



PHILIP J. ABINANTI SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 11X108
ADDRESS: 1166 NEILL AVE. BRONX, NY 10461
TELEPHONE: (718) 863-9829
FAX: (718) 828-1712

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 11x108 **SCHOOL NAME:** Philip J. Abinanti School

SCHOOL ADDRESS: 1166 Neill Ave. Bronx, NY 10461

SCHOOL TELEPHONE: 718-863-9829 **FAX:** 718-828-1712

SCHOOL CONTACT PERSON: Charles Sperrazza **EMAIL ADDRESS:** Csperra@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Linda Santos

PRINCIPAL: Charles Sperrazza

UFT CHAPTER LEADER: Janine Garvin

PARENTS' ASSOCIATION PRESIDENT: Doreen Cardillo

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

DISTRICT AND NETWORK INFORMATION

DISTRICT: 11 **CHILDREN FIRST NETWORK (CFN):** 607

NETWORK LEADER: Elmer Myers

SUPERINTENDENT: Elizabeth White

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
Charles Sperrazza	*Principal or Designee	
Janine Garvin	*UFT Chapter Chairperson or Designee	
Doreen Cardillo	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Cheryl Mooney	Member/Parent	
Linda Santos	Member/Parent	
Debbie Tinelli	Member/Parent	
Tina Garforth	Member/Parent	
Kristin Cerbone	Member/Parent	
Denise Hefter	Member/Parent	
Stefanie Sanabria	Member/Parent	

(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.

P.S. 108 is a small, neighborhood school located on Neill Ave in the Morris Park section of the Bronx. It is a diverse community of approximately 600 students engaged in a comprehensive literacy and mathematics design for Grades K-5.

P.S. 108's mission is to foster the optimum achievement of students by empowering them with the knowledge and skills necessary to succeed in a complex, global society.

Clear, explicit, focused teaching engages students in active reasoning and accountable talk. This helps to create an environment where a standards-based, rigorous curriculum holds high expectations for both teachers and students. We have achieved on-going improvement through an embedded, data-rich, assessment driven, balanced literacy design and a standards-based mathematics program. Our partnership with the on-site Mondo consultant has enhanced our development at the school level. Teachers that attend off-site professional development turnkey their training at the school.

We have incorporated into our Balanced Essential Literacy (BEL) Writing Workshop a deepened understanding about process writing through a heightened analysis of student work and on-going reflection. We have also deepened our understanding through the use of mentor texts and Calkin's Units of Study for Primary Writing and the Units of Study for Teaching Writing, Grades 3-5.

We are also proud of our effective, assessment-driven, standards-based Mathematics Program utilizing best practices as suggested in the Everyday Mathematic Program in Grade K-5. Through this manipulative based program, students are exposed to mathematical reasoning and problem solving strategies that are concurrent with New York State Mathematics Standards.

We provide inquiry-based instruction in Social Studies and Science. In social studies, our work is showcased through a school-wide Gallery Walk. In science, students utilize the scientific method to complete annual science fair projects.

The grade team leaders meet with the school administration to develop collaborative goals to further school initiatives. The Academic Intervention Services (AIS) team meets to discuss student services, progress and changes that need to be made. There are three full-time AIS providers, who provide services to at-risk students in literacy and math based on grade, content area and instructional needs.

With the aid of the parent coordinator and PTA, we continue to develop initiatives such as: the Parent-School Compact Surveys, Parent Cafes in the mornings and evenings, and Math and Literacy Nights. Through PTA sponsored fundraisers, the PTA provided funding for additional teacher training on Mimmio software application.

Receipt of a \$100,000 RESO Grant, sponsored by Councilman James Vacca, enabled us to further incorporate technology with new desktops and related technology equipment.

P.S. 108 recognized its responsibility to prepare students not only for the next level of education but also for the many challenges facing productive citizens of an ever-changing society.

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:					
District:	11	DBN #:	11X108	School BEDS Code:	3211100010108

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					92.4	95.0	94.5		
Kindergarten	111	97	108						
Grade 1	103	109	93	Student Stability: % of Enrollment					
Grade 2	113	102	85	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	72	103	116		94.0	93.5	TBA		
Grade 4	100	103	85						
Grade 5	69	67	97	Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					51.9	48.5	TBA		
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					1	3	2		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	568	581	584		7	6	6		
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	8	0	0	Principal Suspensions	6	10	11		
No. in Collaborative Team Teaching (CTT) Classes	25	35	16	Superintendent Suspensions	0	1	0		
Number all others	30	34	43						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	51	35	41	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	0	0	(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	48	43	41
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	2	2	2
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	8	8	9
	0	0	0				
				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	100
American Indian or Alaska Native	0.4	0.3	.3	Percent more than two years teaching in this school	65.9	74.4	94.0
Black or African American	8.7	9.3	7.8	Percent more than five years teaching anywhere	50.0	58.1	85.0
Hispanic or Latino	38.2	39.5	46.7				
Asian or Native Hawaiian/Other Pacific Isl.	15.1	13.5	11.9	Percent Masters Degree or higher	89.0	86.0	97.5
White	37.6	33.1	32.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	100.0
Multi-racial	52.7	50.1	.5				
Male	52.0	53.0	49.1				
Female	48.0	47.0	50.8				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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)	X			
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:		ELA:	
	Math:		Math:	
	Science:		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	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	--				
Black or African American	√	√					
Hispanic or Latino	√	√	√				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	√	√	√				
Multiracial	-	-	-				
Other Groups							
Students with Disabilities	√	√					
Limited English Proficient	-	-					
Economically Disadvantaged	√	√	√				
Student groups making AYP in each subject	√	√	√				

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 – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade	C	Overall Evaluation:	Proficient
Overall Score	C	Quality Statement Scores:	P
Category Scores:	C	Quality Statement 1: Gather Data	P
School Environment (Comprises 15% of the Overall Score)	C	Quality Statement 2: Plan and Set Goals	P
School Performance (Comprises 25% of the Overall Score)	D	Quality Statement 3: Align Instructional Strategy to Goals	P
Student Progress (Comprises 60% of the Overall Score)	C	Quality Statement 4: Align Capacity Building to Goals	UPF
Additional Credit	N/A	Quality Statement 5: Monitor and Revise	P
<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?

MATHEMATICS:

STUDENT PERFORMANCE:

		<u>2008-2009</u>	<u>2009-2010</u>	<u>2009-2010</u>
			<u>(Old Criteria)</u>	<u>(New Criteria)</u>
GRADE 3:	Level 1	2%	0%	11%
	Level 2	4%	6%	24%
	Level 3	71%	67%	39%
	Level 4	23%	27%	27%
	(Levels 3/4 combined)	94%	94%	66%
GRADE 4:	Level 1	2%	3%	5%
	Level 2	13%	8%	42%
	Level 3	54%	62%	29%
	Level 4	31%	27%	25%
	(Levels 3/4 combined)	85%	89%	54%
GRADE 5:	Level 1	2%	0%	1%
	Level 2	5%	3%	20%
	Level 3	33%	73%	55%
	Level 4	61%	24%	24%
	(Levels 3/4 combined)	94%	97%	79%
GRADES 3-5:	Level 1		1%	5%
	Level 2		6%	29%
	Level 3		67%	40%
	Level 4		26%	25%
	(Levels 3/4 combined)		93%	65%

PS 108 has strived over the years to make noteworthy gains in mathematics. Data has always supported percentage increases in our Level 3 and 4 students across grades 3,4,5. Our

student performance in mathematics remains strong as a result of quality teaching, our math program, test readiness programs and intervention support services over the years.

However, recent changes in the NYS accountability standards and metrics have resulted in considerable declines in our Level 3 students, resulting in large increases to our Level 2 student population. We recognize these changes and strive to implement reform and new initiatives. We plan to delve deeper into looking at best teaching practices in an effort to meet these challenges. We have reached out to our network instructional specialist for assistance in this endeavor. It is our hope to formulate a cohort of teachers, under the guidance of our instructional specialist, to look closely at best teaching practices and develop consistency and uniformity across the grades. We continue to maintain one AIS Math position now servicing grades 3-5 with a total population of roughly 60 students. Lack of additional personnel, due to budgetary constraints, compounds our current challenges. Therefore, we have begun to look inside the classroom and enhance best practices to meet our challenges head on. Classroom teachers, likewise, have become aware of the recent trends and will do their part in providing more structured differentiated opportunities within the context of the classroom for all learners.

On a positive note, PS 108 has made considerable progress maintaining our Level 4 population in mathematics, even with the new accountability standards. In grades 3-5, little to no movement occurred in this tier even with the new metric. We are proud of this accomplishment, especially since initiatives were put in place over the past year to maintain this population. One of our goals over the last year, which came out of our Quality Review, was to increase and maintain our Level 4 students. We responded to this recommendation by putting in place an enrichment program in grades 4 and 5. This took the form of two programs: an early start program for this population that met 3 times per week over a 6-8 week period prior to the NYS testing. The second program, led by our AIS math provider, ran the full year and met students weekly with a focus on problem solving. In addition, classroom teachers provided greater enrichment opportunities within the classroom as well. It is our goal to maintain this growth and sustainability with continued support for this group. Unfortunately, due to an additional grade for our AIS provider this year, we recognize that enrichment opportunities for this population be supported more deeply through classroom instruction.

Lastly, problem of the month, test readiness programs, morning start programs, professional development by our AIS provider and 37.5 minutes tutorials will remain in effect.

ELA:

Grades K – 2

Each year teachers administer the Oral Language Assessments (OLA) to students in grades K-5. Kindergarten teachers have noticed that the scores are continually decreasing over the years and this year's scores remain low. We have responded to this challenge by implementing Mondo materials that will enhance a child's oral language abilities, such as "Let's Sing About It" and "Let's Talk About It."

In addition, we continue to assess students school-wide using the DRA. The data is as follows:

DRA2 Fall 2009-2010

DRA2 Fall 2010-2011

GRADE K:			
Total Number Tested:	98	108	
# of students(%) at Level A:	_____	_____	
# of students(%) above Level A:	_____	_____	_____
GRADE 1:			
Total Number Tested:	89	93	
# of students(%) below Level E:	32(36%)		61(66%)
# of students(%) at/above Level E:	57(64%)		32(34%)
GRADE 2:			
Total Number Tested:	114	84	
# of students(%) below Level I:	34(30%)		31(36%)
# of students(%) at/above Level I:	80(70%)		53(64%)

STUDENT PERFORMANCE: (Grades 3-5)

		2008-2009	2009-2010 (Old Criteria)	2009-2010 (New Criteria)
GRADE 3:	Level 1	4%	2%	7%
	Level 2	17%	11%	35%
	Level 3	71%	81%	43%
	Level 4	8%	4%	13%
	(Levels 3/4 combined)	79%	85%	56%
GRADE 4:	Level 1	6%	1%	9%
	Level 2	19%	26%	52%
	Level 3	70%	68%	33%
	Level 4	5%	6%	6%
	(Levels 3/4 combined)	75%	74%	39%
GRADE 5:	Level 1	0%	0%	7%
	Level 2	9%	11%	36%
	Level 3	78%	81%	37%
	Level 4	13%	10%	18%
	(Levels 3/4 combined)	91%	91%	55%
GRADES 3-5:				
	Level 1		1%	8%
	Level 2		16%	42%
	Level 3		76%	37%
	Level 4		6%	12%
	(Levels 3/4 combined)		83%	49%

Data has shown over the years that PS 108 has maintained its Level 3 and 4 students with a small increase this year among grade 3. However, due to the new statewide metrics and accountability

standards a vast majority of NYC schools, including PS 108, showed a decrease in Level 3s resulting in an increase to the Level 2 population. This was due to a more rigorous accountability standard in Levels 2 and 3. We did, however, maintain our Level 4 population in grade 4 and increased our Level 4 population in grades 3 and 5 (due to a lower accountability standard for Level 4 only). We attribute this sustainability and increase to our early start enrichment program and the weekly enrichment program led by our AIS provider as well as greater differentiation opportunities within the classroom.

In an attempt to meet the current challenges K-5, PS 108 has incorporated all the components and secured all necessary program materials from Mondo balanced literacy. The goal is to support consistency and uniformity in our balanced literacy instruction. Each classroom has been equipped with new leveled libraries and directed teacher instruction and support. The program supports differentiation within classroom instruction. In addition, we have begun to look more closely at questioning techniques to support higher-level thinking. It is our intention to support deeper comprehension through this initiative.

We continue to maintain the following:

- A 90-minute literacy block
- Differentiation of instruction to meet the needs of students who are at different levels of their learning
- Model, shared, interactive, guided and independent writing components of the balanced literacy design
- A Mondo consultant visiting classrooms regularly to observe and model best practices (on-going)
- Portfolios updated every 4-8 weeks highlighting student's progress in writing (5 samples of standards bearing work by June 2011)
- The use of mentor text to support the balanced literacy design for writing (on-going)
- The curriculum maps updated and refined to keep as a living document
- Weekly conferences with students to identify and address specific writing issues
- Interclass visitations to support best teaching practices among colleagues (on-going)
- Writing celebrations twice a year to recognize student authors
- Our annual Gallery Walk to highlight various writing genres
- Improvement in the quality of writing through teacher workshops facilitated by our Mondo consultant
- AIS support in literacy, for grades K-2 and 3-5
- AIS provider coverages in September for classroom teachers to assess each student individually with the DRA to support differentiation in guided groups
- New teacher support in leveling classroom libraries by AIS personnel

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

- Our annual Gallery Walk continues to exhibit a combination of grade appropriate social studies standards along with ELA standards. Since this is an inquiry- based research project that reflects the use of McTighe’s backward design methodology, students are able to articulate their learning through oral presentations, student generated rubrics and research reports. The art and music curriculum is integrated into the gallery walk using the essential questions as its theme
- We have two AIS providers in literacy: K-2, 3-5 who support classroom instruction utilizing the components of a balanced literacy design
- Collaborative Inquiry time has been established for each grade during monthly common planning and the professional development time during monthly faculty conferences
- Lead teachers have been appointed on each grade to facilitate with the collaborative inquiry work
- Parents Cafes, with the assistance from the Parent Coordinator, are provided in Literacy, Math, and Science to inform the parents about the standardized test in each subject. This includes Saturday Parent Literacy cafes facilitated by our Mondo consultant
- An ELL sponsored multi-cultural night
- Opportunity for students in grades 3-5 to highlight their understanding of the scientific method through an annual science fair

What are the most significant aids or barriers to the school’s continuous Improvement?

- **Significant barriers:**
 - Reduction in the number of out-of-classroom positions:
 1. Literacy Coach position
 2. AIS math teacher for grades K-2
 3. AIS reading teacher (third position)
 4. ELA/Math Staff Developers
 - Physical space of the school
 - Reduction in the number of administrators

- **Significant aids:**

1. We will continue using the Imagine Learning program for our ELLs and at risk students who have scored a 6 or below in OLA. This program reinforces vocabulary and letter recognition, story comprehension and sequencing, and phonemic awareness.
2. We will continue utilizing our Mondo consultant in staff development and parent workshops.
3. Our music curriculum will continue to be literacy based.
4. Collaborative Inquiry Teams facilitated by a lead teacher will focus on the specific needs of each grade to support professional development within that grade.

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.

Goal 1: By June of 2011, we will increase the number of students performing at levels 3 and 4 in ELA.

Goal 2: By June of 2011, we will increase the number of students performing at levels 3 and 4 in mathematics.

Goal 3: By June of 2011, we will improve parent engagement, by increasing the number of parents attending PTA meetings by 20%.

Goal 4: By June of 2011, we will have successfully implemented Phase 1- Special Education Initiative with the goal of meeting the needs of individual students with disabilities.

Goal 5: By June of 2011, the school will provide parents and families with (3) Interim Progress Reports, in addition to, the (3) report cards that are issued during the school year.

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): ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>SMART Goal 1: By June of 2011, we will increase the number of students performing at levels (3and 4)in ELA. Description: As evidenced by our 2010 Progress Report, we are in need of increasing the percentage of students performing at levels (3and 4) from 49.4% in 2010 to to 54.4% in 2011.</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>Conduct literacy materials inventory (spring 2010) for grades K through 5. Order new materials and resources (summer 2010). Plan professional development for the 2010-2011 school-year (spring 2010). Identify grade leaders that will work with the Mondo literacy consultant to turn-key best practices with their grade partners. September 2010- Distribute needs survey to teachers in order to differentiate PD. October 2010- Being PD cycle (October 2010-June 2011). Teachers will administer DRA and Mondo Benchmarks to access reading comprehension and reading level growth in October, December, March, and May.</p>
<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>	<ul style="list-style-type: none"> • Curriculum and staff development contracts for teachers’ professional development (Z7A0) • Curriculum and staff development contracts for parent workshops (Z7AJ) • Literacy materials for 25 classrooms, Phase 1 program, and AIS Services (ZKOW)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Students will take (3) ELA simulations this year. One in the fall, spring and winter. Analysis of simulations will indicate a 2.5% increase in the number of students performing at levels 3 and 4.</p> <p>At least 54% of our students will attain levels 3 and 4 on the 2010-11 NYS ELA .</p>

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>SMART Goal 2: Smart Goal 3: By June of 2011, we will increase the number of students making progress that perform at levels 3 and 4 in mathematics. Description: P.S. 108 is in need of increasing the number of students making progress in mathematics as evidenced in our Progress Report. To that end, an AIS math enrichment program will be implemented for the second consecutive year to address this issue</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Modify AID Mathematics posting to include an enrichment component • Identify a staff member that meets the posting’s qualifications • September 2010- Analyze assessments to target AIS enrichment population • September 2010- Assemble AIS Teams to establish schedules and locations • October 2010- Begin AIS/Enrichment programs 1st week of October • Ongoing- Identify specific skills that students require instruction and support in • Monitor every 3-4 weeks and re-teach as necessary •
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OPTS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Allocate funds for AIS Enrichment position 2010 (DQONX) • Offer specialized training and course work- OPTS (Z7AP) • Purchase materials for programs- as needed OPTS • Provide professional development through CFN18- CFN SET-ASIDE (0572)
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Students will take (3) ELA simulations this year. One in the fall, spring and winter. Analysis of simulations will indicate a 2.5% increase in the number of students performing at levels 3 and 4.</p> <p>At least 72% of our students will attain levels 3 and 4 on the 2010-11 NYS Math Exam</p>

Parent Involvement

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June of 2011, we will improve parent engagement, by increasing the number of parents attending PTA meetings by 20%. Description: As evidenced by our Learning Environment Survey, we are in need of increasing parent involvement at our school. To that end, we will implement a number of strategies designed to increase the number of parents who attend monthly PTA meetings.</p>												
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Provide parent and student workshops monthly • Increase the number of parents attending monthly PTA meetings. • September 2010-Survey parents to find out what they would find useful at PTA meetings. • Ongoing- Continue to celebrate student accomplishments such as: Honor and Merit Awards, Citizen of the Month, Attendance Awards • Celebrate teacher accomplishments • December-Provide incentives and rewards for effort, best practice, attendance • Provide Professional Development for parents in academic areas-parent cafes • Host Literacy Nights- staffed by teachers and administrators • Provide refreshments and snacks at all meetings September-June OPTS (451) • Create theme nights to increase engagement and participation- PTA/Learning Leaders 												
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OPTS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • June 2010-Allocate funds for parent development workshops OPTS • October 2010- Allocate funds in Galaxy for hospitality needs – OPTS (451) • November 2010- Plan PTA Meetings based on information from parent surveys • July 2010- Per-Session allocation for parent involvement 												
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<table border="0"> <tr> <td>September –PTA Meeting</td> <td>March –PTA Meeting</td> </tr> <tr> <td>October- PTA Meeting</td> <td>April-PTA Meeting</td> </tr> <tr> <td>November- PTA Meeting</td> <td>May-PTA Meeting</td> </tr> <tr> <td>December- PTA Meeting</td> <td>June PTA Meeting</td> </tr> <tr> <td>January-PTA Meeting</td> <td></td> </tr> <tr> <td>February-PTA Meeting</td> <td></td> </tr> </table>	September –PTA Meeting	March –PTA Meeting	October- PTA Meeting	April-PTA Meeting	November- PTA Meeting	May-PTA Meeting	December- PTA Meeting	June PTA Meeting	January-PTA Meeting		February-PTA Meeting	
September –PTA Meeting	March –PTA Meeting												
October- PTA Meeting	April-PTA Meeting												
November- PTA Meeting	May-PTA Meeting												
December- PTA Meeting	June PTA Meeting												
January-PTA Meeting													
February-PTA Meeting													

Subject/Area (where relevant): Special Education

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June of 2011, we will have successfully implemented Phase 1- Special Education Initiative with the goal of meeting the needs of individual students with disabilities.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Spring 2010- Roll-out Phase 1 Initiative with the School Community through Spring 2011 • Create a Phase 1 Team that will develop the model for the school beginning in Spring 2010 and continuing throughout the 2011 school-year • Begin to develop the pattern of services for students with disabilities for the 2011 school-year by June 2010 • Utilize CFN support staff to train members of P.S. 108’s Child Assessment Team (CAT) beginning in Spring 2010. • CAT members will use grade conferences, SLT and PTA meetings to disseminate relevant information on a monthly basis • Allocate space for SETSS bridge classes (Rm. 230 and Rm. 320)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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.</p>	<p>Special- Phase 1 Funding CFN18-CFN SET-ASIDE (0572)</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Spring 2010- Roll-out Phase 1 Initiative with the School Community through Spring 2011 • Create a Phase 1 Team that will develop the model for the school beginning in Spring 2010 and continuing throughout the 2011 school-year • Begin to develop the pattern of services for students with disabilities for the 2011 school-year by June 2010 • Utilize CFN support staff to train members of P.S. 108’s Child Assessment Team (CAT) beginning in Spring 2010.



Subject/Area (where relevant): Parent Communication

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June of 2011, the school will provide parents and families with (3) Interim Progress Reports, in addition to, the (3) report cards that are issued during the school year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Sept. 2010- Discuss Interim Progress report Initiative with Staff at Faculty Conferences. • October 2010- Identify grade team leaders (GTL) • November 2010- GTL develop Interim Progress Report Draft as per Quality Review Rubric • November 2010- Approve Interim Progress Report • November, January, May- Disseminate Interim Progress Reports
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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.</p>	<ul style="list-style-type: none"> • July 2010- Allocate per session funding for Interim Progress Report Development – OPTS • November 2010-Schedule PD sessions during the 3rd and 4thweeks of school • December 2010-GTL provide staff with working copies of the draft and make revisions • December 2010-GTL will agree upon a draft and submit to administration for approval
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Mid November begin developing Interim Progress Report</p> <ul style="list-style-type: none"> • November 2010-Schedule PD sessions during the 3rd and 4thweeks of school • December 2010-GTL provide staff with working copies of the draft and make revisions <p>December 2010-GTL will agree upon a draft and submit to administration for approval Distribute (3) Interim Progress Reports to parents/families- Late December, February, and May.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), 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	19	n/a	N/A	N/A	0	0	0	0
1	20	n/a	N/A	N/A	4	0	0	0
2	10	n/a	N/A	N/A	2	0	0	0
3	16	18	N/A	N/A	1	0	0	0
4	19	16			0	0	0	0
5	19	24			1	0	0	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:	<p>AIS is provided in grades K-2 through a small group pull-out program 2-3 days per week for 50 minutes. Participation is determined through teacher recommendation and DRA results. The program utilizes Words Their Way (K-2), Mondo Phonics (Gr. 1), Mondo Info-Pairs(Gr.1/2) and Mondo “Let’s Sing About It”, Let’s Talk About It” (Grades K/1).</p> <p>AIS is provided for students in grades 3-5 who require extra support in reading fluency and comprehension. A pull-out program model is utilized two times per week , 50 minutes each session. The largest component of the program is reading comprehension. Using the Soar to Success Intervention Program, materials such as graphic organizers, workbooks and multiple texts are used to further develop and improve students’ reading. In addition, testing strategies are incorporated throughout the program. Students are chosen based on N.Y.S.E.L.A. scores, DRA assessments, and teacher recommendation.</p>
Mathematics:	<p>AIS Mathematics is provided to students in grades 3-5. Participation is determined by Spring NYS math test results, Sept. EDM pre-test results, AIS Pre-test as well as teacher recommendation. The program supports classroom instruction with emphasis on problem solving. Service is provided through a small group pull-out model two times per week for 50 minutes each session. Materials utilized are: Elements of Daily Math (Continental Press) and various open-ended questions using a four square model.</p>
Science:	N/A
Social Studies:	N/A
At-risk Services Provided by the Guidance Counselor:	<p>Counselor conducts individual and group counseling sessions on self-esteem, character values, anger management, tolerance/acceptance, conflict resolution and bullying. Grief counseling also provided for students who have suffered a loss.</p>

At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	N/A
At-risk Health-related Services:	N/A

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.

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) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ 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.

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.

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

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. At registration, parents complete a Home Language Identification Survey. In Part 3, the Parent Information section, parents are asked to respond to two questions:
 1. In what language would you like to receive written information from the school?
 2. In what language would you prefer to communicate orally with school staff?

The ESL teacher, who determines whether the child is eligible for LAB-R testing, (based on this document and an informal interview with child/parent), puts together a list of parents who prefer that communication from school be in a language other than English. In addition, the Home Language Report (RHLLA) is accessed on ATS.

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 HLIS data on the RHLLA report indicates that our students and their families are native speakers of 24 languages other than English. Of the 600 students, only 410 (68.3%) speak English as a native language. 80 students (13%) speak Spanish, 31 (5%) speak Albanian, and 22 (3.7%) speak Chinese (Mandarin, and other Chinese dialects.)

We have 7 (1.2%) Vietnamese speakers, 6 (1%) Arabic speakers, and 6 (1%) Russian speakers. Smaller numbers speak Bengali, Bulgarian, German, Hindi, Hungarian, Igbo, Italian, Korean, Macedonian, Malayalam, Nahuatl, Tagalog, Portuguese, Romanian, Serbo-Croatian, Tamil, Telugu, and Urdu.

Although *current* ELLs make up 5% of our student body, 10% of parents request that they receive communications in their first language.

The list of parents, the preferred languages, and their child's name and class is given to key school personnel: the principal, assistant principal, parent coordinator, pupil accounting secretary, nurse, health intern, school guidance counselor, office of the School Based Support Team, and all teachers.

The school maintains a current record of the primary language of each parent, on the student emergency card and in ATS.

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.

Translation and interpretation services target *all parents in the school who have limited English proficiency*, and are not limited to parents of students who have been identified as English language learners (ELLs). The goal is for each parent to be able to communicate effectively with the Department of Education, and with our specific school. Critical communications from the Department of Education include registration documents, applications, parent selection forms, report cards, discipline and safety codes, student performance standards, information about special education and related services, options for ELLs, etc. For individual, student-specific information regarding health, safety, legal matters, and entitlement to or placement in any Special Education, or English Language Learner program, the Translation and Interpretation Unit provides written translation in the covered languages. It is the responsibility of the school to request the needed translations in a timely manner. The school requests translation for our school newsletter, parent orientations and conferences, testing calendar, etc. by submitting a Translation Request Form for Schools to the Translation and Interpretation Unit. At the beginning of the academic year, our ESL teacher distributes the following statement translated into many languages to our teachers and staff: "This is an important notice regarding the education of your child. Please have someone translate this document for you promptly." Teachers may attach this notice to any individual or class-specific communication that is being sent home which may not be in the parents' native language (trip notices, etc.) In addition to providing the Department of Education bilingual glossaries in the content area subjects (math, science, and social studies) to ELLs and former ELLs for use in the classroom and on tests, the ESL teacher gives the glossaries to families to use at home with their children. At the ESL Parent Orientation, bilingual resources are provided, including www.ColorinColorado.org

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

The parent coordinator, other school staff, and parent volunteers play an integral part in assisting and translating for parents who have need of an interpreter at PTA meetings, teacher conferences, impromptu meetings. In addition, parents may choose to rely on an adult friend or relative for language and interpretation services, including at parent-teacher conferences. We have employed the services of LIS, a DOE approved vendor, to supply us with interpreters as needed. During regular business hours, telephone interpretation is also available.

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>.

P. S. 108 will fulfill Section VII of Chancellor's Regulations A-663 (updated 6/26/09) regarding parental notification requirements for translation and interpretation services. We provide parents whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities. Their rights include translation and interpretation services, and how to access such services. Signs in each of the covered languages are posted near the main entrance, indicating the availability of interpretation services. We understand that the Translation and Interpretation Unit will provide periodic training to parent coordinators and other key school-based personnel on the language access requirements contained in the A-663 regulation, and on resources available to support those requirements.

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:	0	\$562,770	\$ 562,770
2. Enter the anticipated 1% set-aside for Parent Involvement:		\$5,627	\$ 5,627
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

P.S. 108 PARENTAL INVOLVEMENT POLICY

We, the administrators, staff and teachers of P.S. 108, strongly believe that teaching is a shared responsibility to be divided between the parents and the school, with the parents being the child’s first and most enduring teachers. We also acknowledge the decades of research showing that students’ academic success, self-esteem and general perspective on education, life and the world are greatly influenced by their parents’ involvement in education from pre-kindergarten through high school.

That having been said, P.S. 108 is keenly aware that in order to provide our students with an environment which will enable them to reach their fullest potential and foster in them a love of learning and education, it must institute and consistently maintain systems, programs and policies which allow the parents, school and community to function as full partners. It is only by recognizing the need for such a partnership and devising a plan satisfying its creation and fulfillment that P.S. XX will be able to achieve its commitment to its students.

With a reciprocal and mutually respectful and trusting relationship with the parents of its students, as well as with the community at large being the key to facilitating and maintaining active parental involvement, P.S. 108 commits to:

1. Planning, implementing, assessing and, as necessary, revising effective parent involvement activities aimed at improving student academic achievement and school performance;
2. Building the school's and the parents' capacity for strong parental involvement through collaborative school-parent planning, ongoing parent-school communication, and integration of parents into professional development and other school activities;
3. Encouraging parental involvement in the planning stages of parental programs and activities as regulated by the Title I, Title III, Title IV and the No Child Left Behind legislation. This will include convening an annual meeting to:
 - a. Explain to parents the requirements of these laws in simple, direct and understandable terms;
 - b. Inform parents of the school's participation in such programs, and include them, in an organized, ongoing and timely fashion, in the planning, review, improvement and revision of such programs as mandated by law and regulation;
 - c. Explain and answer any questions as to the rights of the parents to be informed about and involved in these programs.
4. Informing and explaining to parents the New York City, New York State and federal academic achievement standards students are expected to meet; how students' progress is measured, as well as provide information regarding the curriculum currently in use at the school;
5. Informing and providing the parents with any training and materials available for them to help them work with their children;
6. Informing parents of any resources, such as transportation and child care, which may be available in order to allow them to attend and participate in school events;
7. Informing them of and bring to the parents any other programs available through community resources, which may be of use or interest to them, whenever possible;
8. Including in its Parental Involvement Policy a School-Parent Compact, a written agreement outlining and describing more specifically the rights, responsibilities and commitments of the parents, the children and the school with regard to honoring their partnership roles in helping the students realize their maximum academic, personal and social potential.

P.S. 108 shall accomplish these goals through the following means:

1. By convening regular meetings, at times facilitating greatest parental participation, at which parents will be able to gain information, voice opinions and offer approval or rejection of proposed programs and policies. These shall include the following meetings:
 - a. Monthly meetings of the general PTA membership;
 - b. Monthly meetings of the School Leadership Team;
 - c. Meetings of any standing PTA committees;
 - d. Meetings of any parental action committees as formed in accordance with PTA bylaws;
 - e. Meetings called by the Parent Coordinator in order to maintain open communication with the parents and monitor their

- concerns, interests, and needs.
 - f. Planned for regular meetings of Title I parents.
2. By establishing various forms of clear and consistent communication with the parents through letters, email, newsletters and phone calls when necessary, encouraging regular discussion about and participation in school programs, students' academic progress and behavioral management. Such communication shall be provided in alternative formats and languages as necessary, and shall stress the importance of communication between the teachers and parents through:
 - a. Regular attendance of parent-teacher conferences;
 - b. Reports to parents on their child's progress;
 - c. Reasonable access to staff, opportunities to volunteer in their child's class and observe classroom activities.
 3. By providing to the parents alternate means of communicating their concerns and suggestions, including but not limited to:
 - a. A suggestion box;
 - b. A parking lot board at meetings;
 - c. An open door policy to the Parent Coordinator and Principal.
 4. By providing all parents with a copy of this Parent Involvement Policy, in English and other appropriate languages, and its inherent School-Parent Compact component.

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

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

P.S 108 SCHOOL-PARENT COMPACT

We, the **administrators, teachers, staff and parents of P.S. 108** fully recognizing our mutual interdependence and responsibility for supporting our students' educational, social and personal endeavors in order that they may achieve academic success, realize their full potential as unique individuals and become responsible, contributing citizens, hereby pledge to each other and to our students to provide that support by voluntarily and eagerly signing the agreements stated in this document.

We, the **students of P.S. 108**, recognizing our own duty to accept responsibility for achieving academic success, as well as for our social development and personal growth as contributing, respectful members of our family, school and world community, hereby pledge our commitment to fulfilling that responsibility to the best of our ability, by signing the agreements stated below.

The School Agrees To:

- Show respect for each child and his/her family, each teacher and staff member;
- Provide a safe and clean environment, and an atmosphere conducive to teaching and learning, for the entire school community;
- Establish an atmosphere conducive to open, regular communication among staff, teachers, students and parents;
- Provide teachers and staff with the materials and supplies necessary for them to fulfill their obligations to the students and one another;
- Clearly communicate performance expectations to the teachers and provide them with constructive feedback;
- Provide clear, frequent and regular communication channels between myself and the teachers/staff;
- Provide teachers and staff with meaningful opportunities for professional growth and enrichment;
- Celebrate individual student's, teacher's and staff member's success with the entire school community;
- Provide opportunities for parents to participate in school activities and events by scheduling them at times conducive to greatest attendance;
- Convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved;
- Give parents and students opportunities to participate in school governance;
- Actively involve parents in planning, reviewing and improving Title I programs and the parental involvement policy;
- Provide parents with information about all programs;
- Clearly communicate expectations for student performance to the parents and provide them with student profiles and assessment results;
- Provide parents with all pertinent individual, regional and department of education information;
- Provide clear, frequent and regular communication channels between myself, the teachers and the parents through: parent-teacher conferences; student progress reports as warranted; opportunities to volunteer and participate in their child's class; opportunities to observe classroom activities as appropriate;
- Inform parents of all school policies and procedures, and seek their support in enforcing them at school through parental reinforcement at home.

Principal's Signature

Date

The Teacher Agrees To:

- Show respect for each child and his/her family
- Provide quality teaching and leadership;
- Believe that each student can learn;
- Recognize each child's unique abilities and challenges to help him/her grow to his/her full potential;
- Come to class prepared and positive;
- Assign homework that is meaningful and appropriate to the grade level;
- Coordinate with other programs to make sure nightly assignments do not exceed time limits;
- Give each student corrective, constructive and encouraging feedback;
- Celebrate each student's success and encourage persistence when challenges discourage him/her;
- Enforce school and classroom rules fairly and consistently;
- Maintain open lines of communication with the student and his/her parents;
- Provide full and clear classroom expectations each child and his/her parents;
- Provide clear progress reports to the parents at reasonable intervals or as necessary to ensure the child meets grade standards;

- Seek ways to involve parents in the school program and value their contribution.

Teacher's Signature

Date

The Student Agrees To:

- Show respect for my classmates, teachers, principals, school staff, parents and myself;
- Attend school regularly and be on time;
- Believe that I can and will learn;
- Come to school each day prepared to work and with all required supplies;
- Always do my best in my work and my behavior;
- Ask questions if I do not understand school or homework assignments;
- Complete and return my homework on time;
- Observe regular study hours;
- Observe the classroom and school rules set by my teacher, my principal and the Department of Education; Work cooperatively with my classmates;
- Respect school property;
- Take pride in my work and my school;
- Do my homework every day and ask for help when I need to;
- Read at least 30 minutes every day outside of school time;
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

Student's Signature

Date

The Parent/Guardian Agrees To:

- Show respect for my child, his/her teacher and the school;
- See that my child attends school regularly and on time;
- Support and model positive attitudes toward school (by showing interest in my child's education, reading, limiting my own TV viewing etc.);
- Talk with my child about his/her school activities every day;
- Communicated regularly with my child's teacher;
- Make sure I am advised of all academic and behavioral expectations my child is responsible for meeting;
- Make sure my child observes the classroom and school rules set by his/her teacher, the principal and the Department of Education;
- Insist that all homework assignments are fully completed and on schedule;
- Provide a specific time and a quiet, well-lit place for my child to do homework;
- Provide my child with the necessary and appropriate supplies to complete his/her assignments;
- Be available to assist my child;
- Review completed assignments to check for understanding;
- Attend all parent-teacher conferences;
- Participate in school activities and events;
- Seek out opportunities to volunteer at my child's school;

- Support the school in developing positive behaviors;
- Support the school in implementing school policies and procedures
- Read to my child and encourage him/her to read independently daily;
- Monitor my child's TV viewing, video game and online activities;
- Make sure my child gets adequate and appropriate nutrition and sufficient sleep daily.

Parent's Signature

Date

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. **See page 12.** (Needs Assessment)

2. 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:
 - 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.

See pages: 12-15.

3. Instruction by highly qualified staff. **100% of all staff are highly qualified.**
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards. **All professional development is researched based that is aligned with our instructional models.**
5. Strategies to attract high-quality highly qualified teachers to high-need schools. **Presently the school has a very low turn-over rate.**
6. Strategies to increase parental involvement through means such as family literacy services. **See pg. 19. Goal # 1.**
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. **See page 12.** (Needs Assessment)
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. **See page 12.** (Needs Assessment)
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. **See page 12.** (Needs Assessment)
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. **Scheduled as per the school's Consolidated Plan.**

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, 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.

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

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool (scientifically based research that strengthens the core academic school allocation amounts)	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 the plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
3. Use effective methods and instructional strategies that are based on scientific 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	Federal	(✓)					
c. Minimize removing children from the regular classroom during regular school hours;	Federal	(✓)					pg. 18-21
Title I, Part A (ARRA)	Federal	(✓)					pg. 18-21
Title II, Part A	Federal	(✓)					
Title III, Part A	Federal	(✓)					
4. Coordinate with and support the regular educational program;	Federal			(✓)			
Title IV	Federal			(✓)			
IDEA	Federal			(✓)			
5. Provide instruction by highly qualified teachers;	Local			(✓)			
Tax Levy	Local			(✓)			

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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.

7. Provide strategies to increase parental involvement; and

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.

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.) (4)
2. Please describe the services you are planning to provide to the STH population. Through the office of the parent coordinator, a comprehensive list of resources is provided to families of STH population through monthly workshops. These resources include access to: transportation, free meals, ARIS, school guidance, parent workshops to support student achievement and health service information.

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 Philip J. Abinanti					
District:	11	DBN:	11X108	School		321100010108

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		94.2	94.5	94.5
Kindergarten	97	96	108				
Grade 1	109	91	92	Student Stability - % of Enrollment:			
Grade 2	102	115	85	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	115	92	114		93.5	93.2	91.7
Grade 4	103	115	84				
Grade 5	67	89	97	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		51.9	66.0	66.0
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		1	8	11
Grade 12	0	0	0				
Ungraded	0	1	0	Recent Immigrants - Total Number:			
Total	593	599	580	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					7	6	8

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	0	0	0	Principal Suspensions	6	2	11
# in Collaborative Team Teaching (CTT) Classes	35	32	16	Superintendent Suspensions	1	1	0
Number all others	34	33	48				

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	44	43	42
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	10	11	5
# receiving ESL services only	35	31	TBD				
# ELLs with IEPs	0	3	TBD				

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

Number of Educational Paraprofessionals	3	3	10
---	---	---	----

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	74.4	95.2
				% more than 5 years teaching anywhere	50.0	58.1	69.0
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	89.0	86.0	92.9
American Indian or Alaska Native	0.3	0.3	0.3		100.0	100.0	100.0
Black or African American	9.3	8.8	7.8				
Hispanic or Latino	39.5	44.4	47.1				
Asian or Native Hawaiian/Other Pacific	13.5	12.4	12.1				
White	33.1	28.9	32.6				
Male	50.1	50.8	49.1				
Female	49.9	49.2	50.9				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	-	-				
White	v	v					
Multiracial	-	-					
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	7	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:				P	
Overall Score:	32.6	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data				P	
School Environment:	4.8	Quality Statement 2: Plan and Set Goals				P	
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				P	
School Performance:	5.3	Quality Statement 4: Align Capacity Building to Goals				UPF	
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				P	
Student Progress:	22.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster	District 11	School Number 108	School Name Philip J. Abinanti
Principal Charles Sperrazza		Assistant Principal Deirdre Hogan	
Coach		Coach	
Teacher/Subject Area Jennie Adler/ESL		Guidance Counselor	
Teacher/Subject Area Antoinette Ulrich/AIS Math 3-5		Parent	
Teacher/Subject Area Sandra DeCicco/AIS Reading K-2		Parent Coordinator Farhidys Forde	
Related Service Provider Deborah Rhem/AIS Reading 3-5		Other	
Network Leader		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	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	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	584	Total Number of ELLs	41	ELLs as Share of Total Student Population (%)	7.02%
------------------------------------	------------	----------------------	-----------	---	--------------

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.

Part II: ELL Identification Process

During the registration process, parents of new entrants to the NYC Public School system are required to complete the Home Language Identification Survey (HLIS). Translations of the HLIS are available in several languages. Ms. Adler, the ESL coordinator explains to the parent that the questions in Part 1 and Part 2 of the HLIS pertain to the child, and that for questions that ask about which language is used "most of the time," only one language is to be indicated. I ask the parent to answer every question, including the ones pertaining to prior schooling. The HLIS is completed by the parent with my assistance, the ESL coordinator. A translator is present as needed to avoid confusion and inconsistencies. Over-the-phone interpretations are also available through the DOE Translation Unit. Parents sign and date this legal document. The procedures we follow to identify our ELLs are initiated based on the responses to the HLIS and an informal oral interview of the student. If the parent has identified the home language as English, the student enters the general education program. If the parent has indicated on the HLIS that the child speaks a language other than English, or in addition to English, an informal oral interview is conducted by the ESL coordinator with the student and parent in English and in the native language. If the parent indicates the home language is other than English or the student's responses in the oral interview indicate that the dominant language is other than English, initial formal assessment procedures are implemented. All new entrants whose HLIS form indicates a language other than English on one question in (Part 1: questions 1-4) and two questions in (Part 1: questions 5-8) must take the Language Assessment Battery-Revised (LAB-R). The licensed ESL teacher administers the LAB-R. If the parent indicated a home language of Spanish and scores were at or below LAB-R cut scores, the Spanish LAB is administered by a trained pedagogue. A student who scores below proficiency levels at either a Beginning, Intermediate or Advanced level is considered Limited English Proficient (LEP) or an English Language Learner (ELL) according to NYS education regulations. For students transferring to our school from either another public school, or a private or parochial school, a little detective work is involved, because sometimes their complete records have not yet been transferred at the time of registration. If the student has previously been enrolled in a NYC public school, an Exam History (RHSP) is run, to determine if the student was previously assessed with the LAB-R. It is not permissible to administer the test more than once, even if the student has been out of the country for a year or more. Other ATS reports helpful in identifying ELLs are the RLAT, the RNMR, and the RLER. The prior school is also contacted in an effort to obtain the original HLIS, and if applicable, the original Parent Survey and Program Selection document.

In the spring, all of our students who are LEP/ELL entitled are administered the (annual) New York State English as Second Language Achievement Test (NYSESLAT). ELLs are assessed in the four modalities (Listening, Speaking, Reading and Writing) in order to measure their progress in developing English language proficiency. The NYSESLAT is the only assessment which determines the students' eligibility to continue receiving ESL services. Once the student scores at the Proficient level on the NYSESLAT, the student enters the general education program, but as a former ELL, continues receiving support for two years to assist him in the transitioning process. This includes, but is not limited to, being entitled to ELL testing accommodations.

Parents are notified of the LAB-R and Spanish LAB results through the standardized DOE Parental Notification Letters, which are translated into several languages. Appendix C, sent home to parents within the first ten days of school, informs the parent that the child was administered the LAB-R, based on responses to the HLIS questions, and that the child is entitled to receive services as an English Language Learner (ELL) based on the LAB-R score. The letter invites the parents to a Parent Orientation to learn about the three educational programs offered to ELLs in NYC: Transitional Bilingual, Dual Language, and Freestanding ESL. The principal or assistant principal, parent coordinator, and ESL teacher are present at this meeting, held as early as possible in the school year. The DOE Orientation DVD explaining the three program choices, and the accompanying guides for parents of ELLs are presented to the parents in their native language. Time is allotted for discussion, and translators are available. Then parents are given Appendix D, the Parent Survey and Program Selection form to complete. They are given time to complete the Program Selection form at the Orientation in school, to insure that their child receives entitled services as soon as possible. If they choose to take the form home, they then return it at a one-on-one meeting with the ESL teacher. For any parents unable to attend the school orientation, a one-on-one meeting is arranged with the ESL Coordinator. Once the Parent Survey and Program Selection form is reviewed. Students are placed based on Parent choice. In the last two years, 100% of the ELL Parents have chosen the ESL program for their children. Therefore, at the present time we do not have any parents who want their child in another ELL program. We honor the community's choices by offering an ESL program to our students. However, if any future parent is interested in a TBE or Dual language program, they are informed that our school will put their names on a list, and open a bilingual class once there are fifteen bilingual ELLs over two contiguous grades who speak the same language. Parents are informed of the research that indicates that continuous participation in one of the three instructional programs benefits the child more than switching between programs. They are also informed of their option to choose a NYC public school which does offer the selected program (based on availability) and are assisted by the ELL Compliance Specialist in the District. The original, signed Parent Survey and Program Selection form is kept in the child's Cumulative folder. The ESL teacher keeps a copy of Appendix D

in the compliance files, and gives a copy to the parents for their records.

Other DOE Parent Notification Letters are sent home in parents' native languages. Appendix E informs parents that their child was administered the LAB-R, based on the responses to the HLIS completed at registration. The child's score on the LAB-R indicates that he/she is English proficient and not entitled to receive services as an English Language Learner. Appendix G informs parents of ELLs that their child was administered the New York State English as a Second Language Achievement Test (NYSESLAT) in the spring to determine his or her English language proficiency, and based on the test results, continues to be entitled to receive English language development support in classes for English Language Learners. This Continued Entitlement letter is signed by the parents, and a copy is kept in the compliance files. Appendix H informs parents of ELLs that based on the score received on the NYSESLAT administered in the spring, their child is no longer entitled to services for ELLs because he or she scored at the Proficient level. Appendix F is the placement letter, given to parents of newly enrolled ELLs once they have completed Appendix D. They are informed that participation in the program of their choice will be for the entire school year, and that the child will be administered the NYSESLAT in the spring. Other than Appendix D and G, none of the DOE Parental Notification Letters require a response, and copies of every letter are kept on file by the ESL teacher. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend by parents has been to choose the Freestanding ESL program, which is aligned with the model offered at our school. If the requisite number of parents choose the Transitional Bilingual Education program, a class will be offered at our school.

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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														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	41	Newcomers (ELLs receiving service 0-3 years)	37
SIFE	0	ELLs receiving service 4-6 years	4
		Special Education	4
		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
Dual Language										0
ESL	37	0	2	4	0	2	0	0	0	41
Total	37	0	2	4	0	2	0	0	0	41

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

C. Home Language Breakdown and ELL Programs

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	4	6	8	3	2								23
Chinese	2	0	0	0	0	0								2
Russian	0	0	0	0	0	0								0
Bengali	1	0	0	0	1	0								2
Urdu	1	0	0	0	0	1								2
Arabic	0	1	0	1	0	0								2
Haitian	0	0	0	0	0	0								0
French	0	1	0	0	0	0								1
Korean	1	0	0	0	0	0								1
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	1	1	0	0	0	0								2
Other	2	2	0	2	0	0								6
TOTAL	8	9	6	11	4	3	0	0	0	0	0	0	0	41

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.

The Freestanding ESL Program at P.S. 108 is a pull-out program serving Grades K-5 within six (6) heterogeneous instructional groups. The current cohorts are: one Kindergarten group, one Grade 1 group, one Grade 2 group, two Grade 3 groups, and one group of Grades 4-5. P.S. 108 has one certified ESL teacher, who serves 41 English Language Learners (ELLs). ELLs are 7% of our total school population of 584 students.

In accordance with Part 154 regulations and based on the LAB-R and NYSESLAT scores, ELLs in Advanced standing receive 180 minutes of English language instruction (ELA) per week. ELLs who are at the Beginning and Intermediate levels receive 360 minutes of ESL/ELA instruction. Each grade is a cohort, served four times a week, for 50 minutes each session. In addition to the ESL teacher, a few teachers on staff have ESL licenses, while other teachers have completed the mandated ESL/Jose P. instruction for monolingual classroom teachers. With the ESL teacher providing 200 minutes per week, Beginning and Intermediate ELLs receive the additional mandated minutes in their classroom, where ESL methodology is embedded within classroom content instruction. The Everyday Mathematics program, which makes up a double block of instructional time in every K-5 classroom, uses manipulatives, visuals, and specialized vocabulary. The ESL teacher regularly articulates with the classroom teachers about best practices.

The Point of Entry Model (POEM) provides the framework in which instruction is planned and implemented to insure student engagement and productivity, real world connections, and ongoing informal assessments. All components include oral language development and discussion, listening, reading, and writing. The teachers scaffold instruction to support the needs of the individual ELLs, giving attention to language acquisition levels, as well as the age of the students. Content area is taught implementing ESL strategies including Language Experience (LEA), Total Physical Response (TPR), and differentiating instruction to provide receptive and expressive language skills.

The ESL curriculum centers around Rigby's On Our Way to English program, with thematic units that include oral language development, shared reading and writing, guided reading, and phonics/ word study. All ELLs participate in the interactive computer program, Imagine Learning English.

The ESL teacher also utilizes primary documents and photos (Jackdaws) for Social Studies, and Science content materials (Newbridge.)

Our core curriculum is aligned with the ELA/ESL state standards, the goal of which is for every ELL to meet grade expectations in all disciplines. The ESL teacher conducts articulation meetings with classroom teachers, and a Mondo Consultant to promote L2 achievement. Teachers are made aware of language transfer issues, cultural and linguistic differences within the school community, and the range of ESL methodologies and strategies which can be employed to differentiate instruction for ELLs.

P.S. 108's curriculum utilizes balanced literacy and the Mondo literacy model for reading. In addition to oral language development, literacy instruction includes phonemic awareness, letter recognition, letter-sound correspondence, concepts of print, word knowledge, and fluency. Materials are low level/ high interest. They target the oral language needs of our students. ELLs in small, flexible groupings, participate in guided and shared reading. Components of the Teacher's College Writing Workshop model and the writing process are used to teach writing. We are using interactive reading and interactive writing to engage all subgroups of ELLs. We recognize that it is

necessary to enrich language development in order to make content comprehensible and accessible to the SIFE student, to Newcomers (in US schools less than three years), to ELLs receiving service 4 to 6 years (and who are At Risk of becoming long-term ELLs), and to Long-Term ELLs.

We use Imagine Learning to help jump start newcomers language abilities. Long Term ELLs are considered 'At Risk'. They receive AIS Reading twice a week for 50 minutes. With the "Soar to Success" program, the provider uses reciprocal teaching to target comprehension skills that need strengthening. A focus is on building meaning, and generating discussion, leading to descriptive open-ended responses to literature. Comprehension strategies are linked to test-taking strategies. In a small group, the AIS Math provider uses "Elements of Daily Math," which is aligned with the school-wide Everyday Mathematics program, and explicitly teaches problem solving. At the beginning of each school year, once assessments have been completed, all of the providers meet, discuss and come to an agreement about which services are best suited to each ELL and general education student. In addition to the ESL teacher, providers in our school include AIS Reading, AIS Math, SETSS, CTT, OT, PT, and Speech. Long-term ELLs often receive Special Education services due to a learning disability. ELLs identified as having special needs receive SETSS through the special services instructor, and ESL services by the ESL licensed teacher. Our goal, as a school community, is to intervene earlier with systematic, comprehensive targeted instruction, rather than waiting years for the student to experience failure.

An ELL whose IEP specifically calls for bilingual education is given an alternate placement bilingual paraprofessional who translate and works with the student throughout the day. This process is initiated when the parent opts out of bilingual placement. The student is also given ESL instruction by the licensed ESL teacher as prescribed by the Part 154 mandate. The ESL provider is aware that if an ELL with an IEP has been "X-coded," by the Committee on Special Education, he continues to take the NYSESLAT until he attains a level of Proficient. In an attempt to accelerate academic content and language development, ELLs with interrupted formal education (SIFE) log onto the interactive computer program, Imagine Learning English, for at least twenty minutes each day. They are also part of our Extended Day Tutorial group. The SIFE child is paired with a bilingual buddy for help translating classwork, directions, and other pertinent information. Because NCLB requires ELA testing for ELLs after one year, scaffolds are put in place to support literacy learning. Schema building is evident as teachers and students preview text, and use graphic organizers to build meaning. The development of conceptual understanding is promoted through challenging, focused, accountable talk that enables ELLs to communicate both socially and academically, to think critically, problem solve, and become leaders.

Our Science program uses a hands-on inquiry approach in experimental exploration. The Social Studies curriculum employs the Five Themes of Geography to discover the needs and wants of humans, and how they relate to the family, the local community, and the world. ELLs participate in all school-wide initiatives including project work in Science and Social Studies. Our Art and Music teachers artistically weave multicultural influences from around the world into their K-5 curriculum, and the P.E. teacher greets her classes in different languages. These are conscious efforts to recognize and affirm the diversity at our school, and are appreciated by the entire student body. All students receive instruction in Technology, and concepts are supported by CDs, videos, overhead transparencies, and educational websites. In the content area subjects, the aim is to build on the individual student's prior knowledge (text-to-self, text-to-world, and text-to-text connections) and to develop an understanding of abstract concepts through concrete applications using manipulatives, charts, graphic representation, text re-presentation, pictures, and realia, with the teacher modeling and thinking aloud.

Although there is no explicit native language arts (NLA) instruction, the use of L1 is valued. The native language is supported through the presence of both L1 and bilingual literature in the ESL classroom, where the ESL teacher maintains a lending library, and ELLs are able to borrow books in English, as well as their native languages. Bilingual dictionaries and glossaries are included in the testing accommodations for ELLs and former ELLs (who have achieved Proficiency level on the NYSESLAT within the past two years) and are made available to the families of ELLs. We have obtained the Department of Education word-for-word content area glossaries for use in the classroom and on state and city tests. Because our school has a sizeable Albanian population, we were pleased to see that the bilingual Math Glossary comes in English/Albanian. Hopefully, it will be developed for the content areas of Science and Social Studies as well. Likewise, currently the only bilingual English/Vietnamese glossaries are the ones for Math and Science.

Parents of ELLs are told of the research supporting the continued use of L1 at home, because the skills transfer to L2, significantly increasing the ability to learn a second language. We suggest that parents speak, sing, tell stories, and read to their children in their native language. In school, oral and written responses in the students' first language are accepted as they make the transition to learning English. Content area standardized tests and test simulations are translated into several languages, and ELLs and former ELLs (up to 2 years) are entitled to use them. We schedule interpreters for ELLs and former ELLs who speak one of the low-incidence languages. Teachers who are monolingual and want to support students' use of native languages have several resources. A paraprofessional who speaks the child's language can preview and review a lesson, providing scaffolding support. A bilingual peer tutor is another resource.

At the ESL Parent Orientation, parents are given a folder with language-specific resources such as the bilingual website Colorin Colorado, other educational websites where learning is disguised as fun, and locations of the New York Public Library, which has audio books in several languages. Parents are also given information about community resources available to them.

In an effort to strengthen ELLs' second language acquisition, and to provide the skills and strategies they need to be successful, an afterschool Title III language enrichment program will serve ELLs in grades 3-5, and be open to transitional as well as current ELLs. The bi-weekly program will focus on improving language/literacy and math skills in both receptive and expressive English language development.

Our ELLs are afforded equal access to all school programs. Extracurricular afterschool activities at P.S. 108 have included Enrichment Clusters, Brownies and Daisy Scouts, Robotics, Chorus, Dancing, Cheerleading, and "Inside Broadway." The only requirement is that parents provide transportation home at the end of each session.

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?

Paste response to questions 5-14 here

Native Language Arts and Native Language Support

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 (_____)?
4. What Dual Language model is used (side-by-side, _____)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

25%

Freestanding ESL

100%

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.

Professional Development and Support for School Staff

The ESL teacher attends and turnkeys research-based professional development sessions throughout the year, including Quality Teaching for English Learners (QTEL) and several sessions offered by NYS BETACs. Topics deal with the challenge of providing equal access to curriculum for all learners, and reference the work of researchers and practitioners in the field: Douglas Fisher, Nancy Cloud, Alma Flor Ada, F. Isabel Campoy, Robert Marzano, Juli Kendall, and Outey Khuon, among others. In collaboration with the Network ELL Specialist,

professional development workshops in ESL methodology as per Jose P. will be provided to all staff throughout the school year. The following topics will be covered:

- Second language acquisition theory
- Language transfer issues and the implications for instruction
- Alignment of ESL and ELA standards
- Identifying and developing language and content goals
- Scaffolding instruction for ELLs
- Determining whether the ELL's academic difficulties more likely reflect a learning disability or limited English proficiency

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?

Parental Involvement

At P.S. 108, we value the diversity of languages and cultures in our school, seeing it as a strength from which we all benefit. We encourage parents to continue to develop their child's native language while learning English, because a student's L1 is critical to identity, and helps the child value his own culture. These students tend to have better self-esteem, and learn English better than students who learn English at the expense of their own language. Of course, knowing two or more languages also translates into better economic prospects in our global community.

The ESL teacher, Parent Coordinator, and School Secretary work together to ensure that parental notifications and letters are available in several languages. Responses to the DOE Language Preference Form indicate that although 7% of our student population are ELLs, 14% of P.S. 108 parents would prefer to receive important written/oral information from the school in other languages: Albanian, Arabic, Bengali, Chinese, French, Korean, Spanish, Urdu, and Vietnamese. The ESL teacher, Parent Coordinator, Principal and/or Assistant Principal meet with parents at the beginning of the year at an ESL parent orientation, where information and resources are provided. Parents are encouraged to become active members of the school community. They are provided with strategies to increase their ability to help with their children's homework.

At other meetings, parents are informed of assessments and student progress. There is a festival in the spring for families, which includes songs, food, and an International Museum. Informal meetings are ongoing and include Parent-Teacher conferences, dismissal impromptus and scheduled conferences throughout the year. We arrange for bilingual interpreters to be present at these parent meetings.

Our Parent Coordinator, in a translated letter to all parents and caregivers in September, explains that her role is to assist them in building a strong partnership with the school. She advises them that she has an open door policy in dealing with questions and concerns related to their child's education. Throughout the year, at Parent Association meetings, Parent Cafes, and workshops, the coordinator works with the Learning Leaders to organize presentations of interest to all parents and caregivers. Topics have included an ELA State test information session, a Science café to acquaint parents with the requirements and resources for Science Fair projects, a Math State test information session (for lower, and upper grades, separately), an Attendance Café, a session about Moving to Middle School, a session concerning the physical and emotional changes parents could expect during adolescence, Nutrition, Self-Esteem, and a Summer Fun café providing resources for families. Additionally, the Parent Coordinator holds an orientation for Kindergarten parents, a Kindergarten Open House, and a Volunteer Breakfast. She organizes assemblies dealing with fire safety, a drug-free campaign, etc. Learning Leaders are trained to volunteer in several capacities throughout the school.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)													
K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL

Beginner(B)	5	5	2	3	3	1								19
Intermediate(I)	1	3	1	5	0	1								11
Advanced (A)	2	1	3	3	1	1								11
Total	8	9	6	11	4	3	0	0	0	0	0	0	0	41

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

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

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

NYS Science				
Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4	1		1		1		0		3
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									0
8									0
NYSAA Bilingual Spe Ed									0

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

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.

The assessment tools our school uses to assess the early literacy skills of ELLs K-5 are:

- o Oral Language Achievement (OLA)
- o Mondo assessments, which measure letter recognition, letter-sound correspondence, phonemic awareness, and word knowledge
- o DRA, which assesses reading comprehension and fluency
- o 3-day writing analysis

The information obtained from these assessments is used to help inform our school's instructional plan.

The data pattern shows that most Kindergarten and First grade students score at the Intermediate level in Listening and Speaking. In grades 2nd -5th, most of the students score in the advanced levels in the Listening and Speaking section of the NYSESLAT. The Kindergarten and 1st grade ELLs scored equally in the Beginner and Intermediate levels in the Reading and Writing sections of the NYSESLAT. Grade 2-5 mostly score at the Intermediate level in Reading and Writing section of the NYSESLAT.

Data patterns on these assessments, as well as across proficiency levels on the LAB-R and NYSESLAT, reveal the need to continue to develop the ELLs' oral language, phonemic awareness, and to expand vocabulary instruction across the grades. This is carried out best in small, flexible, group work, in theme-based curriculum. Instruction can be differentiated according to student level of proficiency. Students respond to the same lesson in different ways. Some draw pictures and label them, while others write paragraphs or essays. Culturally relevant non-fiction and fiction books that are high interest will help build capacity in each child. Successful writing expression is tied to strong oral language development. We realize that ELLs must have frequent opportunities to express themselves, and to respond to each other. School-wide, we are doing more thinking aloud, and more modeling. Weekly ongoing, informal assessments aligned with instruction indicate the level of English language acquisition, and each student's academic progress. We are collaborating more as teachers and sharing best practices. At P.S. 108, we celebrate the diversity of our school community, and draw on our students' backgrounds—their experiences, cultures, and languages.

We evaluate the success of our programs for ELLs based on how we are meeting the Annual Measurement Achievement Objectives (AMAOs).

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		