



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PHILIP J. ABINANTI SCHOOL, P.S. 108

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 11X108

PRINCIPAL: CHARLES SPERRAZZA EMAIL: CSPERRA@SCHOOLS.NYC.GOV

SUPERINTENDENT: ELIZABETH A. WHITE

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
Charles Sperrazza	*Principal or Designee	
Janine Garvin	*UFT Chapter Leader or Designee	
Doreen Cardillo	*PA/PTA President or Designated Co-President	
Geraldine White	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Edna Cotto	CBO Representative, if applicable	
Cheryl Mooney	Member/Parent	
Debbie Tinelli	Member/Parent	
Nancy Pike	Member/Parent	
Joanne Manfredonia	Member/Parent	
Teresa Roksvold	Member/Teacher	
Samantha Ponico	Member/Teacher	

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

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- In the 2011-2012 school year, 59% of P.S. 108's students were at proficiency levels (3 and 4) in ELA. In the 2011-2012 school year, we will raise the rate of our students' proficiency levels (3 and 4) by 5% to 64%.

Comprehensive needs assessment

- 2010-11 Progress Report - 59% of students performed at L3 and L4 in ELA.

Instructional strategies/activities

- The Mondo Balanced Literacy program will be used for literacy instruction for grades (K-5). P.S 108 uses assessments to inform instruction to ensure personalization of learning through small group instruction for students, including Ell's and students with disabilities. Assessments at the beginning of the school year identifies what skills, strategies, and processes students have in place so they can be grouped appropriately. Ongoing (monthly) informal and periodic assessments identify what students have learned and what they need to learn next. Assessments at the end of the school year show what students have accomplished. The (K-5) literacy assessments include: Oral Language, Benchmark Text Comprehension, Oral Reading Fluency, Concepts of Print, Phonemic Awareness, Letter Recognition, Letter Sound Correspondence, Word Knowledge, Running Records and DRA's.
- The Mondo consultant along with the Literacy Coach provide ongoing differentiated professional development to staff by modeling lessons in classrooms, grade meetings and faculty conferences.
- Teachers meet with the administration to develop the grade's instructional plan during spring planning of the prior year. At that time, a timeline for implementation of assessments and instruction are established.
- Implementation timeline: April 2011- June 2012

Strategies to increase parental involvement

- Hold an annual Title I Parent Curriculum Conference;
- Host educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- Encourage meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- Support or hosting Family Day events;
- Establish a Parent Resource Center/Area or lending library; instructional materials for parents;
- Host events to support, men asserting leadership in education for their children, parents/guardians, grandparents and foster parents;
- Encourage more parents to become trained school volunteers;
- Provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- Develop and distribute a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- Provide school planners/folders for regular written communication between/teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

<p>Strategies for attracting Highly Qualified Teachers (HQT)</p> <ul style="list-style-type: none"> • Attend district and citywide hiring fairs. • Provide mentors for new teachers. • Enlist CFN HR support to insure that all teachers are highly qualified.
<p>Service and program coordination</p> <ul style="list-style-type: none"> • Parent Coordinator will provide workshops on: violence prevention, housing programs, nutrition, ARIS, and transition to middle school. • YMCA provides workshops and afterschool homework support for students and their families. • Inside Broadway- will provide students with arts enrichment after school. • Boy Scouts and Girl Scouts of America have afterschool programs to support students' social and emotional development.
<p>Budget and resources alignment</p> <ul style="list-style-type: none"> • The budget allocations for human and material resources to support and achieve this goal are as follows: • STH for Non-Title 1, FSF, TL DYO Assessment, Title II A Supplemental, TL NYSTL Books and Software, Title III LEP, TL CFN Support, TL Computer Maintenance.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

<p>Annual Goal #2</p> <ul style="list-style-type: none"> • In the 2010-2011 school year, 68% of P.S. 108's students' attained proficiency levels (3 and 4) in Mathematics. In the 2011-2012 school year, we will increase the number of students performing at levels (3 and 4) by 3% to 71%.
<p>Comprehensive needs assessment</p> <ul style="list-style-type: none"> • 2010-11 Progress Report- 68% of students performed at L3 and L4 in Mathematics.
<p>Instructional strategies/activities</p> <ul style="list-style-type: none"> • Establish a Math Team to reflect on current practice in mathematics (Spring 2011) • Teachers will receive ongoing professional development on Common Core State Standards and Problem Solving to improve teacher practice by the Math Staff Developer (ongoing) • EnVision Math was selected by teachers as a new math program on Grades K, 1 and 3 (Spring 2011). This program is fully aligned to CCLS. • Grades 2, 4 and 5 will align Everyday Math lessons to the Common Core Learning Standards (Fall 2011). • Establish Student Math Lunch Club (November 2011) to improve math fluency on grades 3, 4 and 5. • Students will in engage in at least (3) rigorous mathematics tasks aligned to CCLS. (November 2011-June 2012). • Teacher teams will analyze student work products (e.g. math word problems) as part of examining student data in the Inquiry Cycle (ongoing)

- Teachers will use this data to provide targeted instruction to improve student outcomes. (weekly)
- Implementation timeline: (September 2011- June 2012).

Strategies to increase parental involvement

- Hold an annual Title I Parent Curriculum Conference;
- Host educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- Encourage meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- Support or hosting Family Day events;
- Establish a Parent Resource Center/Area or lending library; instructional materials for parents;
- Host events to support, men asserting leadership in education for their children, parents/guardians, grandparents and foster parents;
- Encourage more parents to become trained school volunteers;
- Provide written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- Develop and distribute a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- Provide school planners/folders for regular written communication between/teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Strategies for attracting Highly Qualified Teachers (HQT)

- Attend district and citywide hiring fairs.
- Provide mentors for new teachers.
- CFN HR support is provided to insure that all teachers are highly qualified.

Service and program coordination

- Parent Coordinator will provide workshops on: violence prevention, housing programs, nutrition, ARIS, and transition to middle school.
- YMCA provides workshops and afterschool homework support for students and their families.
- Inside Broadway- will provide students with arts enrichment after school.
- Boy Scouts and Girl Scouts of America have afterschool programs to support students’ social and emotional development.

Budget and resources alignment

- The budget allocations for human and material resources to support and achieve this goal are as follows:
- STH for Non-Title 1, FSF, TL DYO Assessment, Title II A Supplemental, TL NYSTL Books and Software, Title III LEP, TL CFN Support, TL Computer Maintenance

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- In the 2010-2011, students with disabilities attained a performance index of 91 in ELA, which fell short of the effective AMO target (106). In 2011-2012, we will increase the student's performance to a minimum of (102) to meet our Safe Harbor Target in ELA.

Comprehensive needs assessment

- 2010-11 New State Report Card indicated that students with disabilities did not make Adequate Yearly Progress (AYP) in ELA

Instructional strategies/activities

- Identified students will have specialized grouping during regular and extended day.
- Students engage in study using varied materials based on readiness and learning styles.
- Students work on varied assigned tasks to help them make sense of key ideas at varied levels of complexity and pacing.
- SETSS and ITC teachers will articulate (weekly) with the general education teachers to plan lessons according to student's needs and abilities
- Technology will be integrated in all classrooms that serve students with disabilities.
- Progress monitoring systems will include: teacher observations, weekly articulation forms, DRA's, Mondo Assessments, and monthly running records.
- Implementation Timeline: (September 2011- June 2012)

Strategies to increase parental involvement

- Hold an annual Title I Parent Curriculum Conference;
- Host educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- Encourage meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- Support or hosting Family Day events;
- Establish a Parent Resource Center/Area or lending library; instructional materials for parents;
- Host events to support, men asserting leadership in education for their children, parents/guardians, grandparents and foster parents;
- Encourage more parents to become trained school volunteers;
- Provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- Develop and distribute a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- Provide school planners/folders for regular written communication between/teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Strategies for attracting Highly Qualified Teachers (HQT)

- Attend district and citywide hiring fairs
- Provide mentors for new teachers
- CFN HR support is provided to insure that all teachers are highly qualified

Service and program coordination

- Parent Coordinator will provide workshops on: violence prevention, housing programs, nutrition, ARIS, and transition to middle school.
- YMCA provides workshops and afterschool homework support for students and their families.
- Inside Broadway- will provide students with arts enrichment after school.
- Boy Scouts and Girl Scouts of America have afterschool programs to support students' social and emotional development.

Budget and resources alignment

- The budget allocations for human and material resources to support and achieve this goal are as follows:
- STH for Non-Title 1, FSF, TL DYO Assessment, Title II A Supplemental, TL NYSTL Books and Software, Title III LEP, TL CFN Support, TL Computer Maintenance

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

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	27	0	N/A	N/A	4	0	1	2
1	27	0	N/A	N/A	2	0	1	3
2	17	0	N/A	N/A	1	0	0	1
3		0	N/A	N/A	6	0	0	2
4		19	37	0	1	0	1	2
5		13			1	0	1	1
6								
7								
8								
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	AIS is provided for grades (K-2) through a small group pull-out program 5 days a week. Participation is determined through teacher recommendation and assessments results. The program utilizes Mondo Phonics and Words Their Way. AIS Reading is provided for students in grades (K-2) who require extra support in reading and writing. The major components of AIS focus on phonics, word study and reading comprehension.
Mathematics	AIS Mathematics is provided to students in grades 4 and 5. The AIS pre-test and September math assessment along with teacher recommendation determine eligibility. The program supports classroom instruction with an emphasis on problem solving. Service is provided through a small group pull-out model two times per week for 50 minutes each session. Instruction focuses on Problem Solving Opened-Ended Tasks using the 4 Square Model.
Science	AIS Science is provided for students on grade 4 that are (at-risk) of not meeting state standards. The program supports classroom instruction with an emphasis on the test-readiness. Service is provided through a small group pull-out model two times per week for 50 minutes each session. Materials include: Measuring –Up and the NYC Science Curriculum.
Social Studies	N/A
At-risk Services provided by the Guidance Counselor	Individual and small group counseling sessions are conducted to address the social/emotional issues to help students deal with feelings toward self and others in order to recognize cause/effect of their actions. Additionally, students learn skills for effective communication, listening, and empathy. These behaviors are taught and modeled. Students are also encouraged to role play. All sessions are conducted during the school day.
At-risk Services provided by the School Psychologist	The school's psychologist provides At-risk intervention services through counseling and the development of student Behavioral Intervention Plans.

<p>At-risk Services provided by the Social Worker</p>	<p>The school's social worker provides 1 to 1 counseling for At-risk students every Thursday. Individual counseling sessions are conducted to address the social/emotional issues to help students deal with feelings toward self and others; and to recognize cause/effect of their actions. In addition, students learn skills in effective communication, listening, and empathy. Behaviors are taught and modeled. Students are also encouraged to role play. All sessions are conducted during the school day.</p>
<p>At-risk Health-related Services</p>	<p>The school's health intern and Board of Health nurse provide At-risk Health related Services To our student's with Asthma and other health issues.</p>

**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.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal 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;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- 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;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging 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;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 11x108 **School Name:** Philip J. Abinanti

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.
 - Students with disabilities did not meet Annual Yearly Progress (AYP) in ELA on the NYS assessments for (2) consecutive years.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
 - Provide targeted support in ELA for students with special needs through small group pull-out by the literacy coach.
 - Provide students with targeted support through the Mondo Literacy Program to improve student's reading fluency and comprehension-before and afterschool.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Deborah Maldonado	District 11	Borough Bronx	School Number 108
School Name Philip J. Abinanti School			

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

Principal Charles Sperrazza	Assistant Principal Deirdre Hogan
Coach Andie Eisen	Coach type here
ESL Teacher Jennie Adler	Guidance Counselor Isabel Charap
Teacher/Subject Area IAntoinette Ulrich/Math	Parent type here
Teacher/Subject Area Kathie Tirelli/Science	Parent Coordinator Farhidys Forde
Related Service Provider Faye Goldstein/SETSS	Other Vanessa Visners, A.P.
Network Leader Ben Soccodato	Other type here

C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	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
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D. School Demographics

Total number of students in school	588	Total Number of ELLs	45	ELLs as share of total student population (%)	7.65%
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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. [i](#)

1. The Pupil Accounting Secretary, in collaboration with the licensed ESL teacher, J. Adler coordinates the administration of the Home Language Identification Survey. For Spanish speaking parents, our parent coordinator, Mrs. F. Forde or another translator is provided to support the pedagogue in the interview process. A pedagogue who speaks Albanian, Ms. C. Keeney is available to translate for parents who speak Albanian. Over-the-phone interpretations are available through the DOE Translation Unit for parents of other languages. Parents sign and date this legal document. The procedures we follow to identify our ELLs are initiated based on the responses to the HLIS and an informal oral interview of the student. There are eight questions on the HLIS. If one of the questions from one to four is marked as "other than English is spoken at home," and two questions are marked as other than English is spoken, for questions five to eight, the child is a potential ELL. Once the ESL teacher collects the HLIS from parents and determines that a language other than English is spoken at the child's home, the ESL teacher administers the Language Assessment Battery-Revised (LAB-R) to that child within ten days of enrollment. Students that score below proficiency cut score are entitled to state-mandated services. The Spanish Lab is administered if the student scored below proficiency on the LAB-R and the home language is Spanish. For transfer students, some detective work is involved because their complete records have not yet been transferred at the time of registration. If the students is coming from a NYC public school, an exam history is run on ATS (RHSP) to determine if the student was previously assessed with the LAB-R. It is

not permissible to administer the test more than once, even if the student has been out of the country for a year or more. Other ATS reports helpful in identifying ELLs are the RLAT, the RNMR, and the RLER. The pupil accounting secretary requests the complete records of the student from the prior school, in particular the original HLIS and if applicable, the original Parent Survey and Program Selection document. Entitled students (LEP/ELLs) will take the New York State English as a Second Language Achievement Test (NYSESLAT) in the spring. The licensed ESL teacher, J. Adler administers the NYSESLAT. ELLs are assessed in the four modalities (Listening, Speaking, Reading, and Writing) in order to measure their progress in developing English language proficiency. Once the student scores at the Proficient level on the NYSESLAT, the student enters the general education program, but as a former ELL, continues receiving support for two years to assist him in the transitioning process. This includes, but is not limited to, being entitled to ELL testing accommodations.

2. The licensed ESL teacher, J. Adler with the Parent Coordinator, Ms. F. Forde, an Assistant Principal Ms. Hogan, or Principal, C. Sperrazza, and translators as needed, conduct a parent orientation within the first few weeks of school, and schedule small group and one-to-one meetings with parents throughout the year as new students are enrolled. At the parent orientation meeting, the ESL teacher shows the ELL Parent Information Case (EPIC) video, which is available in several languages. The three program choices offered by New York City are presented: Transitional Bilingual, Dual Language, and Freestanding ESL.

First, we send home an invitation to the orientation, which is translated into many languages. Attached to the invitation is the Guide for Parents of English Language Learners, produced by the office of English Language Learners (OELL). It is translated into several languages. At the meeting, the parents watch the video in their native language, which describes the three program options. They are given time to ask questions, and then they fill out a Parent Survey Program Selection form, where they indicate their program of choice. If a parent chooses to take the form home to complete, he returns it at a one-to-one meeting with the licensed ESL teacher.

3. The licensed ESL teacher hand scores the LAB-R (and Spanish LAB) to determine which students are entitled and need a parental Entitlement Letter. If parents are unable to attend the first Parent Orientation meeting, the parent coord

teacher main Education as

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

another meeting on a day that the parent can attend. The ESL letters, the default program for ELLs is Transitional Bilingual

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

4. The parent view the EPIC video in their native language. After having the opportunity to ask questions, they complete the Parent Survey and Program Selection Form. If the parent chooses Transitional Bilingual Education, (we do not currently have the requisite number (15 students) on two consecutive grades in order to offer it here), we inform those parents of their option to choose a NYC public school which does offer the selected program (based on availability) and they are assisted by the ELL Compliance Specialist in the Network. This holds true for parents who choose Dual Language. We do our best to place children in a school that offers their preferred program. Students are placed based on parent choice. If a parent chooses TBE or Dual Language, and there are none available, we inform them that we will put their names on a list, and open a bilingual class once there are fifteen bilingual ELLs over two contiguous grades who speak the same language. Parents are informed of the research that indicates that continuous participation in one of the three instructional programs benefits the child more than switching between programs. The

original, signed Parent Survey and Program Selection form is kept in the child's Cumulative folder. The ESL teacher keeps a copy in the ESL compliance files. The required information for newly identified ELLs is entered into the (new) ELPC screen on ATS. Parents who choose ESL are given Appendix F Placement Letters, translated into their native languages. Other DOE Parent Notification letters are sent home in parents' native languages. Appendix E informs parents that their child was administered the LAB-R, based on the responses to the HLIS completed at registration. The child's score indicates that he/she is English proficient and not entitled to receive services as an English Language Learner. Appendix G informs parents of ELLs that their child was administered the NYSESLAT in the spring to determine English language proficiency, and based on the test results, continues to be entitled to receive English language development support in classes for English Language Learners. Appendix H informs parents of ELLs that based on the score received on the NYSESLAT administered in the spring, their child is no longer entitled to services for ELLs because he/she scored at the Proficient level. Copies of every letter are kept on file in a central location by the ESL teacher.

5. After reviewing the Parent Survey and Program Selection forms for the past five years, the trend by parents has been to choose the Freestanding ESL program. We monitor the new ESL PC screen in ATS to monitor parent choice.

6. The choice of Freestanding ESL is aligned with the model offered at our school. If the requisite amount of parents choose the Transitional Bilingual Education or Dual Language program, a class will be offered at our school.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input 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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	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	To t #

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	45	Newcomers (ELLs receiving service 0-3 years)	40	Special Education 7
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years) 0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	40	0	3	5	0	4	0	0	0	45
Total	40	0	3	5	0	4	0	0	0	45

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

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
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 L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese						0			0	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
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	2	7	4	5	1								25
Chinese	1	1												2
Russian														0
Bengali			1	1										2
Urdu														0
Arabic	2			1										3
Haitian														0
French			1											1
Korean	1													1
Punjabi														0
Polish														0
Albanian	1		1	1	1									4
Other	3	1	1		1	1								7
TOTAL	14	4	11	7	7	2	0	0	0	0	0	0	0	45

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?

1a. The freestanding ESL program at P.S. 108X is a pull-out program serving ELLs in grades K-5.

1b. Our ELLs are served by means of a freestanding ESL program, incorporating a pull-out model with both homogenous and heterogenous language proficiency groups.

45 ELLs spend the entire day in all English content area instruction with native language support such as bilingual dictionaries and glossaries, translated texts and peer scaffolding. The ESL teacher takes the ELLs from their mainstream classrooms and brings them together for small group English instruction, with 6-16 students per group.

2a. Students are grouped according to proficiency level (beginner, intermediate and advanced) as determined by their scores on the New York State English as a Second Language Achievement Test (NYSESLAT), and their current grade levels. The amount of explicit ESL instructional time is based on their proficiency level, as outlined in CR PART 154 regulations. 22 beginner and 12 intermediate students receive 360 minutes of ESL instruction per week. 11 advanced students receive 180 minutes of ESL instruction per week and at least an additional 180 minutes of English Language Arts (ELA) instructions in their mainstream classrooms.

3. Research shows that students develop Cognitive Academic Language Proficiency (CALPS) in a second language when they receive comprehensible input. When the lesson is taught in English, and the input is language arts, social studies, math, or science, ELLs receive English language support and academic content simultaneously. In order to make the content comprehensible, the ESL teacher uses a variety of scaffolding techniques such as front loading or previewing the academic vocabulary, building background knowledge, gestures and using visual cues such as pictures and videos. Instruction is differentiated in every lesson to match the needs of ELLs at all stages

A. Programming and Scheduling Information

of language acquisition. Semantic webs are used in addition other graphic organizers to support students' comprehensible input of difficult text. Furthermore, sentence stems are used to support student with cognitive functions such as comparing and contrasting, inferring, etc. This will ensure their active participation in the lesson and provide entry points into the curriculum. The ESL teacher shares these methodologies and best practices with mainstream teachers. This opportunity for cross-articulation is provided during common plan time once a week for a 50 minute block. The ESL teacher uses data from these meetings, in addition to curriculum maps, to inform instruction and decision-making. The ESL curriculum is enhanced by Rigby's "On our way to English" program, with thematic units directly correlated to the curriculum maps that include oral language development, listening, shared reading and writing, guided reading and phonics/word study. This thematic approach provides academic content embedded throughout the program, and is aligned with the common core standards.

4. Once a student has been administered the LAB-R and the results demonstrate that he is entitled to English language services,

he is administered the Spanish LAB if his native language is Spanish. All ELLs are entitled to translated versions of state math and science tests. Based on our ELL population, the testing coordinator requests these tests in the appropriate languages. Third, fourth and fifth grade ELLs whose native language is Spanish or Chinese, for example, are offered the translated version to use side-by-side with the English version. They choose the version in which they wish to record their answers. For languages for which there are no translated versions of the tests, an interpreter is requested ahead of time from the Office of Translation and Interpretation Services. At P.S. 108X, we have most recently used Albanian, Arabic, and Vietnamese interpreters. Bilingual glossaries are also used in content area state assessments.

5. Differentiation for ELLs reflects student language and academic needs and supports learning throughout all content areas. Instruction for ELLs is differentiated by incorporating language objectives and functions of language such as predicting, describing, explaining, identifying, sequencing and comparing/contrasting. Students are organized into small flexible groupings with both the classroom and ESL teacher based on demonstrated learning needs.

5a. In order to make language and content comprehensible to the SIFE students, we employ various strategies to accelerate their English language acquisition. SIFE students receive sheltered language instruction that is modified to make content comprehensible. The teachers tap into the students' prior knowledge. An increased use of visual/audio materials, a variety of manipulatives, graphic organizers, and collaborative learning activities are consistently used. Students are encouraged to use cognates from their native language. Bilingual glossaries and dictionaries are available. There is explicit instruction during the school day in phonics, phonemic awareness, vocabulary, and fluency through the use of month by month phonics, Mondo phonics intervention and Words their Way. This provides students with opportunities to build their oral language and early literacy proficiency. In addition, it helps accelerate students' reading comprehension and builds vocabulary. Students also participate in the "Imagine Learning" English computer program as well as web-based programs such as Starfall, Brain Pop, NYPL Tumble books, etc. SIFE students are paired up with a language buddy for help translating classwork,

A. Programming and Scheduling Information

directions, and other pertinent day to day activities. SIFE students attend the Extended Day Tutorial program in addition to the mandated ESL services throughout the school day. SIFE students are also entitled to participate in the Title III program

5b. ELLs in school less than three years (i.e. Newcomers) represent the majority of our ELLs. Newcomer activities involve partnerships in small group work, helping to foster peer socialization and language support. Language development and learning is accelerated through the use of visual aids (photo cards, realia, etc) Language is modeled through role play and demonstrations such as think-alouds. Through their peer and teacher

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%	dictionaries are provided. An additive learning environment is fostered where students' native culture is			100%			ensure their success on state mandated assessments.				
75%	recognized and valued. Meaningful learning activities that value students' cultural backgrounds are provided			75%			5c. The plan for ELLs receiving service 4 to 6 years is to teach with clearly defined content and language				
50%	through "English to a Beat" which incorporates cultural folktales and songs that help oral language development			50%			objectives. The ESL teacher provides authentic				
25%	through the use of Total Physical Response			25%			opportunities such as letter writing, summarizing				
100%	is explicitly taught there are multiple modalities and opportunities for students to use Tier 1, 2, 3 words.			100%			Teaching methods include previewing, modeling or demonstrating, reviewing, assessing, and teaching again. New				
75%	information and abstract concepts become concrete when both teacher and students create and use graphic			75%			organizers, make play games for content				
50%				50%							
25%				25%							
TIME	BEGINNERS	INTERMEDIATE	ADVANCED	TIME	BEGINNERS	INTERMEDIATE	ADVANCED	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.

This is usually a student whose disabilities limit his ability to achieve Proficiency on the NYSESLAT. This student will be in a CTT class or receive SETSS. The ESL teacher will articulate with the Special Education teacher and

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?

A Programming and Scheduling Information

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?
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Courses Taught in Languages Other than English 

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Social Studies:

English

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- Onsite "turnkey" PD provided by our ESL coordinator and network specialist during monthly faculty conference

2. To support our staff to assist ELLs as they transition from elementary to middle school, we offer the following supports:

- PD is provided to staff on the middle school grade level instructional expectation. Staff is exposed to middle school curriculum, Common Core Learning Standards, and programs to support them in helping ELLs transition into the middle school.
- The Parent Coordinator, in collaboration with the Guidance Counselor, provides workshops for parents and guardians on preadolescence and how to support their children in the transition to middle school.

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2. Our school partners with other agencies or Community Based Organizations to provide workshops or services to ELL parents. One of the agencies is Learning Leaders, which not only provides training for those who want to be school volunteers, but also offers free academic workshops for parents. Workshop titles include: Help Your Child Begin to Read, Help Your Child Grow as a Writer, Number Sense, etc.

Translation services are offered upon request. The Parent Coordinator has also built relationships with other Community Based Organizations, such as YMCA, Owen Dolan, Bronx House, Lehman College, etc. which offer after-school programs for children that help them achieve their full potential, and prepare them to make ethical choices during their lifetime. ESL Class and classes in Job Readiness are offered to parents.

3. In order to evaluate the needs of our parents, a Parent Survey is sent home asking parents' input on workshops in the following categories: Classroom Learning, Parenting Skills, Adult Learning, and Volunteering/School Governance/Committees. When they enroll their students in school, all parents complete a Language Preference form, in which they indicate the (oral and written) languages they would prefer to receive school information.

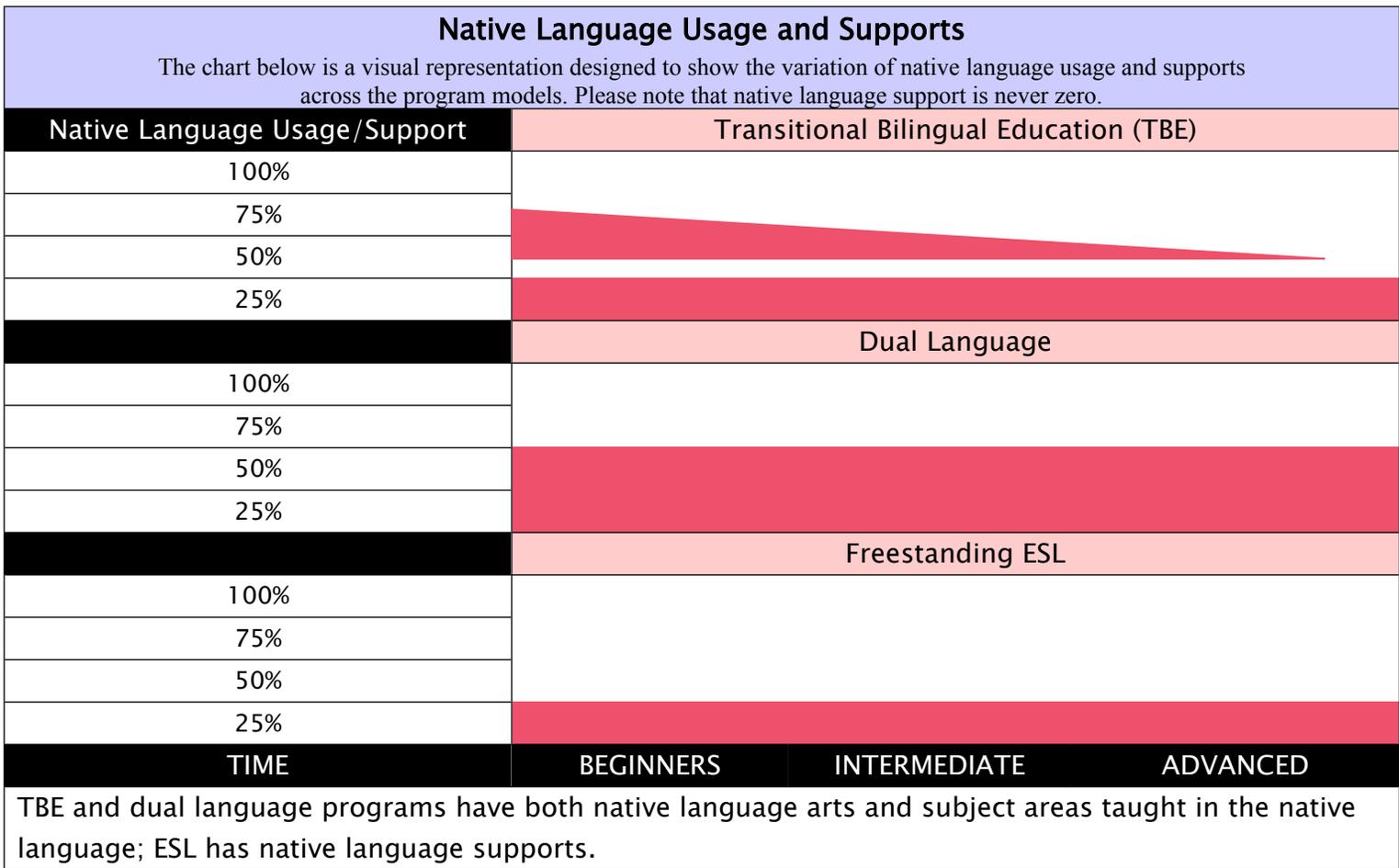
4. Our activities are specifically geared to the needs of the parents. For example, if a parent expresses concern regarding the child's homework, we offer a workshop that includes tips on how to help students navigate that area. Examples of other Workshops held at P.S. 108 include: Pre-Teen Café, which gives parents tips on how to talk to their children about puberty, a Nutrition Café, how to motivate children to eat healthier, a Science Café, helping parents understand the Science Fair project requirements and other aspects of the Science curriculum, and an Attendance Café, emphasizing the importance of good attendance and the effects of poor attendance on their child's overall education. Translation services are provided.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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FOR TBE /DL PROGRAMS: Native Language Arts	60–90 minutes per day	45–60 minutes per day	45 minutes per day

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

1. The Parent Coordinator and Parent Association work closely together to increase parent involvement by incorporating workshops into their monthly PTA meetings. Workshops include Internet Safety, ELA and Math Readiness, etc. At PTA meetings, student Citizens of the Month are recognized, as well as students receiving honor and merit awards. Parents, including those of ELLs, are encouraged to attend this public recognition of their children. All families are invited to Math and Literacy Workshops on Saturdays. Parents of ELLs attend the initial ESL Parent Orientation, and other ESL meetings throughout the year. An ESL Festival is held in the spring, celebrating the accomplishments of our ELLs and the diversity of their cultures at our school. This is always a well-attended event. At these events, translators are present to provide parents with additional language support. In addition, handouts and/or brochures are translated for parents.

2. Our school partners with other agencies or Community Based Organizations to provide workshops or services to ELL parents. One of the agencies is Learning Leaders, which not only provides training for those who want to be school volunteers, but also offers free academic workshops for parents. Workshop titles include: Help Your Child Begin to Read, Help Your Child Grow as a Writer, Number Sense, etc.

Translation services are offered upon request. The Parent Coordinator has also built relationships with other Community Based Organizations, such as YMCA, Owen Dolan, Bronx House, Lehman College, etc. which offer after-school programs for children that help them achieve their full potential, and prepare them to make ethical choices during their lifetime. ESL Class and classes in Job Readiness are offered to parents.

3. In order to evaluate the needs of our parents, a Parent Survey is sent home asking parents' input on workshops in the following categories: Classroom Learning, Parenting Skills, Adult Learning, and Volunteering/School Governance/Committees. When they enroll their students in school, all parents complete a Language Preference form, in which they indicate the (oral and written) languages they would prefer to receive school information.

4. Our activities are specifically geared to the needs of the parents. For example, if a parent expresses concern regarding the child's homework, we offer a workshop that includes tips on how to help students navigate that area. Examples of other Workshops held at P.S. 108 include: Pre-Teen Café, which gives parents tips on how to talk to their children about puberty, a Nutrition Café, how to motivate children to eat healthier, a Science Café, helping parents understand the Science Fair project requirements and other aspects of the Science curriculum, and an Attendance Café, emphasizing the importance of good attendance and the effects of poor attendance on their child's overall education. Translation services are provided.

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)	6	2	4	0	1	0								13
Intermediate(I)	3	1	3	2	2	1								12
Advanced (A)	0	1	1	1	4	1								8
Total	9	4	8	3	7	2	0	0	0	0	0	0	0	33

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		3		5		0		10
4	1		1		1		0		3

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

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- 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. To support our ELLs, the following early literacy assessment tools are used:
 – Mondo Reading Assessment (K-1); Oral language assessment (K-5); Concepts about Print (K-2), Mondo Phonics Assessment (Letter and sound recognition as well as phonemic awareness), Diagnostic Reading Assessment (DRA) for grade 2-5 to assess reading comprehension and fluency; 3-day writing analysis (K-5)

Based on analysis of early literacy data, the following trends are noted for our ELLs need further support in developing oral language proficiency, which we address through small group oral language reading/writing strategies. We also provided targeted teaching and reteaching of strategies. Teachers differentiate instruction by activating prior knowledge and schema building. To give ELLs the language they need to articulate new ideas, we provided language stems to support them in communicating academically. We will focus on building their academic language proficiency in all content areas. The data informs our instructional plan by allowing us to identify and group students based on their academic and linguistic needs, not only in the classroom, but also for

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.

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Charles Sperrazza	Principal		1/1/01
Deirdre Hogan	Assistant Principal		1/1/01
Farhidys Forde	Parent Coordinator		1/1/01
Jennie Adler	ESL Teacher		1/1/01
	Parent		1/1/01
Antoinette Ulrich/Math	Teacher/Subject Area		1/1/01
Kathie Tirelli/Science	Teacher/Subject Area		1/1/01
Andie Eisen	Coach		1/1/01
	Coach		1/1/01
Isabel Charap	Guidance Counselor		1/1/01
Ben Soccodato	Network Leader		1/1/01
Vanessa Visners	Other <u>Assistant Principal</u>		1/1/01
Faye Goldstein/SETSS	Other <u>Related Service Prov</u>		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 11X108 **School Name:** Philip J. Abinanti School

Cluster: 532 **Network:** CFN

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 Home Language Identification Survey (HLIS) that parents complete when registering their child, asks parents or guardians to identify the language in which they would like to receive school communications: written translation and oral interpretation. The HLIS is given to parents in their native language. Parents also complete the Parents' Preferred Language Form, available for download from the Translation and Interpretation Unit. The school community is informed of their rights to translation services in a posting in eight languages at the entrance to our building.

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

The ESL teacher reviews the HLIS and Parents' Preferred Language Form, and prepares a chart of parent language preferences organized by class, grade, and language. This data is sent electronically to the administration, all classroom teachers, cluster teachers, coaches, service providers, parent coordinator, secretaries, nurse, and the SBST. The ESL teacher periodically updates the chart to reflect new admits and discharges. While our current ELLs represent 7% of our student body, we found that 22% of the parent body indicated that they would like to receive written translation and/or oral interpretation services. Spanish was the most prevalent choice, and Albanian was second, followed in descending order by lower numbers of Bengali, Chinese, Vietnamese, Arabic, Uru, French, Korean, Russian, and Tamil.

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.

Much of the correspondence to parents/guardians generated citywide has available translations in written form from the NYCDOE website. This includes, but is not limited to, the ELL Parent Brochure which explains the three English language programs available to ELLs, Entitlement letter, Continued Entitlement letter, Non Entitlement letter, Placement letter, Non Entitlement/Transition letter, Parent Survey and Program Selection form, and Title III letter. Other DOE translated materials include the Guide to NYC Public Schools, Promotion in Doubt notification, and summer school eligibility letter. The Parent Coordinator translates teacher generated letters into Spanish upon request. She also provides written translation of the school's monthly newsletter, PTA notices, and other information or resources that parents may need. For Report Cards, notification of Parent-Teacher conferences, information on ESL Parent Orientation, the ESL festival, and other material, written translation is requested from the Translation and Interpretation Unit. The turn-around time is usually 1-3 weeks, depending on the length of the materials sent. School staff and parent volunteers who are bilingual in the lower incidence languages are available for written translation of some notices.

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 Spanish speaking parents receive oral interpretation services at Parent Orientation meetings, conferences, PTA meetings, and workshops. The Parent Coordinator, School Counselor, Spanish speaking teachers, and bilingual Paraprofessionals are available during such meetings. Parent volunteers who speak other languages assist us when they are present. Our School Based Support Team is able to provide oral interpreters in various languages for guidance issues. When there is a need, we make use of the over-the-phone translators. New parents of ELLs view the DOE Parent Orientation video, which is available in thirteen languages.

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

As described, we have written and oral translation services available in-house, and the staff is knowledgeable about the over-the-phone interpretations. We use the Translation and Interpretation Unit for written communication to parents in our lower incidence languages. When turn-around time is not an option, we attach a statement in the parent/guardian's language: "This is an important document regarding the education of your child. Please have it translated for you promptly."

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: Philip J. Abinanti -PS108	DBN: 11x108
Cluster Leader: Deborah Maldonado	Network Leader: Ben Socodatto
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> 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="radio"/> Before school <input type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1

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: The After School extended day program will service ELL and transitional ELL students in grades 3-5. The ESL program takes place on Monday and Tuesday from 3:15 pm to 4:45 pm. The program will target about 20 students in language/literacy and mathematics (problem solving) skills in both receptive and expressive English. Taught in English, and using supplemental high interest materials as the core of instruction, students will receive an additional three hours of instruction per week for ten weeks. There will be one session: Session I: January 2012 - March 2012. The instructional program will be team taught by two certified teachers: an ELA and ESL teacher. They will plan lessons and differentiate instruction that is consistent with ongoing assessment. A administrative supervisor is required to supervise the ESL afterschool program.

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: Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

All ESL and content area teachers of ELLs are included and participate in weekly school based professional learning and grade level meetings (50 minutes per session) in an effort to strengthen core instruction in Literacy and Math. Some of the topics that will be discussed are:

1. Acuity and data analysis: provided by our Assistant Principal, Ms. Hogan
2. Using ARIS: provided by Assistant Principals, Ms. Hogan and Ms. Visners
3. Looking at Mondo and DRA assessments as it relates to ELL's- Mrs. Adler and Ms. Spigai
4. ELL Professional Development Workshops -Luis Quan, (CFN 532) has provided PD on ELL instruction
5. Analyzing Common Core State Standards-Literacy Coach, Ms. Eisen

Part C: Professional Development

6. Daily Writing/Writer's Notebook-Literacy Coach, Ms. Eisen
7. Literacy Centers: Ms. Eisen, Literacy Coach
8. ELA Simulation question analysis: Data Specialist, Ms. Roksvold
9. Implications for instruction: Data Specialist, Ms. Roksvold
10. Using data to communicate with Parents about student progress: Assistant Principal, Ms. Hogan
11. Writing Process/Portfolio requirements: Literacy Coach, Ms. Eisen
12. Analyzing Math problems: J. Kaplan-CFN532

In addition, ESL teachers attend professional development workshops offered by the following agency:

- CFN 532: provided by Luis Quan and the Mondo Literacy Consultant.

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: Ell Monthly Parent involvement activities are sponsored by the PS 108 PTA. Parent activities include: Overview of NYS Testing, Moving to the Middle, Nutrition, Mathematics, and Common Core Learning Standards. Additionally, there are Fall Parent Workshops for Literacy and Math on weekends in October and November facilitated by the Literacy and Math Coach. The annual ESL Festival will be held in the Spring 2012 and followed by Field Day in May 2012. Parents will be notified via monthly newsletter and special announcements translated into multiple languages.

Part E: Budget

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

Allocation Amount: \$11000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11000

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 	45 hrs. 52.39= \$ 2357.55 80 hrs. 50.68 = \$ 4054.40	1 supervisor 2 teachers providing instruction
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	Mondo Literacy Professional Development - Focusing on ESL Strategies to improve comprehension. \$2,000.00	1 consultant (2) visits modeling lessons with students and teachers.
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$ 1,000.00	Guided reading books and test prep materials.
Educational Software (Object Code 199)	0	0
Travel	0	0
Other	\$1400.00 \$ 188.00	ESL Catering/Food Art supplies, cultural artifacts, decorations
TOTAL	\$11,000.00	