parent Association	Parent Brochures distribution Distribute flyers in 6 different languages Books – grade appropriate
GED	Train, teach and prepare parents for GED exam.	Attain higher degree in education and to ultimately secure a job in the work force.	Tuesdays , Wednesday, Thursday Sept. to June	Passing GED Parent participation Parent feedback	Parent Coordinator 2 NYC certified GED (Adult Education) teachers	GED appropriate materials Grammar/Math, 3 hour sessions, 2 days a week, 2 sessions am and pm.
Adult ELL Classes	Assist parents to learn English in an effort to empower parents academically and socially	Teach: Conversation and Grammar: grammar/phonics sentence structure reading and writing	Sept 2010 June 2011	Parent participation Improvement of communication skills	Parent Coordinator ELL Teacher Certified Board of Education ESL Teacher	Classes on computer Books and materials distributed to parents
Sylvan Learning Ready, Set, Read - Spanish	To empower parents to help their children succeed in school	Provide a series of focused workshops designed to support student success and parent advocacy	October 2010 to December 2010 (Spring 2011 TBA)	Parent participation Parent feedback	Principal P.C. Co-facilitator Sylvan Learning	Parent Handouts Parent Resources Refreshments Raffles
UFT Ladies Book Club	To promote interest in reading To provide parents with the opportunity to meet and share ideas with other women	To provide time for parents to exchange ideas and feelings when reading a variety of books.	October – June	Parent participation Parent feedback	UFT Facilitator Parent Coordinator Principal PTA	Distribute books Discuss relevant issues Refreshments End of Year Celebration
Cancer Awareness	Support cancer awareness. To inform parents of early signs of cancer, prevention, and early diagnosis	To highlight the importance of cancer awareness	Oct., 2010 Spring 2011	Parent participation Parent feedback	Parent Coordinator Assistant Principal Health Plus Presenter	Brochures Pins Refreshments Giveaways
Prep for Parents - Social Studies and ELA Exams	Workshop presentation to familiarize parents with test taking strategies used for academic success	Review of previous exams Demonstration of effective test taking skills Sample booklets distributed; Discussion of Document Based Questions	October 2010	Parent participation Parent feedback Higher achievement scores	Principal Assistant Principal Literacy Coach	Sample of previous exams and materials given to parents Helpful websites given to parents

Learning Leaders	To train school volunteers to become leaders Linking parents with school	Learning leaders assist in all school functions and activities	October, 2010 October , 2010	Parent participation	Parent Coordinator Volunteer Coordinator	Certificates and a Volunteer Guide Book distributed to parents Celebrations
Literacy Workshop	To familiarize parents with the enjoyment of reading with their children	Teaching parents the importance of reading with children	On-going (Monthly workshops)	Parent participation Parent feedback	Parent Coordinator	Books Coordinated Craft
Halloween Presentation Grades K-5	Socialization - Engaging parents and children in "Fun" school setting	Family Quality Time Celebration – Magic Show, Costume Contest	Oct., 2010	Parent/children participation Parent feedback	Parent Coordinator Parent Association 25 Teachers –Gr. K-5	John Pizzi Balloons and goodie bags to all students; prizes awarded to winning costumes
Multi-Cultural Feast	Expose parents to various cultures	Inform parents and children of diversity among peers.	Nov. 2010	Parent/children participation Parent feedback	Parent Coordinator Dance Studio Parent Association	Refreshments
Fire Safety Prevention	Promote Fire safety	Train parents about preventive measures for fire safety (safety tips) To discuss proper protocol for dealing with a fire	December, 2010	Parent participation Parent feedback	NY Fire Safety Department Parent Coordinator	Free fire detectors Refreshments
CPR	To save lives	To teach parents CPR techniques to save lives	Date TBA	Parent participation Parent feedback	NY Fire Department	Refreshments Free materials Free 'Resuscitator Annie' to practice life saving techniques
Family Movie Nights and Holiday Events	Socialization among teachers, parents and children	Showing of Family Movies to encourage family interaction	Fall 2010 Spring 2011	Parent/children participation Parent feedback	Parent Association Parent Coordinator Principal School Administration Teachers	Movie Goody Bag Activity Books
Learning Leader Appreciation Luncheon	Acknowledge parent support	To show appreciation and encourage continued parent support	April – Volunteer Week Final Celebration – June 2011	Parent participation	Administration, Parent Coordinator Parent Association Parents	Distributed Certification of Thanks Token of appreciation
Cornell University Nutritional Classes	"Healthy Living" - Educating and demonstrating healthy recipes and physical exercise	Basic Nutrition Menu Planning Food Safety Exercise	January 2011	Parent participation Parent feedback Completion Certificate	Parent Coordinator Cornell University Nutritionist	Certificates upon completion Refreshments Food to make healthy snacks
Preparation for NYS Math NYS ELA Grades 3 - 5	Presentation to familiarize parents with test taking strategies	Overview of the exams Demonstration of effective test taking strategies Review of specific materials	April 2011 ELA May 2011 Math	Parent participation Parent feedback Higher achievement scores	Assistant Principals Math Coach/Reading Coach Parent Coordinator	Handouts Review and discussion Refreshments

Literacy Night	Socialization: Year long event around a specific theme. Staff reads to children as well outside entertainment vendor: characters, etc.	Enhancing Quality Time	Spring 2011	Parent/children participation Parent feedback	Principal Literacy Coach Parent Coordinator Parent Association Volunteer Teachers	Variety of children literature Decorations around theme
Math Night	Workshop for parents and children focusing on hands-on math activities that support school math instruction	To help parents become familiar with math curriculum and to provide parents with concrete ideas (math activities) to use at home	Spring 2011	Parent/children participation Parent feedback	Principal Math Coach Parent Coordinator Parent Association Volunteer Teachers	Everyday Math Math manipulatives Handouts
Dental Screening And Parent Workshop	To inform parents of the importance of dental hygiene	Good dental hygiene Importance of dental visits	March 2011	Parent participation Parent feedback	Administration Nurse Parent Association Parent Coordinator School Psychologist	Brochure Toothpaste toothbrush Refreshments
Grandparents Day	Getting grandparents and grandchildren together	Provide a memorable time between grandparents and children	Spring 2011	Grandparent/children participation Positive feedback	Principal Parent Coordinator	Pictures Gifts for grandparents Refreshments
Preparation for NYS Science Test	Parents are familiarized with test taking strategies so that they can assist their children in preparing for State Exams	To demonstrate effective test taking strategies	April 2011	Parent participation Parent feedback Higher achievement scores	Assistant Principal Science Teacher Parent Coordinator	Handouts of sample tests and other helpful materials Refreshments
Mommy and Me Movie Night	Socialization among teachers, parents and children	Appreciation of Mom - The bond between mother and child	May 2011	Parent/children participation Parent feedback	Principal Parent Association Volunteer Teachers Parent Coordinator	Movie Flowers Craft Kits Refreshments
Educational Weekend Family Day Trips	Provide parents with affordable socialization with their children.	Family quality time	Spring 2011	Parent/children participation Parent feedback	Principal Assistant Principal Parent Coordinator Parent Association	Depends on Location
Daddy & Me Night	Socialization among fathers and children	Appreciation of Dad - Bond between father and child	June 2011	Parent/children participation Parent feedback	Principal Parent Volunteer Parent Association Parent Coordinator	Light dinner for fathers and children Guest speaker Crafts
ESL Spelling Bee Partnership	ESL parents to tutor and support ESL spelling bee participants	Students to participate in citywide spelling bee with confidence	Spring 2011	Student feedback Parent feedback Student success in Spelling Bee competition	Parent Coordinator Parents Students ESL teacher	Materials Certificates Refreshments

Perfect Attendance Assembly	Promote Student attendance	Increase attendance rates To celebrate student achievement	June 2011	Parent/children participation	Parents Students Administration	Certificates Prizes Refreshments
Uniform Motivation	Promote school uniform policy	To increase percentage of students wearing school uniform	Sept. 2010 -June 2011	An increase in the monthly percentages of uniform across the grades	Children Parents Teachers	Monthly Class celebrations
Parent Newsletters	Enhancing communication between school and home	To provide parents with monthly outline of activities for all content areas	Sept. 2010 -June 2011	Parent feedback	Cluster Teachers Parents	Monthly Newsletter
End of Year Luncheon	Express thanks for continued cooperation and participation	To emphasize the importance of participating in children education	June 2011	Parent participation Parent feedback	Parent Coordinator Principal Parent Association Parents	Lunch Token of Appreciation Corsage
Family/Holiday/Spring Trips	Promote parent Involvement	Socializing as a family and members of school community	Winter Spring	Parents/Staff/Community	Parents/Staff/PC	Transportation, goody bags and educational materials

2010-2011
Title I School - Parent Compact Framework

P.S.108Q and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This School-Parent Compact is in effect during school year 2010-2011.

P.S. 108Q will:	Parent/Guardian will:
<p>P.S. 108 Q will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State’s student achievement standards as follows:</p> <ul style="list-style-type: none"> Balanced Literacy will be implemented, focusing on differentiating instruction. The use of research based programs will support and enhance student learning. Teachers will be provided with ongoing professional development to continue to support student academic outcomes. We will focus on creating 	<p>Parent/Guardian will support their children’s learning by:</p> <ul style="list-style-type: none"> Promoting positive use of their child’s extracurricular time. Monitoring attendance and lateness. Attend to all health issues including proper rest, eyeglasses, dental needs etc. Making sure that homework is completed and that the student is prepared each day with all necessary supplies. Monitoring amount of television children watch. Volunteering in their children’s school.

classroom environments that are instructionally based and support student learning. We identify students who are at-risk and provide academic instructional support designed to address individual student needs. We use a variety of assessment data to identify student strengths and weaknesses in order to create instructional action plans to address those needs.

- Hold parent-teacher conferences twice a year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held in November and March of each school year with one session in the afternoon and one session in the evening.
- Provide parents with frequent reports on their children's progress. Parents will receive the Acuity Report, which identifies student levels on the ELA, and Math exams and areas of strengths and weaknesses. Telephone calls and letters will continuously keep parents updated on students' growth. Provide to each parent an individual student report explaining the performance of their child.
- Provide parents reasonable access to staff. Specifically, teachers are provided with prep periods so they will be available for consultation with parents. Parents are requested to make appointments with teachers so that a mutually convenient time can be set. Parent Coordinator will assist with these meetings as needed.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. Parents are encouraged to train and become Learning Leaders. They participate in school celebrations and activities and class trips. They are part of the Title I process, Leadership team, etc. They are afforded the opportunity to read with students on Literacy Night, as well as participate in other school related activities.
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely manner.
- Involve parents in the joint development of any School wide Program in an organized, ongoing, and timely manner.

- Participating as appropriate, in decisions relating to their children's education.
- Staying informed about their child's education and communicating with teachers, guidance and administration as needed.
- Serving, to the extent possible, on policy advisory groups, such as being a parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, The School Support Team or other school advisory or policy groups.
- Reading every night with children in grades K-2. "Book A Night Program"
- Attending and participating in educational parent workshops including those on Exam Expectations.
- Assisting when possible in Parent programs such as Spanish Spelling Bee training.

Students will:

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

- Actively participate in class lessons.
- Complete homework and project assignments and ask for help when I need assistance.
- Respect class and school rules.
- Read at least 30 minutes every day outside of school time.
- Be responsible for school and personal items.
- Give my parents, or the adult who is responsible for my welfare, all notices and information received by me from my school every day.

- Hold annual meetings to inform parents of the school’s Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time for parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible will attend. The school will invite all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Translation of documentation, interpretation and ELL classes are provided in order to inform parents and enable them to participate in the children’s education.
- Provide information to parents as to the assessments used to measure children’s progress, and the proficiency levels students are expected to meet.
- PTA meetings are held to discuss school matters, such as Title I, SLT, activities, etc.
- At the request of parents, we will provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as possible.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the term in section 200.56 of the Title I.
- AIS Services – parents of students receiving services will receive a letter of notification indicating specific services provided, as well as the name of the provider.
- Provide parents with monthly cluster teacher Parent

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Newsletters outlining the special projects, goals and objectives in content areas. Information includes child friendly websites and parent tips.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

- Provide parents with various programs and clubs, such as Parent Book Club, to foster interest in reading and socialization.

Directions: Describe how the school will implement the following required components already addressed elsewhere in this plan, with a variety of workshops to support student success and promote academic achievement.

- Educator, Reading, Social Studies, Spanish/English, and other content areas.
- A comprehensive needs assessment of the entire school that academic content and student academic achievement standards.
- Train, teach and prepare parents for CLEP exam.
- Provide workshops to educate and support parents. These include Exam Expectation Workshops, ESL Workshops, etc.
- Provide a summer reading lists which will list "forever words" to review with children before school opens in September.

components of a Schoolwide Program as required under NCLB. **Note:** If a you may refer to the page numbers where the response can be found.

is based on information on the performance of children in relation to the State

Information from our last Quality Review Report dated April 14-16, 2008 outlines this information. This report highlights the schools strengths and weaknesses. The report reflects an overall grade of **'Outstanding'** in all of the five (5) categories. The following Quality Statements represent an overall analysis of the schools comprehensive needs assessment: Gathering Data: Outstanding, Planning & Setting Goals: Outstanding, Aligning Instructional Strategy to Goals: Outstanding, Aligning Capacity Building to Goals: Outstanding, and Monitoring and Revising School Plans/Goals: Outstanding. For a complete overall view of the report please refer to the school's DOE website. We have received an "A" on our School Report Card over the last three years and as noted in Section IV pages 12-16 this information is outlined in detail.

SIGNATURES:

PS 108 QUEENS: Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

PARENT(S) ○ Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.

STUDENT ○ 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.

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

(Please note that signatures are not required)

An essential element to achieving this goal is the continual assessment process designed to incorporate on-going analysis of student data, teachers and administrators will effectively be able to track and monitor student progress and proficiency weekly. Using a multi-layered approach we are able to provide intensive support to At-Risk students during and after-school. Literacy teachers and math Coaches provide push-in or pull-out services several times a week to children who need additional support. A variety of research-based

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

3. Instruction by highly qualified staff.

Information gathered from this year's BEDS survey indicates that 100% of the staff is Highly Qualified. During the school year, teachers are provided with opportunities to attend workshops and conferences to enhance and augment their teaching. Title 1 funds are set-aside specifically to support teacher excellence.

4. High-quality and 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.

All staff will have opportunities to attend conferences designed to support their areas of need as aligned to the Professional Teaching Standards. In addition, we will continue our partnership with AUSSIE Professional Development consultants as a source for in-house teacher support and professional development. Administration and staff communicate on-going goals and objectives using Google Docs. This allows for immediate feedback, reflection and guidance to ensure student progress.

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

N/A

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

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

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

We currently run two (2) ½ day Universal Pre-K programs, offering 72 Pre-K seats. 36 children attend the am session (18 in each class) and 36 children attend the pm session. The Assistant Principal for Pre-K, K and 1st grades has established a cohesive system that promotes collaboration between our Pre-K classes and our kindergarten classes. Pre-Kindergarten teachers have time throughout the year to work alongside kindergarten teachers to aid in a smooth transition into kindergarten. In house pre-kindergarten instructional assessments are aligned to State mandates and school student goals. Several orientation meetings are scheduled with local CBO to walk the facility, visit classes and meet teachers. Parents and children who will attend PS 108 in September come for orientation in June and receive a general overview of the school.

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

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

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

Using a variety of resources such as ARIS, Acuity, Predictive, ITA'S, NYSESLAT, DIBELS, ECLAS and in-house assessments help to identify students' area of weaknesses. Each child who is in need of additional academic intervention support receives it during the school day by our reading teachers and math coach as a push-in or pull-out program. After-school programs will be offered during the year to augment and enhance student learning. Our focused Balanced Literacy approach allows for small group and one-to-one support guided teacher practice. The use of specific centers designed to guide student practice, have been fully implemented into each classroom and are aligned to individual levels and goals.

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.

We provide a plethora of workshops for parents during the school year. GED, Adult ESL, EPIC, and several outreach programs are provided during and after-school. All of these workshops are well attended and continue to receive positive praise.

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 identified needs of its students.

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (<input checked="" type="checkbox"/>)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (<input checked="" type="checkbox"/>) 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 page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (<input checked="" type="checkbox"/>)	Page #(s)
Title I, Part A (Basic)	Federal		X				
Title I, Part A (ARRA)	Federal		X				

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.

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.

Title II, Part A	Federal		X			
Title III, Part A	Federal		X			
Title IV	Federal		X			
IDEA	Federal		X			
Tax Levy	Local		X			

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

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

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

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

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

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/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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

1 (one)

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

Our Parent Coordinator and SBST reach out to these families to provide on-going support. Families are provided with in-house support and given a list of support agencies, and when necessary, or requested we assist parents in the process. These children are given additional opportunities to participate in after-school programs, and are included in special events, such as, Operation Rudolf, in which they receive clothing and gifts.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 108 Captain Vincent G. Fowler					
District:	27	DBN:	27Q108	School		342700010108

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	72	72	72		94.9	95.3	94.7
Kindergarten	203	219	216				
Grade 1	226	210	228	Student Stability - % of Enrollment:			
Grade 2	200	224	210	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	196	195	216		94.0	94.3	94.2
Grade 4	212	202	205				
Grade 5	212	218	210	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		59.9	79.9	79.9
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		6	17	7
Grade 12	0	0	0				
Ungraded	4	12	12	Recent Immigrants - Total Number:			
Total	1325	1352	1369	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					9	7	9

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	47	41	31	Principal Suspensions	11	11	13
# in Collaborative Team Teaching (CTT) Classes	21	45	51	Superintendent Suspensions	11	4	6
Number all others	27	17	19				

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	88	90	89
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	15	16	12
# receiving ESL services only	58	63	TBD				
# ELLs with IEPs	2	21	TBD	Number of Educational Paraprofessionals	6	5	8

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	65.9	63.3	83.2
				% more than 5 years teaching anywhere	62.5	56.7	64.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	84.0	87.0	94.4
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	3.9	5.4	5.8				
Hispanic or Latino	29.4	27.3	28.1				
Asian or Native Hawaiian/Other Pacific	64.2	63.3	62.7				
White	2.5	3.3	3.4				
Male	52.1	50.4	49.7				
Female	47.9	49.6	50.3				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	-	-	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:				NR	
Overall Score:	64	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	38.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	6.8						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Children First Network 108	District 27	School Number 108	School Name
Principal Marie Biondollilo		Assistant Principal Amy Hachemeister	
Coach		Coach Iris Meisel (Math)	
Teacher/Subject Area Eugenia Garcia Irizar		Guidance Counselor Paige Sacks	
Teacher/Subject Area Silvia Solano (ESL)		Parent Norie McField	
Teacher/Subject Area Maria Ortega (Grade 3/ESL)		Parent Coordinator Esther Rosa	
Related Service Provider Ketty Posligua Sinnot		Other Sara Palmese	
Network Leader Sumita Kaufhold		Other Jessica Lieto	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	1360	Total Number of ELLs	74	ELLs as Share of Total Student Population (%)	5.44%
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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. The LAP team has established clear steps to identify students who may possibly be English Language Learners. Our pupil accounting secretary, Elaina Figueroa, initially meets with the parent and the child. She provides them with the paperwork to be filled out. She calls for one of our three ESL teachers to come to the office to assist the parents with the Home Language Identification Survey and to conduct an initial screening of the child. The three certified ESL teachers are Dr. Eugenia Garcia Irizar, Silvia Solano, and Maria Ortega, who is an ESL certified third grade teacher currently working under a Common Branch License. During this meeting, the ESL teacher has an informal interview with the parents and the child in English and in Spanish (staff members are called upon to assist for other languages). The ESL teacher is there to provide assistance to the parents as they fill out the HLIS and other pertinent documents. The ESL teachers work together to review all of the Home Language Identification Surveys to determine who is eligible to take the LAB-R exam. Eligible students are tested immediately and are placed in the appropriate setting. The pupil accounting secretary informs the ESL teachers of students who register from other NYC public schools as well. The teachers meet with the parents and students for an initial screening as well, to determine correct placement. The pupil accounting secretary provides the ESL teachers with admission/discharge reports as well as additional ATS reports to help with ELL identification. The parent coordinator, Esther Rosa, plays an important role in this process as well. She works closely with the ESL teachers and the pupil accounting secretary to make sure all students receive the services they are entitled to and that the parents are properly informed.

NYSESLAT exam and LAB-R exam results are examined immediately by the LAP team. The data is used to determine the students' areas of weakness and they are grouped accordingly. We work carefully to place students in classrooms based on their proficiency levels to ensure that they receive the correct allocation of service.

2. As soon as students are identified as English Language Learners, their parents are invited to the school for a parent orientation. During this meeting, the ESL teachers, the parent coordinator and the assistant principal introduce and describe each of the program choices (Transitional Bilingual, Dual language, Freestanding ESL). The parents view a video outlining each program in detail. They are provided with information in their native language to assist them in understanding their options as parents. After receiving all of the information, parents are given the parent option letters to make a selection of the program they would like for their children. The parents are then notified of the program currently offered at P.S. 108Q, which is Freestanding ESL. The process is explained to the parents. If there is a trend in parent options where parents (15) are choosing a particular program, that program will be opened and offered for their child. A list of the schools offering Dual Language and Transitional Bilingual Programs are provided to the parents for them to choose if they wish. It is explained that they will be notified if their program choice becomes available in the future. Parent meetings are held often throughout the year as we get new admit students. Parent letters are sent in their native languages and assistance is provided to help make the process easier for the parents.

3. Once the ESL teachers determine that a child is eligible for services as a result of the LAB-R, they send out entitlement letters along with an invitation for the parent orientation. The ESL teachers work closely with the parent coordinator to contact the parents via letters (in English and in their native languages) and/or by phone to have them come to the parent orientation. During the meetings, the parents fill out the surveys and the program selection forms. If the parents fail to fill out the program selection form we count it towards Transitional Bilingual. We provide the parents with assistance throughout this process.

4. The principal and the assistant principals work closely to identify general education classes on each grade for English Language Learners. Once a child is identified as an ELL and the parent has made the choice for ESL instruction, a discussion takes place as to which class he/she should be placed. The LAP team looks at the student's proficiency level as determined by the LAB-R or NYSESLAT. The students are grouped according to their proficiency levels and their areas of weakness (listening/speaking, reading/writing). The ESL teacher assigned to the grade plans a push-in/pull out program to support the students.

5. The parent survey letters indicate that parents prefer for their children to be in a mainstream class with the support of an ESL teacher in a push-in/pull out model. Parents are informed about the program choices through meetings held throughout the school year by the ESL teachers, the parent coordinator, and the administration. Letters go home in the families' native languages, and translators are available to meet with the parents to explain the different program choices. Ms. Rosa, the parent coordinator, works closely with the ESL teachers and the administration to plan meetings to inform and assist the parents. Over the past few years, out of the 87 parental options forms that were signed and returned, 78 chose Freestanding ESL and 9 chose Bilingual Education. This year, 20 parents filled out the survey and 14 parents choose ESL, 2 choose Bilingual Education and 4 parents did not make a selection.

6. The program offered at our school is aligned with parent requests. The information gathered from the parent option surveys is kept on file and reviewed throughout the school year to see if there is a change in the trend.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	74	Newcomers (ELLs receiving service 0-3 years)	66	Special Education	16
SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	0

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	66	0	11	8	0	5	0	0	0	74
Total	66	0	11	8	0	5	0	0	0	74

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

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	9	14	5	7	4	7								46
Chinese														0
Russian														0
Bengali	1	3												4
Urdu	1	2	2	3	1									9
Arabic	2	4	1		2	1								10
Haitian														0
French														0
Korean														0
Punjabi	2				1									3
Polish														0
Albanian														0
Other		1	1											2
TOTAL	15	24	9	10	8	8	0	74						

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. The three ESL teachers work collaboratively to plan and schedule their programs with the assistance of the supervisors in order to make sure that each student receives the mandated services he/she is entitled to. The majority of the students are clustered in 2 classes per grade in order to allow for a majority of push-in periods. Explicit ESL is taught by an ESL teacher who services the students in kindergarten and grade 1 in a push-in/pull out model. Two teachers services grades 2-5 in a push-in/pull out model. The beginner and intermediate students receive 360 minutes of instruction a week and the advanced students receive 180 minutes of instruction a week. The ESL teachers' programs are scheduled so the majority of the time they service students is in a push-in model. All students who are required to receive ESL are being serviced according to the mandated times.

The students throughout the school are heterogeneously grouped with the exception of one gifted class per grade (grades K-4). The students identified as English Language Learners are grouped in general education classes based on their proficiency levels. There are approximately 2-3 classes per grade with ELL students being serviced in the classroom by an ESL teacher.

2. The ESL teachers work closely with the administration and the classroom teachers to plan their schedules to ensure that each student receives the mandated number of minutes based on their proficiency levels. The beginners and intermediates receive 360 minutes of explicit ESL instruction within their classrooms. The advanced students receive 180 minutes of explicit ESL instruction within their classrooms.

3. The ELL students are taught content area curriculum by the classroom teachers and the cluster teachers. They are given materials in their native language as well as in English. The teachers provide the students with extra support by teaching small group lessons and by incorporating group activities into their lessons. ELL students with language deficiencies are partnered with students who can assist them in their native language. Teachers provide the students with dictionaries in their native language to assist them with unfamiliar content area vocabulary. Word walls with pictures are displayed around the room to help the ELL students learn the content area vocabulary.

4.

- a. The students identified as Students with Interrupted Formal Education are placed in the corresponding ESL program level based on their assessments. They receive intense Academic Intervention Services from certified teachers in a push-in/pull out program. They are provided with high interest books on their reading level to increase their comprehension and confidence.
- b. ELL students who are in school less than three years (newcomers) are placed in classrooms based on their proficiency levels and they receive ESL instruction according to their mandated times. Additional Academic Intervention Services are provided to the students. The classroom teacher, the ESL teacher, AIS support staff meet regularly to analyze the students' strengths and weaknesses in order to plan lessons to meet their needs. The ELL students in grades 2-5 are invited to attend an after school program to enhance language acquisition using a variety of materials. The ESL teachers and the classroom teachers assess the students' reading levels using the Rigby and Wrap kits. They provide the students with a variety of literature books on their 'Just Right Reading' level. They are explicitly taught strategies to increase their level of comprehension through guided reading and writing, shared reading and read aloud lessons. They are provided

with materials and taught effective reading strategies in preparation for the ELA.

c/d. The long term ELL students and ELL students receiving service for 4 to six years receive continued service according to their mandated times based on their level of proficiency. The students are also invited to attend after school programs and additional academic intervention services throughout the school day. Classroom teachers and the ESL teachers work collaboratively to create an academic intervention plan to meet the needs of each student. Each student's academic progress is reviewed by the LAP team and the SBST to determine why the student is not able to reach proficiency. The team evaluates whether or not each student has a language deficiency or a learning problem. The team devises an academic plan for each child to help meet their needs.

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

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

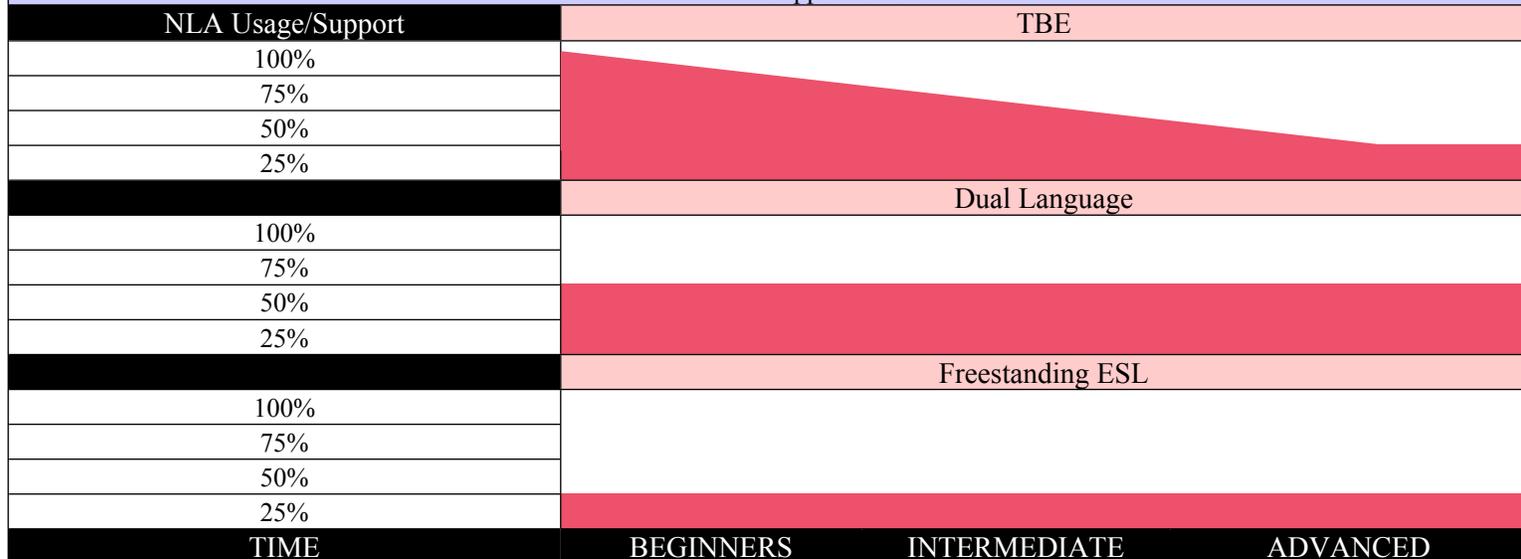
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes 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

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



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?

5/9. The ELLs are afforded equal access to all school programs. PS 108Q provides all ELL children with double support services. Their first mandatory service is provided by our ESL certified teachers, and the second round of support comes from our literacy reading specialists. These teachers use a variety of research-based programs such as Reading Street, LeapFrog, Early Success and Soar to Success as well as immerse them in small guided reading groups aligned to their reading comprehension. The data collected from the reading teachers is shared amongst all teachers who share the responsibility for these children. During bi-monthly meetings time is allotted to review and reflect on student information. A continual review of student work helps us to identify their strengths and weaknesses and helps the team to modify, intensify or redirect the support. ELL children have an opportunity to participate in several extracurricular activities during the year. We provide an ESL after-school program three days a week to all ESL children in grades 2-5. Teachers who teach this reading/math after-school program are ESL certified. In addition, we have several after-school programs in which ELL children can participate. They include: Dance/Movement, Basketball, and Art.

6. The students who have reached proficiency level on the NYSESLAT Exam are placed in the mainstream classrooms that are designated for the ELL students on each grade. When the ESL teachers push in the classrooms they provide continuous support for the students who have tested out of the program. An academic intervention plan is devised for each student based on his/her needs. After school and additional in school academic intervention services are offered to the students.

7/8. PS 108Q plans to continue the programs offered for the ELLs in our school. Our goal is to provide the ELLs with consistent support to enhance language acquisition. We are continuously researching and trying different websites and computer programs to support the ELL students increase their reading comprehension. Math Connects, a comprehensive mathematics program has been implemented in grades K-5. This program is designed specifically to differentiate instruction in mathematics. There is a section for ELLs in each chapter to assist with modifying the lessons to meet the students' needs.

10. The ESL teachers and the classroom teachers have a wide variety of materials to use across the curriculum areas. There are two book rooms in the school for the teachers to borrow big books, books on tape, leveled books and picture books. Each classroom is equipped with a library containing a variety of books across the genres on all different levels. The classrooms have Making Meaning Kits, which are used for conducting read alouds. Kindergarten and grade 1 teachers use the Foundations Program in the literacy block to help teach the students phonics and reading strategies. Early childhood teachers and the ESL teachers use the LeapFrog materials, the Reading Street Program, New Heights, and the Plato PlayStations in their classrooms to enhance learning and language development. Upper and lower grade students are using the Essential Skills computer software, Lexia and the Attanasio computer software. The teachers also set up their own portaportal websites containing links for the students and parents to go to appropriate websites to reinforce the skills and strategies taught in class. The teachers have access to ELA packets with materials to use across the genres according to the skill of the week. The teachers use these materials to plan effective lessons following the Balanced Literacy Prototype. The teachers use the leveled books in the bookrooms for the guided reading lessons. The classroom teachers and the ESL teachers have worked together to create reading and writing curriculum plans across the grade levels.

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

12. The required service support and resources used corresponds to the students' grades and age levels. All students are immersed in a print rich environment and taught with standards based instruction in all content areas.

13. PS 108Q provides parents of newly enrolled ELL students a series of support services prior to their children attending PS 108Q. June Orientation Meetings are held during the school day. Parents and their children have the opportunity to visit the school to meet with ESL teachers, Administrators, classrooms and teachers. Several pieces of important school literature are also discussed and distributed for parent's reference. These include, curriculum plans, thematic units, student goals, parent brochure detailing school policies, such as arrival, dismissal procedures, lunch, bussing, and other essential information. In addition, newly enrolled ELL children who register during the school year at PS 108Q are immediately identified during registration and ESL support staff and the assistant principal for ESL are notified of their arrival. During this initial meeting we are able to confer with the parent(s) and provide specific information regarding our ESL program. The ESL teacher 'benchmarks' the child to get an initial reading comprehension assessment, in either their native language or English. All ESL children immediately receive their mandated ESL support. In addition, we have several AIS reading specialists on staff who will also provide these children with additional reading support. These teachers typically push-in to classrooms to guide and support instruction. Our certified ESL teachers also provide a push-in and/or pull out model of support.

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

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.

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

2. The classroom teachers, guidance counselor, administration and the ESL teachers work closely with the ELL students as they prepare for middle school. We invite the guidance counselors from the middle schools to come to speak to the students about their schools in order to alleviate any stress they may have about the transition. We have good communication with the middle school guidance counselors. We provide the middle schools with information about each child through the articulation cards. We send the students' reading levels to the schools along with their writing portfolios to help the teachers place the students appropriately. We hold meetings for the parents to explain the transition process from elementary school to middle school.

3. The teachers receive in-house and out of the building professional development throughout the school year. They keep track of their 7.5 hours of professional development in a log. The ESL teachers turnkey the professional development they receive on a district level during faculty conferences and grade meetings.

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

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

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?

1. PS 108Q is dedicated to increasing parental involvement of our ELL students. The administrative team, the Parent Coordinator and the ELL teachers are active in promoting parent involvement. Continued weekly workshops for parents will be offered during the school day. These workshops will address literacy as well as other areas of the curriculum and/or concerns. The Parent Coordinator will provide workshops and parent outreach on a consistent, on-going basis as well as support the needs of the school's parents at district-wide

parent forums and training sessions. The ESL teachers, the literacy and math coaches, the Parent Coordinator and additional staff members will provide interpretation services for our parents who do not speak English and help translate all written communications sent home with students.

2. Parents are given the opportunity to engage in family activities as well as modes of education where they can feel a sense of belonging. PS 108Q is a school that actively works with Community Based Organizations, such as EPIC, which offers parent workshops dealing with parenting skills, home/school relationships, advocacy skills, and reading partnerships. The Learning Leaders' Program gives parents the opportunity to become active volunteers at their leisure. It gives parents the opportunity to share their knowledge and cultures with others. This is very important because we are a diversified school. The New York City Department of Education for Adult Education has facilitated GED and ESL classes for parents during the school day. The GED program has helped the parents to improve their education and get jobs. The ESL classes for parents helps the parents to gain confidence and become actively involved in their children's education.

Cornell University offers parent workshops in the school on Nutritional Values. Parents not only learn about nutrition, but also get the opportunity to make nutritional and delicious meals. Cornell University also offers parent workshops regarding daily health. Parents also engage in family activities where parents and children participate in activities in school at night or go on excursions during the weekends.

3. The administration works closely with the Parent Coordinator and the teachers to assess the needs of the parents. The Parent Coordinator reaches out to the parents to discuss workshops and programs they think would be beneficial to them. The GED program and the ESL classes for adults have helped them to enhance their language skills and better their education. The administration and the parent coordinator carefully analyze the results of the Learning Environment Survey to identify areas of concern for the parents.

4. The parent involvement activities help to open up the lines of communication between the parents and the school. The parents learn strategies to communicate effectively in English, they have the opportunity to work with other parents with similar needs, and they become active members of the school community.

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)	8	6	2	3	4	6								29
Intermediate(I)	1	8	3	5	1	0								18
Advanced (A)	6	10	4	2	3	2								27
Total	15	24	9	10	8	8	0	0	0	0	0	0	0	74

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

	I	1	8	2	5	1	0							
	A		8	3	1	3	2							
	P		1	2	0	0	0							

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		2		4		2		11
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1		1		4		1		7
8									0

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
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. One of our early literacy assessments is the DIBELS benchmark program which provides individual statistics on students' strengths and weaknesses. This data helps with the creation of mini-lessons and group work to meet the individual needs of the students. This allows for additional support and practice through teacher modeled instruction. The DIBELS assessment tool determines the students' instructional level. The DIBELS benchmarking program provides a timeline that sets the students' goals and monitors their individual progress. Teachers are to provide ongoing support through Progress monitoring to practice the skills based on the results of the students' benchmark. In the Dibels assessments, teachers have the opportunities to design specific center activities to help address areas of student weaknesses. In addition, teachers can access material through Wireless Generation, a website designed to assist teachers through the program. Another well developed system we have utilized for the past several years is the Rigby benchmark assessment system. This assesses students' instructional reading levels. This allows for continuous progress and immediate instructional feedback for teachers. Data reports from DIBELS assessments will produce individual student results which will show whether the student is at the Strategic, Intensive or Benchmark level. Based on these levels, teachers can create centers and tailor instruction to meet the student's individual needs. The Rigby Benchmark Kit provides feedback on the student, class, and school wide benchmarks. This will allow teachers to group students according to their level, therefore personalizing and differentiating their lessons based on student need. This information helps form the school's instructional plan by identifying students with specific strengths and weaknesses and differentiating lessons in order to meet the individual needs of all the students. In addition, this information helps us to provide additional services for students based on their specific area of need.

2. P.S. 108Q is a pre-kindergarten through grade 5 elementary school located in South Ozone Park, New York. There are currently 1360 students enrolled at P.S. 108Q, 74 of the students are English Language Learners. 5.44% of the school's population consists of English Language Learners. Two ESL teachers and one general education teacher with ESL certification service the students in a push-in/pull out Freestanding English as a Second Language Program. All three teachers are certified to teach ESL. There are 15 ELL students in kindergarten, 24 ELL students in grade 1, 9 ELL students in grade 2, 10 ELL students in grade 3, 8 ELL students in grade 4, and 8 ELL students in grade 5. 46 students are Spanish speaking, 4 students are Bengali speaking, 10 students speak Urdu, 9 students are Arabic speaking, and 3 students are Punjabi speaking. According to the LAB-R and the NYSESLAT results, 8 kindergarten students are at the beginning level of proficiency, 1 is an intermediate, and 6 are scoring at the advanced level of proficiency. In grade 1, 6 students are beginners, 8 are intermediates, and 10 are scoring at the advanced level of proficiency. In grade 2, 2 students are beginners, 3 students are intermediates, and 4 students are scoring at the advanced level of proficiency. In grade 3, 3 students are beginners, 5 students are intermediates, and 2 students are at the advanced level of proficiency. In grade 4, 4 students are beginners, 1 student is an intermediate, and 3 students are at the advanced level of proficiency. In grade 5, 6 students are beginners, and 2 students are at the advanced level of proficiency. 39% of the ELL students in the Freestanding English as a Second Language Program are beginners, 24% are intermediates, and 37% are at the advanced level of proficiency. On average, the students improved in all four modalities across the proficiency levels and grades. The results of the NYSESLAT exams are broken down into the four modalities (listening, speaking, reading and writing), this helps drive instruction for the ESL teachers and classroom teachers. Each student's individual results are analyzed by the ESL teachers, the classroom teacher and the administration in order to individualize instruction based on each child's needs. The results of the exams are used to plan the push-in/pull out program to ensure that differentiating strategies are used to meet the student's individual needs.

3. The NYSESLAT exam results are carefully analyzed in order to group the students, identify their strengths and weaknesses and

plan accordingly. According to the NYSESLAT Modality Analysis, the majority of our students are proficient in listening and speaking with several students performing in the advanced level of proficiency. Our students are performing lower on the reading and writing section of the NYSESLAT. The school leadership, the ESL teachers, and the classroom teachers use the data results from the LAB-R and the NYSESLAT to create an action plan to meet the needs of all of the students. The results help in Planning Instructional Curriculum, Professional Development, Academic Intervention, and the purchasing of materials in order to meet the needs of the children. The students are grouped according to their proficiency levels in grade appropriate settings using materials to enhance their level of language acquisition.

4. The data collected from the State Math Exams administered in the spring 2010 indicates that out of the 24 students who took the exam 6 students scored a level 1, 11 students scored a level 2, 4 students scored a level 3, and 3 students scored a level 4. The results of the math exam were analyzed carefully by the administration and the teachers. Although many of the students are not meeting grade level standards, they are consistently making progress. The students' level of achievement in mathematics has consistently improved over the past few years. The data collected from the State ELA Exams administered in the winter of 2010 indicates that out of the 16 students who took the exam 4 students scored a level 1, 9 students scored a level 2, and 3 students scored a level 3. According to these results, the majority of the ELL students are approaching grade level standards in literacy. The scores show that the students are making consistent progress from year to year. The LAP team analyzed the scores from the Social Studies State Exam administered to the grade 5 students in the fall of 2009. Of the 5 fifth grade students who took the State Social Studies Exam in the fall of 2009, 4 students scored a level 3, 1 student scored a level 4, 1 student scored a level 2 and 1 student scored a level 1. The data collected from the New York State Science Exam administered to the fourth grade students in the spring of 2009 indicate the following: 3 students scored a level 1, 2 students scored a level 2, 4 students scored a level 3, and 2 students scored a level 2. The LAP team uses the information gathered from the assessments to identify the students' strengths and weaknesses.

5. N/A

6. The ESL teachers, classroom teachers and academic support teachers meet during grade planning sessions to analyze and discuss data, plan and organize assessments and outline action plans to meet the needs of the students based on their needs. The school leadership, the ESL teachers, and the classroom teachers use the data results from the assessments outlined above to create an action plan to meet the needs of all of the students. The results help in Planning Instructional Curriculum, Professional Development, Academic Intervention, and the purchasing of materials in order to meet the needs of the children.

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		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 27Q108

All Title I SWP 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$759,468	\$52,708	\$812,176
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7,595.00	\$527	\$8,122
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$37,973.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$75,947.00	*	

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 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Title I Parent Involvement Policy and Parent-School Compact for PS 108Q

1 This template was designed by the Office of School Improvement in collaboration with the New York State Education Department, Office of School Improvement and Community Services (NYC) and the Office for Family Engagement and Advocacy. This template is aligned to fully comply with the parent involvement requirements as outlined in Title I, Part A, Section 1118 of the No Child Left Behind (NCLB) Act.

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore PS 108Q *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS 108Q policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. PS 108Q will support parents and families of Title I students by:

1. By providing a series of parent workshops focusing on supporting student success and parent advocacy.
2. By providing parents with a variety of materials to use at home that correlate with specific instructional strategies designed support academic progress.
3. To help train school volunteers in order to better support the school-home connection.

4. To provide workshops for parents to better understand City, State and Federal standards and assessments.

5. By providing parents with current school information in a variety of home languages, including a school website that highlights all upcoming events.

6. By providing opportunities for school staff to meet with and work with parents to improve school-home connection outreach, in order to build stronger ties between parents and other members of our school community;

PS 108Q's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PS 108Q Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS 108Q will:

1. We will provide a variety of opportunities to involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan. Parents will also be active participants in the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact.
2. We will provide time for parents to discuss and reflect upon the use of Title I set-aside funds. These funds are allocated directly to schools to promote parent involvement, including family literacy and parenting skills.
3. We will ensure that Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact.
4. We will ensure that parents are active members of school committees, such as, School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council.
5. We will continue to maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator will provide meaningful workshops, trips and activities based on the assessed needs and interests of parents. The Parent Coordinator will maintain a monthly log of events and activities and file a report with the Central Office for Family Engagement and Advocacy (OFEA).
6. We will provide parents with a variety of workshops designed to foster parenting skills, enhance home-school connections and empower parents. Topics will include: parenting skills, understanding the standards, state assessments, familiarize parents with curriculum and test taking strategies and as well workshops on health, finance and socialization.

7. We will provide opportunities for parents to interact and discuss the variety of accountability systems, in order to help them understand their purpose and function. These include: (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, and Learning Environment Survey Report).
8. We will hold all necessary parent meetings in a timely fashion to ensure parents are active participants. This includes the Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act.
9. We will translate all school documents and provide time during parent-teacher conferences and during the regular day to have access to a translator when needed. NYC Translations Services when necessary.

PS 108Q will further encourage school-level parental involvement by:

1. By hosting monthly Family nights and special evening events to throughout the year to support the home-school connection.
2. By providing special events during Open School Week each September.
3. By creating a Parent lending library, which will include instructional materials for parents. Monthly Parent Newsletters and Parent Study Guides will keep parents updated regarding instructional monthly objectives.
4. By providing a variety of interest based workshops and field trips (circus, to the ice skating rink...) to further promote family unity.
5. By encouraging parents to be Learning Leaders in the school.
6. By establishing a website where parents have access to their child's current weekly progress. We will also provide School Messenger Phone service.
7. By creating a School Webpage that highlight current, upcoming and special school events, as well as, teacher/grade class pages.

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by the PTA on October 22nd, 2010. This Parent Involvement Policy was updated on October 25th, 2010. The final version of this document will be distributed to the school community on November 1st, 2010 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

Title I Parent Involvement Action Plan/Budget Proposal

Total Amount of Title I Parent Involvement Allocation \$7,595

Approved by General Membership on: June 2010

School: PS 108 Q

PAC/PA Chairperson's Signature: Vedoutie Hoobraj

Principal's Signature: Marie Biondollilo

FOCUS	GOALS Strategic Outcome	OBJECTIVES Major Tasks & Activities	TIME FRAME	INDICATORS OF SUCCESS	RESPONSIBILITY Accountable Persons	SUPPORT Resources
Welcome Back to School 'Meet the Teacher'	To familiarize parents with curriculum and visit classrooms to meet with teacher	To familiarize parents with performance standards for the grade and school expectations	Week of Sept. 21, 2010	Parent participation Parent feedback	Administration Teachers Parent Coordinator Parent Association	Parent Brochures distribution Distribute flyers in 6 different languages Books – grade appropriate
GED	Train, teach and prepare parents for GED exam.	Attain higher degree in education and to ultimately secure a job in the work force.	Tuesdays , Wednesday, Thursday Sept. to June	Passing GED Parent participation Parent feedback	Parent Coordinator 2 NYC certified GED (Adult Education) teachers	GED appropriate materials Grammar/Math, 3 hour sessions, 2 days a week, 2 sessions am and pm.
Adult ELL Classes	Assist parents to learn English in an effort to empower parents academically and socially	Teach: Conversation and Grammar: grammar/phonics sentence structure reading and writing	Sept 2010 June 2011	Parent participation Improvement of communication skills	Parent Coordinator ELL Teacher Certified Board of Education ESL Teacher	Classes on computer Books and materials distributed to parents
Sylvan Learning	To empower parents to help their children succeed in school	Provide a series of focused workshops designed to support student success and parent advocacy	October 2010 to December	Parent participation	Principal P.C. Co-facilitator	Parent Handouts Parent Resources

Ready, Set, Read - Spanish			2010 (Spring 2011 TBA)	Parent feedback	Sylvan Learning	Refreshments Raffles
UFT Ladies Book Club	To promote interest in reading To provide parents with the opportunity to meet and share ideas with other women	To provide time for parents to exchange ideas and feelings when reading a variety of books.	October – June	Parent participation Parent feedback	UFT Facilitator Parent Coordinator Principal PTA	Distribute books Discuss relevant issues Refreshments End of Year Celebration
Cancer Awareness	Support cancer awareness. To inform parents of early signs of cancer, prevention, and early diagnosis	To highlight the importance of cancer awareness	Oct., 2010 Spring 2011	Parent participation Parent feedback	Parent Coordinator Assistant Principal Health Plus Presenter	Brochures Pins Refreshments Giveaways
Prep for Parents - Social Studies and ELA Exams	Workshop presentation to familiarize parents with test taking strategies used for academic success	Review of previous exams Demonstration of effective test taking skills Sample booklets distributed; Discussion of Document Based Questions	October 2010	Parent participation Parent feedback Higher achievement scores	Principal Assistant Principal Literacy Coach	Sample of previous exams and materials given to parents Helpful websites given to parents
Learning Leaders	To train school volunteers to become leaders Linking parents with school	Learning leaders assist in all school functions and activities	October, 2010 October , 2010	Parent participation	Parent Coordinator Volunteer Coordinator	Certificates and a Volunteer Guide Book distributed to parents Celebrations
	To familiarize parents with the enjoyment of	Teaching parents the importance of	On-going (Monthly	Parent participation	Parent Coordinator	Books

Literacy Workshop	reading with their children	reading with children	workshops)	Parent feedback		Coordinated Craft
Halloween Presentation Grades K-5	Socialization - Engaging parents and children in "Fun" school setting	Family Quality Time Celebration – Magic Show, Costume Contest	Oct., 2010	Parent/children participation Parent feedback	Parent Coordinator Parent Association 25 Teachers –Gr. K-5	John Pizzi Balloons and goodie bags to all students; prizes awarded to winning costumes
Multi-Cultural Feast	Expose parents to various cultures	Inform parents and children of diversity among peers.	Nov. 2010	Parent/children participation Parent feedback	Parent Coordinator Dance Studio Parent Association	Refreshments
Fire Safety Prevention	Promote Fire safety	Train parents about preventive measures for fire safety (safety tips) To discuss proper protocol for dealing with a fire	December, 2010	Parent participation Parent feedback	NY Fire Safety Department Parent Coordinator	Free fire detectors Refreshments
CPR	To save lives	To teach parents CPR techniques to save lives	Date TBA	Parent participation Parent feedback	NY Fire Department	Refreshments Free materials Free 'Resuscitator Annie' to practice life saving techniques
Family Movie Nights and Holiday Events	Socialization among teachers, parents and children	Showing of Family Movies to encourage family interaction	Fall 2010 Spring 2011	Parent/children participation Parent feedback	Parent Association Parent Coordinator Principal School Administration	Movie Goody Bag Activity Books

					Teachers	
Learning Leader Appreciation Luncheon	Acknowledge parent support	To show appreciation and encourage continued parent support	April – Volunteer Week Final Celebration – June 2011	Parent participation	Administration, Parent Coordinator Parent Association Parents	Distributed Certification of Thanks Token of appreciation
Cornell University Nutritional Classes	“Healthy Living” - Educating and demonstrating healthy recipes and physical exercise	Basic Nutrition Menu Planning Food Safety Exercise	January 2011	Parent participation Parent feedback Completion Certificate	Parent Coordinator Cornell University Nutritionist	Certificates upon completion Refreshments Food to make healthy snacks
Preparation for NYS Math NYS ELA Grades 3 - 5	Presentation to familiarize parents with test taking strategies	Overview of the exams Demonstration of effective test taking strategies Review of specific materials	April 2011 ELA May 2011 Math	Parent participation Parent feedback Higher achievement scores	Assistant Principals Math Coach/Reading Coach Parent Coordinator	Handouts Review and discussion Refreshments
Literacy Night	Socialization: Year long event around a specific theme. Staff reads to children as well outside entertainment vendor: characters, etc.	Enhancing Quality Time	Spring 2011	Parent/children participation Parent feedback	Principal Literacy Coach Parent Coordinator Parent Association Volunteer Teachers	Variety of children literature Decorations around theme
Math Night	Workshop for parents and children focusing on hands-on math activities that support school math instruction	To help parents become familiar with math curriculum and to provide parents with concrete ideas (math activities) to use at home	Spring 2011	Parent/children participation Parent feedback	Principal Math Coach Parent Coordinator	Everyday Math Math manipulatives Handouts

					Parent Association Volunteer Teachers	
Dental Screening And Parent Workshop	To inform parents of the importance of dental hygiene	Good dental hygiene Importance of dental visits	March 2011	Parent participation Parent feedback	Administration Nurse Parent Association Parent Coordinator School Psychologist	Brochure Toothpaste toothbrush Refreshments
Grandparents Day	Getting grandparents and grandchildren together	Provide a memorable time between grandparents and children	Spring 2011	Grandparent/children participation Positive feedback	Principal Parent Coordinator	Pictures Gifts for grandparents Refreshments
Preparation for NYS Science Test	Parents are familiarized with test taking strategies so that they can assist their children in preparing for State Exams	To demonstrate effective test taking strategies	April 2011	Parent participation Parent feedback Higher achievement scores	Assistant Principal Science Teacher Parent Coordinator	Handouts of sample tests and other helpful materials Refreshments
Mommy and Me Movie Night	Socialization among teachers, parents and children	Appreciation of Mom - The bond between mother and child	May 2011	Parent/children participation Parent feedback	Principal Parent Association Volunteer Teachers Parent Coordinator	Movie Flowers Craft Kits Refreshments

Educational Weekend Family Day Trips	Provide parents with affordable socialization with their children.	Family quality time	Spring 2011	Parent/children participation Parent feedback	Principal Assistant Principal Parent Coordinator Parent Association	Depends on Location
Daddy & Me Night	Socialization among fathers and children	Appreciation of Dad - Bond between father and child	June 2011	Parent/children participation Parent feedback	Principal Parent Volunteer Parent Association Parent Coordinator	Light dinner for fathers and children Guest speaker Crafts
ESL Spelling Bee Partnership	ESL parents to tutor and support ESL spelling bee participants	Students to participate in citywide spelling bee with confidence	Spring 2011	Student feedback Parent feedback Student success in Spelling Bee competition	Parent Coordinator Parents Students ESL teacher	Materials Certificates Refreshments
Perfect Attendance Assembly	Promote Student attendance	Increase attendance rates To celebrate student achievement	June 2011	Parent/children participation	Parents Students Administration	Certificates Prizes Refreshments
Uniform Motivation	Promote school uniform policy	To increase percentage of students wearing school uniform	Sept. 2010 -June 2011	An increase in the monthly percentages of uniform across the grades	Children Parents Teachers	Monthly Class celebrations
Parent	Enhancing communication between	To provide parents with monthly outline of activities for all content	Sept. 2010 -June 2011		Cluster Teachers	Monthly Newsletter

Newsletters	school and home	areas		Parent feedback	Parents	
End of Year Luncheon	Express thanks for continued cooperation and participation	To emphasize the importance of participating in children education	June 2011	Parent participation Parent feedback	Parent Coordinator Principal Parent Association Parents	Lunch Token of Appreciation Corsage
Family/ Holiday/Spring Trips	Promote parent Involvement	Socializing as a family and members of school community	Winter Spring	Parents/Staff/Community	Parents/Staff/PC	Transportation, goody bags and educational materials

2010-2011

Title I School - Parent Compact Framework

P.S.108Q and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This School-Parent Compact is in effect during school year 2010-2011.

P.S. 108Q will:	Parent/Guardian will:
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P.S. 108 Q will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State’s student achievement standards as follows:

- Balanced Literacy will be implemented, focusing on differentiating instruction. The use of research based programs will support and enhance student learning. Teachers will be provided with ongoing professional development to continue to support student academic outcomes. We will focus on creating classroom environments that are instructionally based and support student learning. We identify students who are at-risk and provide academic instructional support designed to address individual student needs. We use a variety of assessment data to identify student strengths and weaknesses in order to create instructional action plans to address those needs.
- Hold parent-teacher conferences twice a year during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, these conferences will be held in November and March of each school year with one session in the afternoon and one session in the evening.
- Provide parents with frequent reports on their children’s progress. Parents will receive the Acuity Report, which identifies student levels on the ELA, and Math exams and areas of strengths and weaknesses. Telephone calls and letters will continuously keep parents updated on students’ growth. Provide to each parent an individual student report explaining the performance of their child.
- Provide parents reasonable access to staff. Specifically, teachers are provided with prep periods so they will be available for consultation with parents. Parents are requested to make appointments with teachers so that a mutually convenient time can be set. Parent Coordinator will assist with these meetings as needed.
- Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities. Parents are encouraged to train and become Learning Leaders. They participate in school celebrations and activities and class trips. They are part of

Parent/Guardian will support their children’s learning by:

- Promoting positive use of their child’s extracurricular time.
- Monitoring attendance and lateness.
- Attend to all health issues including proper rest, eyeglasses, dental needs etc.
- Making sure that homework is completed and that the student is prepared each day with all necessary supplies.
- Monitoring amount of television children watch.
- Volunteering in their children’s school.
- Participating as appropriate, in decisions relating to their children’s education.
- Staying informed about their child’s education and communicating with teachers, guidance and administration as needed.
- Serving, to the extent possible, on policy advisory groups, such as being a parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, The School Support Team or other school advisory or policy groups.
- Reading every night with children in grades K-2. “Book A Night Program”
- Attending and participating in educational parent workshops including those on Exam Expectations.
- Assisting when possible in Parent programs such as Spanish Spelling Bee training.

Students will:

We, as students, will share the responsibility to improve our academic

<p>the Title I process, Leadership team, etc. They are afforded the opportunity to read with students on Literacy Night, as well as participate in other school related activities.</p> <ul style="list-style-type: none"> • Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely manner. • Involve parents in the joint development of any School wide Program in an organized, ongoing, and timely manner. • Hold annual meetings to inform parents of the school’s Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time for parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible will attend. The school will invite all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend. • Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand. • Translation of documentation, interpretation and ELL classes are provided in order to inform parents and enable them to participate in the children’s education. • Provide information to parents as to the assessments used to measure children’s progress, and the proficiency levels students are expected to meet. • PTA meetings are held to discuss school matters, such as Title I, SLT, activities, etc. • At the request of parents, we will provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as possible. • Provide each parent timely notice when their child has been assigned 	<p>achievement and achieve the State’s high standards. Specifically, we will:</p> <ul style="list-style-type: none"> • Actively participate in class lessons. • Complete homework and project assignments and ask for help when I need assistance. • Respect class and school rules. • Read at least 30 minutes every day outside of school time. • Be responsible for school and personal items. • Give my parents, or the adult who is responsible for my welfare, all notices and information received by me from my school every day.
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<p>or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the term in section 200.56 of the Title I.</p> <ul style="list-style-type: none"> • AIS Services – parents of students receiving services will receive a letter of notification indicating specific services provided, as well as the name of the provider. • Provide parents with monthly cluster teacher Parent Newsletters outlining the special projects, goals and objectives in content areas. Information includes child friendly websites and parent tips. • Provide parents with various programs and clubs, such as Parent Book Club, to foster interest in reading and socialization. • EPIC – ‘Ready Set Read’ Spanish/English – Provides parents with a variety of workshops to support student success and promote parent advocacy. • Train, teach and prepare parents for GED exam. • Provide workshops to educate and support parents. These include Exam Expectation Workshops, ESL Workshops, etc. • Provide a summer reading lists which will list ‘forever words’ to review with children before school opens in September. 	
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SIGNATURES:

PS 108 QUEENS _____

Signature

Date

PARENT(S)

Signature

Date

STUDENT

Signature

Date

(Please note that signatures are not required)

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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.

Information from our last Quality Review Report dated April 14-16, 2008 outlines this information. This report highlights the schools strengths and weaknesses. The report reflects an overall grade of ***Outstanding*** in all of the five (5) categories. The following Quality Statements represent an overall analysis of the schools comprehensive needs assessment: Gathering Data: Outstanding, Planning & Setting Goals: Outstanding, Aligning Instructional Strategy to Goals: Outstanding, Aligning Capacity Building to Goals: Outstanding, and Monitoring and Revising School Plans/Goals: Outstanding. For a complete overall view of the report please refer to the school's DOE website. We have received an "A" on our School Report Card over the last three years and as noted in Section IV pages 12-16 this information is outlined in detail.

2. School-wide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - 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.
 - Are consistent with and are designed to implement State and local improvement, if any.

An essential element to achieving this goal is the continual assessment process designed to incorporate on-going analysis of student data, teachers and administrators will effectively be able to track and monitor student progress and proficiency weekly. Using a multi-layered approach we are able to provide intensive support to At-Risk students during and after-school. Funds from Title 1 Part A were used to pay for teachers' salaries, as well as literacy and math Coaches in order to help support and improve all students' academic achievement, especially low performing students. This will be achieved using a push-in or pull-out services several times a week for children who need additional support. In addition, a variety of research-based instructional programs, such as, Early Success, Soar to Success, Wilson Foundations, all help to guide teachers' best practices. On-going dialogue with classroom teachers is a critical part of the process. Bi-Monthly meetings allow for discussion and reflection on student progress. After-school programs meet 3 times a week to further support At-Risk children. There are several enrichment activities to support and accelerate the curriculum. A variety of after-school programs such as Dance, Basketball, Art and Music provide opportunities to explore and expand student experiences. Children who are new to the country, who speak English and therefore are not eligible for ESL services also are identified upon their arrival and receive intervention support as needed based on initial assessments. Our lowest performing students are supported with a multi-layered approach as well. Each child in this group is provided intensive support during the school day. After-school programs are also provided for these children, as well as providing parents with specific strategies and materials to support at-home instructional continuity. In order to further support one-to-one instruction/small group instruction, funds from Title IARRA and Title II A, were used to reduce class size. This helps to further differentiate and individualize instructional goals for all students. Title III Part was used to fund and ESL after-school program for all ELL students in grades 2-5, in addition, we ordered materials for the program to support specific instructional strategies and to ensure all ELL students become proficient in English in order to demonstrate academic achievement on all Stat Assessments. Additionally IDEA

funds were used to support a CTT collaborative classroom with two (2) teachers. We have 5 CTT collaborative classes this year with two (2) teachers in each room to support our special needs students.

3. Instruction by highly qualified staff.

Information gathered from this year's BEDS survey indicates that 100% of the staff is Highly Qualified. During the school year, teachers are provided with opportunities to attend workshops and conferences to enhance and augment their teaching. Title 1 funds are set-aside specifically to support teacher excellence.

4. High-quality and 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.

All staff will have opportunities to attend conferences designed to support their areas of need as aligned to the Professional Teaching Standards. In addition, we will continue our partnership with AUSSIE Professional Development consultants as a source for in-house teacher support and professional development. Administration and staff communicate on-going goals and objectives using Goggle Docs. This allows for immediate feedback, reflection and guidance to ensure student progress.

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

N/A

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

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

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

We currently run two (2) ½ day Universal Pre-K programs, offering 72 Pre-K seats. 36 children attend the am session (18 in each class) and 36 children attend the pm session. The Assistant Principal for Pre-K, K and 1st grades has established a cohesive system that promotes collaboration between our Pre-K classes and our kindergarten classes. Pre-Kindergarten teachers have time throughout the year to work alongside kindergarten teachers to aid in a smooth transition into kindergarten. In house pre-kindergarten instructional assessments are aligned to State mandates and school student goals. Several orientation meetings are scheduled with local CBO to walk the facility, visit classes and meet teachers. Parents and children who will attend PS 108 in September come for orientation in June and receive a general overview of the school.

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

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

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

Using a variety of resources such as ARIS, Acuity, Predictive, ITA'S, NYSESLAT, DIBELS, ECLAS and in-house assessments help to identify students' area of weaknesses. Each child who is in need of additional academic intervention support receives it during the school day by our reading teachers and math coach as a push-in or pull-out program. After-school programs will be offered during the year to augment and enhance student learning. Our focused Balanced Literacy approach allows for small group and one-to-one support guided teacher practice. The use of specific centers designed to guide student practice, have been fully implemented into each classroom and are aligned to individual levels and goals.

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.

We provide a plethora of workshops for parents during the school year. GED, Adult ESL, EPIC, and several outreach programs are provided during and after-school. All of these workshops are well attended and continue to receive positive praise.

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 identified needs of its students.

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality

professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) 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 page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			\$637,953	X	54-55

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.

Title I, Part A (ARRA)	Federal	X			\$52,181	X	54-55
Title II, Part A	Federal	X			\$88,857	X	54-55
Title III, Part A	Federal	X			\$15,000	X	35, 54-55
Title IV	Federal			N/A		N/A	N/A
IDEA	Federal	X			\$79,599	X	19-25, 55
Tax Levy	Local	X			\$5,036,880	X	18-28