



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS/MS 108 Assemblyman Angelo Del Toro Educational Complex

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 314000010108

PRINCIPAL: Grysele Machicote **EMAIL:** gmachic@schools.nyc.gov

SUPERINTENDENT: : Luz Cortazzo

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Gryssele Machicote	*Principal or Designee	
Richard Carlsen	*UFT Chapter Leader or Designee	
Mercedes Vidal	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jennifer Tegano	Member/Asst. Principal	
Nadine Sinclair	Member/Teacher	
Amanda Walsh	Member/Teacher	
Sofia Rodriguez	Member/Parent	
Anna Torres	Member/Parent	
Desiree Rodriguez	Member/Parent	
Martha Barajas	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- By June 2012, students will show an improvement in literacy achievement as measured by the state ELA assessment by an increase of 5% in students scoring 3&4.

Comprehensive needs assessment

- Based on feedback sheets that were distributed to our staff, and comparing state ELA assessment scores from the 2010-2011 school year we feel that this is a focus needed for our school.
- Reviewing the data available on ARIS we were able to see a need in increasing our student's performance on the state ELA assessment.

Instructional strategies/activities

Sections A and B

- Grade level teacher teams will examine and analyze formative and summative assessment data to develop implications for practice within daily balanced literacy instruction for all sub groups
- Implement PS/MS 108 CCLS aligned units of work within balanced literacy program, monitor and revise as needed and develop further CCLS aligned integrated units facilitated by Aussie Staff Developers
- As per Chancellor's Instructional Expectations, conduct 'Looking at student Work' sessions with teachers, utilizing LASW protocols to: a) analyze student work and align to Common Core Learning Standards, identifying gaps in curriculum content and teaching practice, b) analyze student work of rich performance task (Literacy) and develop consistency of judgments utilizing CCLS aligned rubrics, c) analyze each grade's Literacy assessments with Hess's matrix of cognitive rigor to check for balance and range of higher order thinking skills being assessed
- Test Prep- implement more specifically aligned and balanced literacy based test prep unit of work as indicated by students' reading needs

Part C

- As per Chancellor's Instructional Expectations 2011/2012, grade level teacher teams to examine NYCDOE Common Core units of work according to Universal Design for Learning principles and Understanding by Design structure as well as develop clarity of understanding with effective teaching practice and content for unit implementation
- Professional development for teachers Pre-K to 8 to focus on specific daily effective teaching practices that have multiple entry points for all learners

Part D

- Dec 2011, For students who did not make progress in 2010/2011, establish a Data Inquiry Team and implement action research cycle, aligning Response to Intervention tiers of instruction and intervention informed by data
- Before/Afterschool Title III Program to support the needs of ELL's in ELA through various cycles (lowest 3rd, "borderline", level 3 &4) etc.
- Before/Afterschool program to support the needs of the SWD in ELA through various cycles (lowest 3rd, "borderline", level 3 &4) etc.
- Before/Afterschool program to support the needs of all students in ELA through various cycles (lowest 3rd, "borderline", level 3 &4) etc.
- Align all after-school extended day groups to effective literacy instruction by:
 - a) Identifying students who are not at grade level standard (Fall)
 - b) Forming teacher teams to work with these students after-school
 - c) Develop organizational structures and communication processes to ensure tight alignment of classroom instruction with these students to before/after-school instruction, focused on specific text processing and text comprehending strategies as needed by each student

- Review students' performance on past ITAs (Jan 2012)
- View data from ARIS Item Analysis Tool (Lead by data specialist team) (Feb 2012)
- Access Network Instructional team members to support teacher teams' meetings, guidance to instructional leaders and in-classroom coaching

Budget Allocations~ Various Before/Afterschool Per Session Activities and Per Diem Funds

- Afterschool Supervisor, Data Specialists, CCSS Point Staff and Teacher Team Leader monthly meetings to delve deeper on the above mentioned work
- Before/Afterschool Title III Program to support the needs of ELL's in ELA
- After school mentoring per session activity to support first year staff
- Before/Afterschool program to support the needs of the SWD and identified lowest third in ELA

Strategies to increase parental involvement

- Provide materials and training to help parents work with their children to improve their achievement level
- Provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children
- Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
- Provide assistance to parents in understanding standards and assessments
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

Strategies for attracting Highly Qualified Teachers (HQT)

- Use academic learning time efficiently
- Respect cultural, racial and ethnic differences
- Implement a curriculum aligned to the Common Core State Learning Standards
- Offer high quality instruction in all content areas
- School leaders invite teachers to play a meaningful role in setting goals and making important decisions for this school.
- School has high expectations for all students
- Teachers set high standards for student work in their classes
- Our school has a clear measure of progress for student achievement throughout the year

- Our school makes it a priority to help students develop challenging learning goals
- Our school makes it a priority to help students find the best ways to achieve their learning goals
- The principal has confidence in the expertise of the staff

Service and program coordination

- Through the Jeremy’s Heroes after school program, our school is addressing the Violence Prevention Program and “Respect for All”, DOE program. This aligns to meet the needs of our student population.
- Through our food program there is the recognition of good and healthy nutrition.
- Our Parent coordinator helps to make sure the parents are guided to find proper housing when necessary.

Conceptual Consolidation of Budget

Professional Development

Weekly grade meetings for planning and monitoring student progress and PD provided by CCLS Point Staff & AUSSIE ELA & Math Staff

Developers

Department of Education Professional Development Calendar

CFN 408 Network Professional Development

Staffing/Funding

Tax Levy Classroom Teachers

IEP Teacher

Tax Levy After School teachers

Title 1 After School teachers

Annual Goal #2

- By June 2012, 85% of our teachers will respond to the 2012 NYC Learning Environment Survey that they are able to use student data to improve their teaching and student learning.

Comprehensive needs assessment

- According to the 2011 NYC Learning Environment Survey only 75% of our teachers were able to use student data to improve teaching and learning.
- The City Instructional Expectations ask teachers to use data from previous student work to create multiple entry points to create units.

Instructional strategies/activities

- Part A and B
- Implement on-going, data driven assessments to determine and communicate specific student's needs and goals
- schedule common (vertical and horizontal) planning, develop teacher reflective practices, and individual administrative conferencing that supports collaboration and measurable performance
- Differentiated PDs to cover web based data sites like ARIS, nySTART and ACUITY.
- Student data is monitored through ARIS, ACUITY reports, interim assessment, student conferences and class participation.
- Schools data specialists will attend monthly PD sessions offered by the CFN408 Network.
- Part C
- Plan weekly grade-level collaborations and bi-annual principal/teacher conferences that identify, monitor and assess instructional strategies that reflect academic rigor.
- Monthly data specialist team meetings (consisting of teachers, CCLS Point Staff, Admin.) are used to emphasize the best way to use data.
- Part D
- Monthly data specialist team meetings begin (Sept 2011 through June 2012)
- Monthly CFN408 Network Data Specialist PDs (Sept 2011 through June 2012)
- Student formal assessments given every 8-10 weeks.

Strategies to increase parental involvement

- Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, progress Report, Quality Review Report, Learning Environment Survey Report
- Workshops on ARIS, ACUITY and Jupiter grades for MS 108 Families

Strategies for attracting Highly Qualified Teachers (HQT)

- Development of Class and Individual Student Data Binders that identify interim and long term goals for students and monitor the progress towards those goals
- Teacher observations and reflections
- Instructional leaders will conduct walkthroughs and provide actionable feedback implementing the iObservation on line tool and the Danielson framework for professional growth
- Large amounts of Professional Development given on a weekly and monthly basis.

Service and program coordination

- CFN408 Network support

Budget and resources alignment

“Title 1 Fair student funding” will be used for per session and instructional supplies. TL Children’s First Network funds will be used for per diem to pay for substitutes when the teachers attend pd sessions and inter visitations to other schools.

Professional Development

Weekly/Monthly grade meetings for planning and monitoring student progress and PD provided by AUSSIE ELA & Math Staff Developers and supported by in-house CCLS Point Staff

Department of Education Professional Development Calendar

CFN408 Network Professional Development

Staffing/Funding

Tax Levy Classroom Teachers

IEP Teacher

Tax Levy After School teachers

Title 1 After School teachers

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- By June 2012, 80% of the parents responding to the NYCDOE Learning Environment Survey will be satisfied or very satisfied with understanding what their children are studying, as well as being satisfied with their level of understanding the programs offered by our school.

Comprehensive needs assessment

- According to the NYCDOE Learning Environment Survey the response rate for parents taking the survey went down. For the 2009-2010 academic year 92% of the parents responded and 2010-2011 – 87% of the parents responded
- The two sections chosen were the lowest satisfaction rate from parents on the NYCDOE Learning Environment Survey

Instructional strategies/activities

- Weekly Parent Engagement Meetings with Designated staff/ESL class to follow
- Monthly Parent Association meetings
- ELA, Math, ESL workshops throughout the year and across the grades
- Translate all critical school documents and provide interpretation during meetings and events as needed
- Family Nights
- Curriculum Nights
- Parent teachers Conferences in November and March
- Parents as Reading Buddies
- School Calendar
- School echalk website
- Phone messages to inform parents about events
- Encourage more parents to become trained school volunteers
- Support school-level committees that include parents who are members of the School Leadership Team. Provide technical support and ongoing professional development especially in developing leadership skills

Strategies to increase parental involvement

- Acknowledge the parent participation through award assemblies
- Invitation to special assemblies (holidays, awards, etc.)
- Provide materials and training to help parents work with their children
- Provide school planners for regular written communication between teacher and the home in a format that parents can understand in Grades 4-8
- On-going, regular communication with families
- Ensure that the Parent Involvement Policy is distributed and discussed with parents

Strategies for attracting Highly Qualified Teachers (HQT)

- Schedule additional parent meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's education program and allow parents to provide suggestions
- Hosting educational family events/activities during Parent-Teacher conferences and throughout the school year
- Conduct parent-teacher conferences each term during which the individual child's achievement will be discussed
- Ensure that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents
- Notify parents of the procedures to arrange an appointment with their child's teacher or other school staff member
- Arrange opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities
- Planning activities for parents during the school year, e.g., Parent-Teacher conferences, Special Assemblies (awards, holidays)

Service and program coordination

- Through the Jeremy's Heroes after school program, our school is addressing the Violence Prevention Program and "Respect for All", DOE program. This aligns to meet the needs of our student population.
- Through our food program there is the recognition of good and healthy nutrition.
- Our Parent coordinator helps to make sure the parents are guided to find proper housing when necessary
- Our neighborhood Headstart program is invited to participate in our open house. Those Headstart students feed into our Pre-K program.

Budget and resources alignment

Conceptual Consolidation of Budget

Professional Development

Department of Education Professional Development Calendar

CFN408 Network Professional Development

Staffing/Funding

Title 1 Parent Funds

Tax Levy Parent coordinator

Title 1 Translation SWP

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1	31	31	N/A	N/A	5		2	
2	42	42	N/A	N/A	4			
3	28	28	N/A	N/A	1			
4	32	32			12			
5	32	23			16		1	
6	25	17			5		1	
7	24	14			11		1	
8	24	13			5		1	
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> • Students in grades 1-5 are provided this intervention using the workshop model with leveled readers and small guided reading groups, student word-study and beginning reading skills are reinforced. Every 6-8 weeks, the students are reassessed to monitor progress and need for continued services during the Early Riser and Extended day program. • SETSS providers utilize Wilson with At-risk groups as well. • These groups focus on all components of literacy (reading, writing, speaking, and listening) Students focus on acquiring comprehension strategies through a variety of modes. The classroom teachers develop strategies to integrate reading, writing, speaking and listening into all curriculum areas. • The teachers assess the students using a combination of assessments: ECLAS, NYS test results, Interim Assessments, classroom observations, teacher made assessments and conferencing notes. The students receive intervention based on their needs. Parents are notified when the intervention has begun. The intervention will correlate to the student's needs. Students will be re-assessed after approximately 6 weeks to continue, discontinue or modify the intervention. In order to provide individualized instruction, these groups will consist of no more than 10 students. • In grades 6-8, teachers provide intervention services for at-risk students in small groups. Students who have been identified as struggling based on testing data, classroom work, and teacher observations, the groups work on reading comprehension and testing strategies to help them be more successful on future exams/assessments.
Mathematics	<ul style="list-style-type: none"> • Our teaching staff employs a wide variety of methods and approaches to improve the mathematics achievement of all our children during the Early Riser and Extended Day program. Serving children on level 1 and 2, the teachers support and work with small groups on computational error patterns, problem-solving strategies, integrating learning and testing, games and puzzles, in order to develop an understanding and

	<p>appreciation of mathematics. In order to increase the number of students in levels 2 and 3, emphasis is placed on small group differentiated instruction during the math period. Ongoing assessment of students determines the composition of small groups. The teacher modifies instructional approaches based on feedback from student assessments.</p> <ul style="list-style-type: none"> • Our MS also provides AIS for at-risk students in Math. Students are identified as needing services by using their test scores, classroom work, and teacher observations. The struggling students are then divided into small groups to receive help in problem solving and computational skills as well as test taking strategies.
Science	<ul style="list-style-type: none"> • Mathematics, English Language Arts, and Technology are infused throughout the Science curriculum. Students read related nonfiction materials, explain observations, participate in discussions, record data and produce reports explaining their findings after they have researched a topic. • Our Librarian will meet with the 4th Grade and 8th Grade classes an extra 2 times a week for 45 minutes to provide reinforcement in Science skills, instruction, and hands on activities in preparation for the 4th and 8th Grade Science test .
Social Studies	<ul style="list-style-type: none"> • Using the New York City Performance Standards in Social Studies, the National Educational Technology Standards, and the social studies framework, the social studies program integrates the curriculum areas through thematic units. • Read Aloud, biographies, poetry, and nonfiction books will be used to introduce and reinforce both reading skills and social studies concepts. • Using technology, students will create timelines, graphs, and maps to help chart important historical events throughout history. Students in the upper grades will employ and extend their computer skills as they conduct research and publish individual PowerPoint presentations on various topics in history. Projects are assessed through teacher observations and checklists.
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> • The guidance counselors address the social and emotional needs of at-risk children. At risk services are determined on a needs basis per child. At risk counseling is provided to students and families who exhibit emotional needs and short term care. They also maintain close contact with parents of the children with whom they work. The Guidance Counselors track those students who have poor attendance by making phone calls, mailing postcards and conducting home visits. • The counselors work closely with AIS students to improve their social behavior and communication skills to allow them to function more effectively in an academic

	environment during the school day
At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> • At risk services are determined on a needs basis per child. At risk counseling is provided to students and families who exhibit emotional needs and short term care. • The school psychologist conducts diagnostic assessments of at-risk students referred for testing and evaluation as part of an interdisciplinary team.
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> • At-risk services are determined on a needs basis per child. At risk counseling is provided to students and families who exhibit emotional needs and short -term care. • The school social worker services AIS students to improve their social and communication skills to help them to function more effectively within the core and related arts classrooms during the school day
At-risk Health-related Services	<ul style="list-style-type: none"> • At risk health related services are determined on a needs basis per child. At risk health related counseling is provided to students and families who exhibit emotional needs and short -term care.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PS/MS 108 School-Parent Compact 2011-2012

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

SCHOOL RESPONSIBILITIES

- To hold a meeting of all parents by the third week in September to inform parents of the instructional program as it is offered at P.S./M.S. 108
- To inform parents of their rights and responsibilities and their participation in their child's instructional program
- To provide high quality curriculum and instruction
- To deal with communication issues between teachers and parents through:
 - Actively involving parents in planning, reviewing, and improving the Title 1 and Parent Involvement Program
 - Encouraging parents to join committees which will be involved in reviewing, planning, and improving the instructional programs
 - Providing parents with timely information on programs available to their children
 - providing performance profiles and individual student assessment results for each child and other school related information
 - Provide middle school parents with student progress reports except for report card months
 - To Providing for effective parent-school communications by giving sufficient notice of Parent-Teacher Conferences, frequent reports to parents, reasonable means to speak to the staff and varied opportunities to volunteer and participate in their child's classroom activities
 - To provide opportunities for parents and to assure parents that they may participate in appropriate developmental activities, literacy workshops on reading strategies and test preparation, parents and partners in reading, family math, ESL classes, and other school related workshops
- To work together with the entire school community through the School Leadership Team in order to provide optimal educational experiences for children

PS/MS 108 School-Parent Compact 2011-2012

PARENT RESPONSIBILITIES

- Provide a quiet place that should be well-lit and well-equipped with pens/pencils, paper, ruler, crayons/markers, glue, dictionary, etc. to do homework
- Set aside a specific time to do homework
- Require and monitor homework on a daily basis
- Review homework assignments to check for understanding and accuracy
- Be available to assist their child when needed
- Maintain a Home/School communication folder and check it on a daily basis
- Encourage positive attitudes toward school and monitor school attendance
- Attend Parent-Teacher conferences
- Respond to school notes, letters, or telephone calls to a student's home.
- on what kind of assistance they need to help them be more effective parents in assisting their children educationally
- Become involved in developing, implementing, evaluating and revising the School Parent Involvement Policy Plan
- Use or ask for technical assistance training that the school may offer on effective parent practices
- Support our school by working with their children on their schoolwork and reading to them and by having them read to us
- Share in the responsibility for improving our children's achievement in school
- Read middle school student progress reports and newsletters
- Actively participate in the Parents' Association for P.S./M.S 108

STUDENT RESPONSIBILITIES

- Ask the teacher any questions they may have about the homework
- Take home the materials and information needed to complete assignments
- Complete homework in a thorough, legible, and timely manner
- Return homework signed by parents
- Comply with school rules
- Attend school regularly
- Respect the personal rights and property of others
- Show M.S. parent Home/School communication agenda section on a daily basis
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day

PS/MS 108 School-Parent Compact 2011-2012

TEACHER RESPONSIBILITIES

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

PLEASE SIGN AND RETURN TO YOUR CHILD'S TEACHER

Date:

Child's Signature _____

Parent's Signature _____

Teacher's Signature _____

Mrs. Machicote, Principal _____

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Christopher Groll/Lucius Young	District 4	Borough Manhattan	School Number 108
School Name Assemblyman Angelo Del Toro			

B. Language Allocation Policy Team Composition [?](#)

Principal Grysele Machicote	Assistant Principal Diana Patino I.A.
Coach A.P. Jennifer Tegano	Coach None
ESL Teacher Ramona Rovira	Guidance Counselor Karen Amaya
Teacher/Subject Area Arabella Cintron-Cert. Bi-Li	Parent Title I Mercedes Vidal
Teacher/Subject Area Ivette Jimenez-Cert. Bi-Li	Parent Coordinator Adelina Feliciano
Related Service Provider Abigail Medina-Bil. Sp.Ed	Other
Network Leader Lucius Young	Other Timothy Hopkins

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	2	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	2	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	727	Total Number of ELLs	97	ELLs as share of total student population (%)	13.34%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1) P.S. 108 is an elementary/middle school serving students in grades K - 8. Students that are in the ESL program were initially identified at registration as potential ELLs with the use of the HLIS (Home Language Identification Survey). The certified ESL teacher, Ms. R is made available to work one-on-one with the parents of new registrants to facilitate the registration process and conduct both formal and informal assessments. Then Ms. R conducts an informal interview to determine if the student is eligible to take the LAB-R. Depending on the results of this interview, if it is deemed the student may be eligible for ESL services. Ms. R will administer the LAB-R within 10 days of registration to determine entitlement for ESL services. If Spanish has been identified as the the child's other language and the child does not pass the LAB-R then the Spanish LAB is administered. Students that score below the state designated level of proficiency on the LAB-R are entitled to services. When entitlement is verified, the Ms. R holds a Parent Orientation Meeting in her classroom with the parents/guardians of the newly enrolled ELLs. At the Parent Orientation, information is given on the programs available, state standards, assessments and expectations for their children. Parents/guardians choose the program that they feel will best meet their children's needs. Our school only offers a freestanding ESL program, however if a parent chooses a program other than the one offered here at the school we would assist the family in finding a program that meets their needs. We will also inform the parents know that we will keep their choices on file in a Master Binder in the event we have 15 or more requests for the same program and we open up a class that suits the parents choices. Students are placed in the program selected by the parent/guardian. To determine continuing entitlement to ESL services, we use the NYSESLAT test, which is given annually. If the students score below the state designated proficiency level as indicated on the RLAT Report printed from ATS, they remain in the ESL program and are eligible to take the NYSESLAT in the Spring.

2) The ESL teacher, Ms. R presents a NYC DOE video in the Parent's native language describing the different programs that are available for their children. She then explains the differences/benefits of each model so that the parents can make an informed choice. This choice is then inputted into ATS within 10 days of the registration. Each time a new student is registered that may be a potential ELL Ms. R is present at the registration to facilitate the process and make both parents and students feel welcomed.

3) A mandatory meeting is held at the beginning of the year. At this meeting, entitlement letters are distributed as well as parent surveys, program selection forms, and how to interpret the new NYSESLAT Test Results. These forms are then collected at the meeting so that we can ensure their return. Then Ms. R also follows up with parents who did not attend the meeting via phone contact or availability during PTC, morning line up/dismissal, and any school function parents attend. Ms. R keeps a master binder with copies of all documents, i.e. sign -in sheets, Parent Choice, HILS, and Agendas.

4) The NYSESLAT (New York State English as a Second Language Achievement Test) will be administered to all identified ELL students. This test is aligned with New York State English as a Second Language Standards and determines entitlement of services in addition to analysis of student English language proficiency. Students are classified as Beginner, Intermediate, Advanced, or Proficient students. They are then placed in accordingly in ESL classes based on their scores. Our Parent Coordinator, Ms. F and ESL

Teacher, Ms. R frequently communicate with parents via phone call, formal and informal meetings, and letters home. Communication with parents is always presented in both English and Spanish. For other languages, a translator service is occasionally utilized to communicate information to families. These translation services can vary from friends of the student's family to requesting a translator to be made available from Legal Interpreting Services to attend a meeting with the parent.

5) After reviewing the Parent Survey and program selection forms, we determined that 100% of our parents choose our freestanding ELL program. Parent Choice Surveys are placed in Cumulative Folder and copies are kept in a Master Binder. These copies are kept in the Master Binder in the event parents decide that they would like a program other than the one we provide here at PS 108. We inform parents that we will keep their choices on file in the event 15 families choose the same program we can open up a class that would best meet their needs.

6) After reviewing the parent choice, we have determined that the program models at our school are aligned with parent requests. After being informed of the different program options available for their child, 100% of our parents chose to have their child in a free-standing ESL program.

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●

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	6	7	16	14	11	7	16	11	9					97
Push-In														0
Total	6	7	16	14	11	7	16	11	9	0	0	0	0	97

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	97	Newcomers (ELLs)	60
Special Education	13		

Number of ELLs by Subgroups					
		receiving service 0-3 years)			
SIFE	0	ELLs receiving service 4-6 years	22	Long-Term (completed 6 years)	15

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)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	60	0	3	22	0	6	15	0	4	97
Total	60	0	3	22	0	6	15	0	4	97

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	5	15	12	8	7	15	9	8					85
Chinese														0
Russian														0
Bengali		2		1	2									5
Urdu														0
Arabic		1	1					1	1					4
Haitian								1						1
French														0
Korean														0
Punjabi														0
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other				1	1									2
TOTAL	6	8	16	14	11	7	15	11	9	0	0	0	0	97

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1) a. P.S. 108 utilizes a free-standing pull-out program to service our ELL students. b. For the 2011-2012 school year, students are grouped according to their proficiency level (i.e. Beginner, Intermediate, or Advanced). These heterogenous groups can be same grade, multi-grade according to our ELL needs. The children are pulled out and some of the groups consist of different grade levels in order to best meet their needs. Beginner and Intermediate Groups receive 360 minutes of services and Advanced groups receive 180 minutes of service. Ms. R occasionally pushes in to give the students added support within the classroom setting and articulates with the classroom teacher on student strengths and weaknesses to ensure success.

2) a. Our school utilizes three teachers to meet the mandated time requirements of the ELL students. One full time certified Ms. R, one certified Special Education bi-lingual teacher who services the ELLs, and 1 NYC certified bi-lingual teacher who services ELLs from grades K-8. All ELL students receive the mandated ELL instructional time according to their level. Beginner and Intermediate students receive 360 minutes (or eight 45 minute periods) of ELL instruction per week and Advanced students receive 180 minutes (or four 45 minute periods) per week of ELL instruction. We also have five bilingual classroom teachers who support our ELLs throughout the day through differentiation and small group instruction.

3) The content areas are taught in English using ELL methodologies. Teachers aim to help students acquire English Language proficiency in the areas of listening, speaking, reading, writing and critical thinking using SIOP (Sheltered Instruction Observation

A. Programming and Scheduling Information

Protocol) to scaffold content and language learning. The ESL teacher also taps into the various learning styles of her students. Role-playing, using graphic organizers, picture books, songs, labeling items in the classroom and incorporating the use of manipulatives are used by all teachers of ELLs to ensure their success in acquiring the language.

4) We ensure that our ELLs are properly evaluated in their native language by reaching out to parents in the community, local Universities, The Department of Translation and Interpretation, as well as staff within the building to ensure that the students are reaching their highest potential.

5) a. We do not currently have any SIFE students admitted at our school. However, in the event we were to register a SIFE student we would develop the following plan for this child. We would have the ESL teacher work intensely with the child in their native language. Building Phonemic awareness in the native language will allow the child to begin to transfer that knowledge in the second language. Role-playing, songs, picture books, and incorporating manipulatives in lessons will provide ample opportunities for the child to acquire basic skills in both the native and second language. All teachers of this child will be informed of the best practices in ensuring that the student is successful in their classes.

b. Our school immerses our new, beginner ELL students in the English language. The Ms. R uses methodologies in academic content area instruction to develop English language skills. The ESL program aims help students acquire English language proficiency in the areas of listening speaking, reading, writing and critical thinking using the SIOP teaching model to make content more accessible for the ELL student. Ms. R targets areas of concentration for newcomers such as phonics, blending, and fluency. As ELA testing is mandated after one year for ELLs Ms. R and all teachers of ELLs focus on reading comprehension skills and strategies throughout the day on their level. Teachers use Fountas and Pinnell to determine a child's reading level and have a very structured Independent Reading period where they conference with students individually and set appropriate goals for reading. Teachers also group students throughout the day throughout the content areas to work on projects, workshop, and research projects.

c. We continue to service our ELLs who have received service for four to six years by providing continuous support through our AIS programs such as Early Risers, Extended Day, and Saturday Academy. Ms. R. and all teachers of ELLs focus on reading comprehension skills and strategies across the content areas throughout the school day on their level. Teachers use Fountas and Pinnell to determine a child's independent reading level and have a very structured Independent Reading period where they conference with students individually and set appropriate goals for reading. Reading and Math Workshop also allow teachers to differentiate content for ELLs in their classrooms. As ELLs are required to test after one year they are also exposed to focused test preparation, which includes simulations, lessons on how to answer extended responses, and vocabulary enrichment. This allows ELL students to become comfortable and familiar with the format. All ELLs receive extended time on all tests.

d. We continue to service our ELLs who have completed six years of service by providing continuous support through our AIS programs as well as our extra curricular activities such as Early Risers, Extended Day, and Saturday Academy. Ms. R and all teachers of ELLs focus on reading comprehension skills and strategies across the content areas throughout the day on their level. Teachers use Fountas and Pinnell to determine a child's independent reading level and have a very structured Independent Reading period where they conference with students individually set appropriate goals for reading. Reading and Math Workshops also allow teachers to differentiate content for ELLs in their classrooms. As ELLs are required to test after one year Long Term ELLs continue to receive focused test preparation, which includes simulations, lessons on how to answer extended responses and vocabulary enrichment. This allows ELL students to become familiar and comfortable with the format of the test. All ELLs receive extended time on all tests.

6) Our special needs ELL students receive the mandated instruction for their level of English language proficiency as well as any mandated services/instruction as indicated on their IEP i.e. SETSS, Counseling, Speech, OT/PT. Our literacy programs (Open Court Phonics K-2 and Trophies 3-6, and Glencoe 7-8) and Math Programs (Everyday Math K-5 and Impact 6-8) come with supplemental resources for ELL-SWDs that simplify the material, build vocabulary, and provide context clues and background information. These materials are on grade-level. They incorporate vocabulary enrichment, reading comprehension, visual and audio support, as well as technological components that allow for ELL-SWDs to reinforce vocabulary, skills, and strategies taught by honing in on visual, tactile, and auditory learning styles.

7) Aligning the Core Curriculum with the goals as set forth in the ELL-SWDs IEP helps meet their diverse needs.

A. Programming and Scheduling Information

All students placed in an ESL (English as a Second Language) Program will receive instruction in English only using intensive ESL

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
100%	100%	100%	100%
75%	75%	75%	75%
50%	50%	50%	50%
25%	25%	25%	25%
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

8) ELLs requiring additional academic interventions are invited to attend Before/Afterschool Interventions Programs, such as Early Risers, After School, or Saturday Academy. The programs provide modified small group instruction. Our Earl Riser/Extended Day Programs run Monday-Wednesday from 8:02-8:40 am and 2:20-3:00 pm respectively. English as a Second Language students receive instruction in English only, using intensive ESL methodology. These approaches utilize strategies such as: simplifying text, providing context clues, drawing on prior knowledge, providing opportunities for group work, using materials for hand-on work, and assessing all students. These Intervention Programs are run in content specific 7 week cycles i.e. writing, math, phonemic awareness. Teachers use guided and shared reading across the content areas to service ELLs.

9) All ELLs have access to programs offered to their peers. Continuing transitional support will be provided to help ELLs who have reached proficiency on the NYSESLAT by providing continuous practice, teaching reading and writing strategies, developing strategies by studying questions/patterns on past tests, and by looking at the NYSESLAT data to drive the instruction and set goals for the students. The students are also invited to our Early Riser, Extended Day, After School, and Saturday Academy Programs to provide the transitional group. Testing accommodations for students who have reached proficiency continue for 2 years. Former ELLs are given extended time, a third reading of the listening passage on the NYS ELA Test. For Math and Science they are given extended time and are entitled to test

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
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10) To support our ELLs, a variety of instructional materials are used by all teachers of ELLs. Every class has a Leveled Library using Fountas and Pinnell, teachers of ELLs have access to the school Computer lab where they may access to online programs we have subscribed to. These on-line programs such as Ticket to Read, A-ha Math for Special Education ELLs, Book Flix and True Flix, Brain POP/ Brain POP ESL! that will enhance and support our ELLs and their families both at home and at school. They allow ELL students to reinforce skills and strategies taught in class in fun formats. Students are given the opportunity to work at their own pace building their vocabulary, reinforcing skills and strategies taught in class, having books read aloud to them modeling fluency and expression. Budget permitting we would like to buy our ELLs Net books to further enhance their learning. These NetBooks will allow ELLs to access these programs in class, as well as completing online assessments assigned by their teachers on Acuity.

11) N/A

12) ELL students requiring additional academic interventions receive invitations to all of our school programs aimed at providing intervention for struggling students, including Early Risers, Extended Day, and the After School Academic Academy. Some of our Extended Day and After School Academic Academy classes are also specifically designed to target our ELL students and are taught by the certified ESL teacher, Ms. R using proven ELL instructional methodology. Notifications are delivered to parents in their native language. Our Parent Coordinator, Ms. F, is made available to translate and explain if necessary.

13) Our school uses a variety of materials to modify instruction for ELLs. Each of our literacy programs (Open Court Phonics and Reading, Trophies, and Glencoe) comes with supplemental resources for ELLs that simplify the material, build vocabulary, and provide context clues and background information. Ms. R also uses Words their Way to support Phonics and Decoding skills and strategies for ELL students. Additionally, every classroom in grades K-8 is equipped with a SMART board that provides interactive audio and visual support to the teachers and students. Through a RESO-A Grant ELLs in grades 3, 4, 5, have access to laptops as a tool to enhance learning. In

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
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9) All ELLs have access to programs offered to their peers. Continuing transitional support will be provided to help ELLs who have reached proficiency on the NYSESLAT by providing continuous practice, teaching reading and writing strategies, developing strategies by studying questions/patterns on past tests, and by looking at the NYSESLAT data to drive the instruction and set goals for the students. The students are also invited to our Early Riser, Extended Day, After School, and Saturday Academy Programs to provide the transitional group. Testing accommodations for students who have reached proficiency continue for 2 years. Former ELLs are given extended time, a third reading of the listening passage on the NYS ELA Test. For Math and Science they are given extended time and are entitled to test booklets in their native language, if available.

10) To support our ELLs, a variety of instructional materials are used by all teachers of ELLs. Every class has a Leveled Library using Fountas and Pinnell, teachers of ELLs have access to the school Computer lab where they may access to online programs we have subscribed to. These on-line programs such as Ticket to Read, A-ha Math for Special Education ELLs, Book Flix and True Flix, Brain POP/ Brain POP ESL! that will enhance and support our ELLs and their families both at home and at school. They allow ELL students to reinforce skills and strategies taught in class in fun formats. Students are given the opportunity to work at their own pace building their vocabulary, reinforcing skills and strategies taught in class, having books read aloud to them modeling fluency and expression. Budget permitting we would like to buy our ELLs Net books to further enhance their learning. These NetBooks will allow ELLs to access these programs in class, as well as completing online assessments assigned by their teachers on Acuity.

11) N/A

12) ELL students requiring additional academic interventions receive invitations to all of our school programs aimed at providing intervention for struggling students, including Early Risers, Extended Day, and the After School Academic Academy. Some of our Extended Day and After School Academic Academy classes are also specifically designed to target our ELL students and are taught by the certified ESL teacher, Ms. R using proven ELL instructional methodology. Notifications are delivered to parents in their native language. Our Parent Coordinator, Ms. F, is made available to translate and explain if necessary.

13) Our school uses a variety of materials to modify instruction for ELLs. Each of our literacy programs (Open Court Phonics and Reading, Trophies, and Glencoe) comes with supplemental resources for ELLs that simplify the material, build vocabulary, and provide context clues and background information. Ms. R also uses Words their Way to support Phonics and Decoding skills and strategies for ELL students. Additionally, every classroom in grades K-8 is equipped with a SMART board that provides interactive audio and visual support to the teachers and students. Through a RESO-A Grant ELLs in grades 3, 4, 5, have access to laptops as a tool to enhance learning. In addition, all 6th grade ELLs will receive individual desktop computers with vouchers for Internet Access and access to programs designed

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

Beginning

Intermediate

Advanced

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

D. Professional Development and Support for School Staff

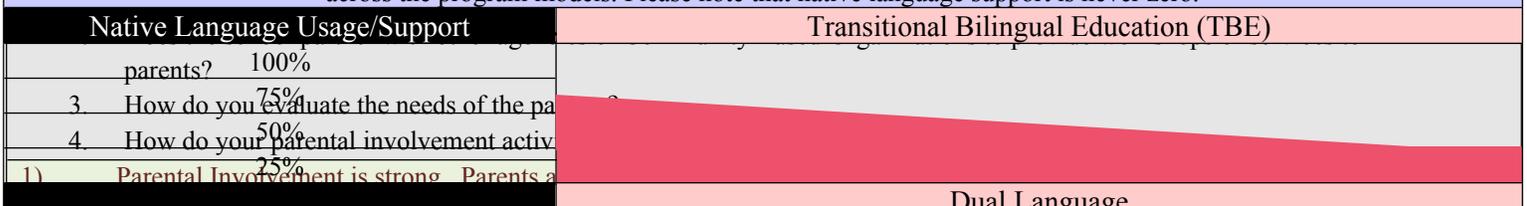
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Month	Topic of Professional Development Session
January	Data Collection Creation of Student Data Profile Sheets SIOP Strategies Introduction Establishing active learning projects and curriculum mapping
February	Data Review/ Teacher observations of ELLs to Drive Instruction"
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April	Instructional strategies linked to appropriate language acquisition stages. Inclusion of Culture Trip
May	Establishing teacher reflections, use of portfolios to assess performance, modify assignments, provide opportunities for discussion, repeat and check for understanding, interactive word/phrase boards
June	Data Collection Inclusion of Culture Trip

Native Language Usage and Supports

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



E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
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B. Programming and Scheduling Information--Continued

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

8) ELLs requiring additional academic interventions are invited to attend Before/Afterschool Interventions Programs, such as Early Risers, After School, or Saturday Academy. The programs provide modified small group instruction. Our Earl Riser/Extended Day Programs run Monday-Wednesday from 8:02-8:40 am and 2:20-3:00 pm respectively. English as a Second Language students receive instruction in English only, using intensive ESL methodology. These approaches utilize strategies such as: simplifying text, providing context clues, drawing on prior knowledge, providing opportunities for group work, using materials for hand-on work, and assessing all students. These Intervention Programs are run in content specific 7 week cycles i.e. writing, math, phonemic awareness. Teachers use guided and shared reading across the content areas to service ELLs.

9) All ELLs have access to programs offered to their peers. Continuing transitional support will be provided to help ELLs who have reached proficiency on the NYSESLAT by providing continuous practice, teaching reading and writing strategies, developing strategies by

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10) To support our ELLs, a variety of instructional materials are used by all teachers of ELLs. Every class has a Leveled Library using Fountas and Pinnell, teachers of ELLs have access to the school Computer lab where they may access to online programs we have subscribed to. These on-line programs such as Ticket to Read, A-ha Math for Special Education ELLs, Book Flix and True Flix, Brain POP/ Brain POP ESL! that will enhance and support our ELLs and their families both at home and at school. They allow ELL students to reinforce skills and strategies taught in class in fun formats. Students are given the opportunity to work at their own pace building their vocabulary, reinforcing skills and strategies taught in class, having books read aloud to them modeling fluency and expression. Budget permitting we would like to buy our ELLs Net books to further enhance their learning. These NetBooks will allow ELLs to access these programs in class, as well as completing online assessments assigned by their teachers on Acuity.

11) N/A

12) ELL students requiring additional academic interventions receive invitations to all of our school programs aimed at providing intervention for struggling students, including Early Risers, Extended Day, and the After School Academic Academy. Some of our Extended Day and After School Academic Academy classes are also specifically designed to target our ELL students and are taught by the certified ESL teacher, Ms. R using proven ELL instructional methodology. Notifications are delivered to parents in their native language. Our Parent Coordinator, Ms. F, is made available to translate and explain if necessary.

13) Our school uses a variety of materials to modify instruction for ELLs. Each of our literacy programs (Open Court Phonics and Reading, Trophies, and Glencoe) comes with supplemental resources for ELLs that simplify the material, build vocabulary, and provide context clues and background information. Ms. R also uses Words their Way to support Phonics and Decoding skills and strategies for ELL students. Additionally, every classroom in grades K-8 is equipped with a SMART board that provides interactive audio and visual support to the teachers and students. Through a RESO-A Grant ELLs in grades 3, 4, 5, have access to laptops as a tool to enhance learning. In

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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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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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)	1	3	1	1	0	1	0	1	0					8
Intermediate(I)	2	8	9	5	3	0	2	1	1					31
Advanced (A)	1	5	4	4	3	13	8	4	2					44
Total	4	16	14	10	6	14	10	6	3	0	0	0	0	83

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	6	4	0	12
4	2	2	6	0	10
5	1	8	1	0	10
6	3	7	2	0	12
7	1	6	0	0	7
8	0	6	1	0	7
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	8	0	3	0	0	0	12
4	1	0	4	0	4	0	1	0	10
5	1	0	4	0	5	0	1	0	11
6	0	0	4	0	7	0	1	0	12
7	0	0	4	0	3	0	0	0	7
8	0	0	2	0	4	0	1	0	7
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	2	0	6	0	2	0	10
8	0	0	2	0	5	0	0	0	7
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1) We use a variety of assessment tools to collect data and gain insight as to how we can improve the performance of our ELL students. Specifically, we use the following: ECLAS-2, New York State English Language Proficiency Test, Fountas and Pinnell, DRA, TCRWP, etc.

Additional Information

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Part VI: LAP Assurances

School Name: PS/MS 108

School DBN: 04M108

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
G.Machicote	Principal		10/14/11
D.Patino	Assistant Principal		10/14/11
A.Feliciano	Parent Coordinator		10/14/11
R.Rovira	ESL Teacher		10/14/11
M.Vidal	Parent		10/14/11
A.Cintron	Teacher/Subject Area		10/14/11
I.Jimenez	Teacher/Subject Area		10/14/11
	Coach		
	Coach		
K.Amaya	Guidance Counselor		10/14/11
L.Young	Network Leader		
J.Tegano	Other <u>Assistant Principal</u>		10/14/11
A.Medina	Other <u>Sp. Ed/IEP Liasion</u>		10/14/11
	Other		
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 04 School Name: 108

Cluster: Chris Groll Network: CFN 408

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

Part A: Needs Assessment Findings

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

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

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

Our findings have showed that while our Spanish speaking population continues to grow, we are also noticing an influx of families from Arabic descent that require witten and oral communication in their native languages. The in house Parent Association meetings and Parent Coordinator were used as vehicles to report language concerns to the school community.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Translation of school documents will be generally done in both English and Spanish. For all other documents, enlisting the help of the school community as well as using technology to assist in translations will be utilized.

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

The in house Parent Coordinator, School Administrators, ESL teacher, Bilingual school psychologist may serve as oral interpreters for school events such as assembly programs and workshops. For parent teacher conferences and school meetings parent volunteers and family friends will also support the school and the families with oral interpretation services.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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

The school will contact the Translation and Interpretation unit to arrange for an appointment for the parent. Parents who require oral translation and interpretation in Spanish will be directed to the Parent Coordinator of the school. Alternate staff members who can assist parents in oral and written translation and interpretation in Spanish may be directed to speak to the following people: School Administrators, counselors, and bilingual school psychologist. Information on our School website through eChalk can be translated in about 50 different languages. We have made all attempts to be in compliance with the Parent's Bill of Rights as well as the School Safety Plan Codes.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: <u>108</u>	DBN: <u>04M108</u>
Cluster Leader: <u>Christopher Groll</u>	Network Leader: <u>Lucius Young</u>
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: <u>99</u>
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: P.S. 108 utilizes a free-standing pull-out program to service our ELL students. b. For the 2011-2012 school year, students are grouped according to their proficiency level (i.e. Beginner, Intermediate, or Advanced). These heterogenous groups can be same grade, multi-grade according to our ELL needs. The children are pulled out and some of the groups consist of different grade levels in order to best meet their needs. Beginner and Intermediate Groups receive 360 minutes of services and Advanced groups receive 180 minutes of service. Ms. R occasionally pushes in to give the students added support within the classroom setting and articulates with the classroom teacher on student strengths and weaknesses to ensure success.

All ELL students receive the mandated ELL instructional time according to their level. Beginner and Intermediate students receive 360 minutes (or eight 45 minute periods) of ELL instruction per week and Advanced students receive 180 minutes (or four 45 minute periods) per week of ELL instruction. We also have five bilingual classroom teachers who support our ELLs throughout the day through differentiation and small group instruction.

The content areas are taught in English using ELL methodologies. Teachers aim to help students acquire English Language proficiency in the areas of listening, speaking, reading, writing and critical thinking using SIOP (Sheltered Instruction Observation Protocol) to scaffold content and language learning. The ESL teacher also taps into the various learning styles of her students. Role-playing, using graphic organizers, picture books, songs, labeling items in the classroom and incorporating the use of manipulatives are used by all teachers of ELLs to ensure their success in acquiring the language.

b. Our school immerses our new, beginner ELL students in the English language. Ms. R uses methodologies in academic content area instruction to develop English language skills. The ESL program aims help students acquire English language proficiency in the areas of listening speaking, reading, writing and critical thinking using the SIOP teaching model to make content more accessible for the ELL student. Ms. R targets areas of concentration for newcomers such as phonics, blending, and fluency. As ELA testing is mandated after one year for ELLs Ms. R and all teachers of ELLs focus on reading comprehension skills and strategies throughout the day on their level. Teachers use Fountas and Pinnell to determine a child's reading level and have a very structured Independent Reading period where they conference with students individually and set appropriate goals for reading. Teachers also group students throughout the day throughout the content areas to work on projects, workshop, and research projects.

We continue to service our ELLs who have received service for four to six years by providing continuous support through our AIS programs such as Early Risers, Extended Day, and Saturday Academy. Ms. R, and all teachers of ELLs focus on reading comprehension skills and strategies across the content areas throughout the school day on their level. Teachers use Fountas and Pinnell to determine a child's independent reading level and have a very structured Independent Reading period where they conference with students individually and set appropriate goals for reading. Reading and Math Workshop also allow teachers to differentiate content for ELLs in their classrooms. As ELLs are required to test after one year they are also exposed to focused test preparation, which includes simulations, lessons on how to answer

Part B: Direct Instruction Supplemental Program Information

extended responses, and vocabulary enrichment. This allows ELL students to become comfortable and familiar with the format. All ELLs receive extended time on all tests.

We continue to service our ELLs who have completed six years of service by providing continuous support through our AIS programs as well as our extra curricular activities such as Early Risers, Extended Day, and Saturday Academy. Ms. R and all teachers of ELLs focus on reading comprehension skills and strategies across the content areas throughout the day on their level. Teachers use Fountas and Pinnell to determine a child's independent reading level and have a very structured Independent Reading period where they conference with students individually set appropriate goals for reading. Reading and Math Workshops also allow teachers to differentiate content for ELLs in their classrooms. As ELLs are required to test after one year Long Term ELLs continue to receive focused test preparation, which includes simulations, lessons on how to answer extended responses and vocabulary enrichment. This allows ELL students to become familiar and comfortable with the format of the test. All ELLs receive extended time on all tests.

Our special needs ELL students receive the mandated instruction for their level of English language proficiency as well as any mandated services/instruction as indicated on their IEP i.e. SETSS, Counseling, Speech, OT/PT. Our literacy programs (Open Court Phonics K-2 and Trophies 3-6, and Glencoe 7-8) and Math Programs (Everyday Math K-5 and Impact 6-8) come with supplemental resources for ELL-SWDs that simplify the material, build vocabulary, and provide context clues and background information. These materials are on grade-level. They incorporate vocabulary enrichment, reading comprehension, visual and audio support, as well as technological components that allow for ELL-SWDs to reinforce vocabulary, skills, and strategies taught by honing in on visual, tactile, and auditory learning styles.

All students placed in an ESL (English as a Second Language) Program will receive instruction in English only, using intensive ESL methodology. Core content area instruction is provided through the CognitiAcademic Language Learning Approach (CALLA) and the Realia approaches. These approaches utilize strategies such as: simplifying the input, providing context clues, drawing on prior knowledge, providing opportunities for group work, using materials for hands-on work, and assessing all students. Teachers of ELLs differentiate instruction to provide ELL students with the interventions they need during the day in content areas. The ELL students are invited to AIS programs that are held before/after the regular school day such as Early Risers (Elementary), Extended Day (Middle), After School, and Saturday Academy where small group instruction takes place.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

At P.S. 108, we will conduct workshops for our teachers of ELLs starting in the month of January. Title III program staff will participate in professional development activities two times a month, after school for a total of ten sessions.

The teachers will work together to plan/design the curriculum topics and develop the instructional activities that best meet the needs of the ELLs participating in the Saturday Academy Program. Training

Part C: Professional Development

will be made available to all ELL staff. This training will be a per session activity held at the school. Meeting Minutes and Agendas will be kept in a Master Binder. Teachers will be afforded opportunities to read and discuss current research, share best practices, materials, NYS-ESL standards, instructional strategies and alignment to core curriculum and the application of Core Knowledge. Teachers will also be informed of Testing Modifications and best practices afforded to ELLs in efforts to ensure success. Teachers of ELLs will be exposed to the the ELL Identification Process and the importance of NYSESLAT Teasting. The format will be explained and best practices will be shared that will ensure that ELLs make progress throughout the Modalities.

Month Topic of Professional Development Session

January Data Collection

Creation of Student Data Profile Sheets

SIOP Strategies Introduction

Establishing active learning projects and curriculum mapping

February Data Review/ Teacher observations of ELLs to Drive Instruction”

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

ESL/ELA –developing innovative strategies to engage the learner

Stages of Language Development

April Instructional strategies linked to appropriate language acquisition stages.

May Establishing teacher reflections, use of portfolios to assess performance, modify assignments, provide opportunities for discussion, repeat and check for understanding, interactive word/phrase boards

June Data Collection

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parents are encouraged to join class celebrations sharing their culture, foods, and talents. Parents are often seen in participating in these celebrations as well as contributing to fund raisers and activities such as Spirit Day. Parent Association activities such as the Harvest Fall Festival provide a forum for ELLs as well as their parents to socialize and volunteer. Grade specific bilingual Parent Meetings are held to inform parents of school policy, activities, and grade level concerns.

We work with North Side Center, New York Public Library, and Union Settlement to assist parents with ESL classes, medical/health support, afterschool programs, encourage parents to use the various resources in the Library. The afterschool programs provide homework help for ELLs, which would otherwise be difficult in the home because of the language limitations.

We evaluate the needs of our parents informally through conversations after workshops or by written communication. The Parent Coordinator is present at all Workshops to help parents with any questions they may have about information send home. Parents often come to the school for a variety of reasons and share their concerns about their child. These opportunities allow us to evaluate and plan workshops

Part D: Parental Engagement Activities

to address these concerns.

We hold monthly PA meetings in the school to provide a forum for parents to voice concerns. We also hold weekly parent engagement workshops in 2 sessions one in English the other in Spanish. These workshops address topics ranging from outlining the Special Education Evaluation Process to English Salsa classes that immerse parents in conversational English so as to help them become comfortable communicating with the staff at the school. We also host workshops that outline the Middle/High School selection process, Understanding the Teenage Brain, Cyber-Bullying and Internet Safety. We have found that as our ELLs reach the Middle School years their parents are having a difficult time understanding why their child's behavior has changed. These bilingual workshops help parents navigate through the Middle School years and encourage them to remain actively involved in their child's education.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

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) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL		