



**Department of
Education**

+a *Dennis M. Walcott, Chancellor*



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P.S. 108K THE SAL ABBRACCIAMENTO SCHOOL

DBN (19K108):

PRINCIPAL: CONSTANCE HAHN

EMAIL: CHAHN3@SCHOOLS.NYC.GOV

SUPERINTENDENT:

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
Constance Hahn	*Principal or Designee	
Jose Jimenez	*UFT Chapter Leader or Designee	
Roseni Castro	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Madeline Plasencia	Member/PTA Vice-President	
Erydania Tineo	Member/Title I Parent Rep.	
Giselle Granizo	Member/PTA Secretary	
Margarita Ramos	Member/Kindergarten Parent	
Jennifer Persaud	Member/Chairperson	
Kristy Higuera	Member/Teacher	
Michelle Hirsch	Member/Teacher	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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 Students Experience Common Core-aligned instruction across subjects: Literacy, Social Studies and Science

To ensure that all teachers meet the expectations around engaging all students, including Students With Disabilities (SWD) and English Language Learners (ELL), in two literacy tasks embedded in a rigorous curriculum unit aligned to the Common Core by May 2013.

At least 80% of the students in grades 3-5 will move up at least one level in the evidence category of the rubric or will achieve a level 3 in that area.

At least 80% of the students in grades K-2 will move up at least one level in the “Ideas & Purpose – using details to support their topic” criteria of the rubric or will achieve a level 3 in that area.

Comprehensive needs assessment

In 2011-2012, 48.9% of students scored at or above grade level, 53% of all English Proficient students scored at or above grade level, 22.0% of the ELL students scored at or above grade level and 12.7% of students with disabilities scored at or above grade level on the NYS ELA assessment.

Instructional strategies/activities

To ensure that all teachers meet the expectations around engaging all students, including Students With Disabilities (SWD) and English Language Learners (ELL), in two literacy tasks embedded in a rigorous curriculum unit aligned to the Common Core. By May 2013, teachers will continue to collaboratively plan on a weekly basis to develop and upgrade existing units that were created in 2011-12. Teams of teachers will engage students in two performance tasks aligned with our pacing calendars and aligned to, and focusing on, the selected Common Core Learning Standards. They will utilize Webb’s Depth of Knowledge (DOK) Levels to ensure instruction is cognitively demanding and engages all students in rigorous learning experiences. The units of study are planned in advance to include multiple access points. Thus the components of Universal Design for Learning will be addressed in our units of study.

We have an S.B.O to ensure that the teachers participate in collaborative inquiry on Wednesdays from 2:20-3:10. Additionally, schedules for Grades Pre-K - 5 have been organized so that these grades have common preps to facilitate regular common grade team meetings. These meetings ensure opportunities for teachers to collaborate, develop and plan the performance tasks and quality units of study. Teachers will analyze the resulting student work, which informs and guides instruction. As an elementary school, we have an eight period day, so each teacher team is assigned one professional activity period per week, which is used for team meetings with the Staff Development Team.

In addition to grade-wide teams, we also have an ELL teacher team and a SWD teacher team for grades K-2 and grades 3-5. These teams meet to analyze student work and identify the current student thinking vs. the desired student thinking, as well as the implications for instruction for their targeted populations. Teachers will utilize this time to develop and or revise Common Core-aligned performance tasks and quality units of study that incorporate opportunities for students to conduct research and use supporting evidence. These units of study will include Universal Design for Learning (UDL) principles for ELL students and SWDs.

Teachers will evaluate successes and challenges of 2011-12 work and plan for implementation in 2012-13. Teachers have analyzed resulting student work from 2011-12 Common Core-aligned units. Teachers have reviewed points of access for all students and opportunities for student representation and engagement. Teachers were introduced to Cast Universal Design for Learning (<http://www.cast.org/udl/index.html>) as a lesson-plan template, which provides educators with models and tools to create and adapt lessons that increase access and participation in the general education curriculum for all students. Teachers will look at

student work to determine the students' strengths and next learning steps. A baseline assessment will be administered to the students; this baseline assessment will guide the teams of teachers as they develop collaborative lessons that incorporate oral and written skills needed for informational writing and providing evidence to support opinion/arguments. Front-loading of the rubrics will ensure that students know what is expected.

The staff development team, funded with Title I, Contract for Excellence, and Children First monies, will provide professional support to every teacher in our school building on a weekly basis. All of our teachers are provided with common preparation periods during which the team engages teachers in collaborative inquiry. Our AUSSIE consultant, funded with Title III monies, provides job-embedded professional development for all teachers, including teachers of ELL students and SWD students. This support is provided through workshops - focusing on support for ELL students and SWD incorporating Universal Design for Learning principles including multiple entry points for lessons and units of study, explicit teaching of vocabulary, scaffolding – including instructional practices and use of graphic organizers, explicit focus on text structure and features, use of Native language to enhance reading and writing, demonstration lessons, co-teaching, and one-on-one coaching.

The Staff Development Team, funded with Title I, Contract for Excellence, and Children First Network Support monies, will provide professional support to every teacher in our school building on a weekly basis. All of our teachers are provided with common preparation periods during which the team engages teachers in collaborative inquiry. The Staff Development Team provides job-embedded professional development for all teachers, including teachers of ELL students and Students With Disabilities. This support is provided through workshops - focusing on support for ELL students and SWD incorporating Universal Design for Learning principles including multiple entry points for lessons and units of study, explicit teaching of vocabulary, scaffolding – including instructional practices and use of graphic organizers, demonstration lessons, co-teaching, and one-on-one coaching. Embedded in the professional development is looking at student work to monitor and revise instruction and teacher support.

Each grade-wide teacher team will develop two quality units of study and rigorous performance tasks for literacy, and corresponding rubrics aligned to the Common Core Learning Standards (used for pre- and post-assessments). At least 80% of the students in grades 3-5 will move up at least one level in the evidence category of the rubric or will achieve a level 3 in that area. At least 80% of the students in grades K-2 will move up at least one level in the “Ideas & Purpose – using details to support their topic” criteria of the rubric or will achieve a level 3 in that area. Formative and summative student work products will be analyzed during weekly teacher team meetings and professional work sessions to inform instruction and support reflection on quality of teacher practice (utilizing Danielson’s Framework for Teaching).

Strategies to increase parental involvement

Our school will support parents and families of Title I students by:

- 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 the school community.
- ensuring 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.
- providing 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
- scheduling additional parent meeting, 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.
- inviting parents/guardians into the classroom on a monthly basis to provide them an opportunity to actively participate in their child’s classroom.
- Distributing awards for recognition of Student-of-the-Month and Athlete-of-the-Month during PTA meetings to increase attendance.
- scheduling performances during PTA meetings at least three times a year to increase attendance.
- providing training/workshops to help parents work with their children to improve their achievement level, e.g., literacy, and math

- 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 parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.

Budget and resources alignment

- Indicate your school's Title I status: **X** School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy Title I Title IIA Title III X Grants Other

If other is selected describe here: The Staff Development Team, funded with Title 1, Contract for Excellence, and Children First monies, will provide professional support to every teacher in our school building on a weekly basis. Our AUSSIE consultant, funded with Title 1 and Title III monies, provides job-embedded professional development for all teachers, including teachers of ELLs students and SWD.

Service and program coordination

The School Guidance Counselor has extensive training and experience, which assists in developing and implementing prevention and intervention programs for the children at PS 108K. The Guidance Counselor provides individual and group counseling services to address the academic, social, emotional and behavioral needs of our students such as English Language Learners (Ells) and Students with Disabilities. She reviews many topics including self- respect, responsibility, honesty (character build up), bullying prevention, peer mediation/conflict resolution, personal hygiene and child abuse prevention among other things. The Guidance Counselor holds group that focus on stress and anger management, bereavement, and process from transitioning from one grade to another and elementary to middle school. The Guidance Counselor visited each class PS 108K to introduce herself and to review issues related to child abuse, emotional abuse, sexual abuse and educational neglect. The Guidance Counselor assists in assessing and/or resolving crisis situations. The Social Worker, Psychologist, Dean, along with the Guidance Counselor conduct investigations.

The Guidance Counselor participates in the RTI Team, Pupil Personnel Committee, Attendance Committee, Safety Committee, Child Abuse and Neglect Prevention Committee and Intervention Committee, and the Crisis Intervention Committee. She consults with students, teachers and families to develop educational plans as well as to provide referrals for Community Based Organization (CBO) services for the families. The Guidance Counselor provides workshops to teachers reviewing issues related to child abuse and neglect, suicidal ideations, crisis intervention and development of educational strategies. Effective at risk counseling programs are important to the school's climate and are a crucial element in providing student achievements. School counseling programs have significantly influenced on discipline problems. Many of our students display poor self-esteem, which affects their functioning in class. School counseling interventions have reported success for helping students reduce levels of anxiety. Poor socialization skill that affects the children's abilities to function amongst themselves, with teachers and age group peers within the classroom setting.

The School Social Worker is an integral member of the intervention team at PS 108K. She provides individual and group counseling to students to address academic, emotional, social and behavioral difficulties. She consults with school staff, parents, and students to review students' needs and develop educational plans. She provides students and families referrals for community services. The Social Worker assists during crisis situations, child abuse investigations and situations of children displaying suicidal ideations. She participates in the inquiry Team, Pupil Personnel Committee, the Child Abuse and Neglect Intervention and Prevention Team, and The Crisis Intervention Team. She is also an integral member of the School Assessment Team.

The School Psychologists plays a vital role in PS 108K's intervention efforts. He provides individual and group counseling to address academic, emotional, social and behavioral difficulties. He consults with school staff, parents, and students regarding behavioral management issues and concerns to develop educational plans as well as to provide referrals for community services for the families, as needed. The School Psychologists assists in resolving crisis situations. He conducts investigations of possible child abuse and suicidal ideations. He participates in the Inquiry Team, Child Abuse and Neglect Intervention and Prevention Team, the Crisis Intervention Team, and the Pupil Personnel Committee. He serves as the case manager on the School Assessment team

Outreach efforts, services and supports are coordinated by Administrators, Parent Coordinator, Teachers, Pupil Accountant Secretary, Family Assistant, nurse, and School Counselor. Students in Temporary Housing are closely monitored by the Parent Coordinator, Pupil Accountant Secretary and School Counselor. The school counselor helps students develop social skills and succeed in school. The school counselor arranges meetings with students and offers ongoing support to them as well as to their families.

Preventions/Interventions provided by the School counselor:

- At risk counseling Services (on a needed basis)
- Parental Outreach (calls, letters, resource list)
- Referral to Community Based Organizations (CBO)
- Backpacks
- Clothing (uniforms, t-shirts, jackets, and winter coats)
- Books/Notebooks (i.e. other school supplies)
- Money for Field Trips

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.

Annual Goal #2 Students Experience Common Core-aligned instruction across subjects: Mathematics

All students will show progress in a cognitively demanding mathematics task that requires them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution. All K-5 students will show progress in the particular domain of focus as outlined in the 2012-13 Citywide Instructional Expectations for the two performance tasks, including the revised task as well as the newly created task. Students work samples will demonstrate improved student outcomes. By June 2013, at least 80% of the students will move up at least one level in the “reasoning and proof” area of the rubric and/or achieve a level 3 in that area.

Comprehensive needs assessment

In 2011-12, 64.2% of students were on or above grade level on the NYS mathematics assessment. 68% of the English Proficient students were on or above grade level. 43.9% of the ELL students were on or above grade level. 65.5% of the Students with Disabilities were on or above grade level.

Instructional strategies/activities

To ensure that all teachers meet the expectations around engaging all students, including Students With Disabilities (SWD) and English Language Learners (ELL), in two math tasks embedded in a rigorous curriculum unit aligned to the Common Core, teachers will collaboratively plan on a weekly basis, to develop and implement a performance task aligned with, and focusing on, the selected Common Core Learning Standards. They will utilize Webb’s Depth of Knowledge (DOK) Levels to ensure instruction is cognitively demanding and engages all students in rigorous learning experiences. The units of study plan in advance for multiple access points. Thus the components of Universal Design for Learning will be addressed in our units of study. The students will engage in one unit of study during the first semester and a second unit of study during the second semester.

We have a School Based Option to ensure that the teachers participate in collaborative inquiry. On Wednesdays, teams of teachers meet from 2:20-3:10 PM to engage in collaborative inquiry. Additionally, schedules for Grades Pre-K - 5 have been organized so that these grades have common preps to facilitate regular common grade team meetings to ensure opportunities for teachers to collaborate develop and plan the performance tasks, quality units of study and to analyze resulting student work to inform and guide instruction. As an elementary school, we have an eight period day, so each teacher team is assigned one professional activity period per week, which is used for team meetings with the Staff Development Team. In addition to grade-wide teams, we also have an ELL teacher team and a SWD teacher team for grades K-2 and grades 3-5. These teams meet to analyze student work and identify the current student thinking versus the desired student thinking, as well as the implications for instruction for their targeted populations.

Teachers will utilize this time to develop and or revise Common Core-aligned performance tasks and quality units of study. The teachers will utilize a Preliminary Planning Sheet for a Mathematics Portfolio Piece/Task. Learning experiences will ensure opportunities for students to engage in cognitively demanding mathematical tasks that requires them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution. These units of study will include UDL principles for ELL students and SWDs. The performance tasks will be measured using Webb’s Depth of

Knowledge (DOK) levels to ensure instruction is cognitively demanding and engaging for all students.

Teachers have reviewed points of access for all students and opportunities for student representation and engagement. Teachers were introduced to Universal Design for Learning (<http://www.cast.org/udl/index.html>) as a lesson-plan template.

Teachers will look at student work to determine the students' strengths and next learning steps. A baseline assessment will be administered to the students; ongoing analysis of the data will guide the teacher teams as they develop collaborative lessons to support all student achievement, with a focus on our ELLs and SWDs. Front-loading of the rubrics will ensure that students know what is expected.

The Staff Development Team, funded with Title I, Contract for Excellence, and Children First Network Support monies, will provide professional support to every teacher in our school building on a weekly basis. All of our teachers are provided with common preparation periods during which the team engages teachers in collaborative inquiry.

The Staff Development Team provides job-embedded professional development for all teachers, including teachers of ELL students and SWDs. This support is provided through workshops - focusing on support for ELL students and SWDs incorporating Universal Design for Learning principles including multiple entry points for lessons and units of study, explicit teaching of vocabulary, scaffolding – including instructional practices and use of graphic organizers, demonstration lessons, co-teaching, and one-on-one coaching. The performance tasks will be measured on the DOK matrix. Embedded in the professional development is looking at student work to monitor and revise instruction and teacher support.

Each grade-wide teacher team will develop a second quality unit of study and a rigorous performance task for math using Exemplars Standard Math Rubric for pre- and post –assessments. Each grade-wide teacher team will revise the 2011- 12 unit of study based on their findings from analyzing student work in regard to current student thinking versus desired student thinking.

Strategies to increase parental involvement

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- ensuring 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.
- providing 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
- scheduling additional parent meeting, 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.
- inviting parents/guardians into the classroom on a monthly basis to provide them an opportunity to actively participate in their child's classroom.
- Distributing awards for recognition of Student-of-the-Month and Athlete-of-the-Month during PTA meetings to increase attendance.
- scheduling performances during PTA meetings at least three times a year to increase attendance.
- providing training/workshops to help parents work with their children to improve their achievement level, e.g., literacy, and math
- 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 parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.

Budget and resources alignment

- Indicate your school's Title I status: **X** School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants X Other

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as well as to provide referrals for community services for the families, as needed. The School Psychologists assists in resolving crisis situations. He conducts investigations of possible child abuse and suicidal ideations. He participates in the Inquiry Team, Child Abuse and Neglect Intervention and Prevention Team, the Crisis Intervention Team, and the Pupil Personnel Committee. He serves as the case manager on the School Assessment team

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Preventions/Interventions provided by the School counselor:

- At risk counseling Services (on a needed basis)
- Parental Outreach (calls, letters, resource list)
- Referral to Community Based Organizations (CBO)
- Backpacks
- Clothing (uniforms, t-shirts, jackets, and winter coats)
- Books/Notebooks (i.e. other school supplies)
- Money for Field Trips

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 Teacher Development:

The P.S. 108K school community will strengthen the instructional core by facilitating teacher participation in coherent professional development. The professional development will strive to build and norm teachers' shared understanding of how to analyze current student work and thinking for strengths and areas of need, and consider implications for planning and preparation during collaborative inquiry. Our school wide professional development plan will also be directly aligned to the work of the teacher teams to facilitate NYC instructional expectations and school-wide goals. Teachers confidently identifying and discussing trends across grade, class and individual student needs and articulating changes to instructional practice that will support and increase student progress. 80% of teachers will participate in at least 12 hours of professional development throughout the 2012-13 school year on norming teacher practice using videos, sharing best practices that reflect standards for Effective and Highly Effective in each area, identifying areas of growth based on prior observations of each other's practice, and developing personal developmental plans.

Comprehensive needs assessment

In 2011-12, 48.9% of our students received a level 3 or 4 on the New York State English Language Arts Assessment. 53.4% of our English Proficient students received a level 3 or 4, while 22% of our ELLs received a level 3 or 4 and 12.7% of our Students with Disabilities received a level 3 or 4.

Diverse staff with diverse needs · Several staff members are Teaching Fellows without educational background · Several staff members have changed positions · Research cited from, The Benefit to Professional development, "American Educator" summer 2002, states that there is a direct correlation between effective professional development conducted in the classroom to student achievement.

Instructional strategies/activities

Teachers confidently identifying and discussing trends across grade, class and individual student needs and articulating changes to instructional practice that will support and increase student progress. Teachers self-reflect and set goals using the rubrics from Danielson's Framework for Teachers for the three competencies, 1e, 3b, and 3d.

School-Wide Inquiry Team is an organizational structure that facilitates building capacity and to ensure a coherent approach in supporting teacher effectiveness. The team meets a minimum of twice a month beginning in fall 2012. Staff developers, instructional leads and or administrators attend professional development sessions spearheaded by CFN 210 regarding the creation/revision of performance tasks, protocol for looking at student work and the Danielson's Framework for Teachers. During the school-wide meetings, staff member(s) turnkey to lead teachers who then turnkey to their grade-wide teams of teachers. Our goal is to build the capacity of teachers and to empower them to become future school leaders.

The team members include the administrative team, staff developers, including ELL staff developer and SWD staff developer, a representation of teachers for the lower grades, and a representation of teachers for the upper grades and a Special Education Teacher.

Teacher teams will meet regularly to look at student work. Teachers will use an established protocol to analyze current student work, identify points of alignment and surface gaps between current and desired states of student thinking; and consider implications for teacher planning and preparation during collaborative inquiry at least three times a week beginning fall 2012: grade team meetings, inquiry and common prep meetings. This will result in lessening the gap between current and

desired student thinking for all our students with a particular focus on our English Language Learners and Students with Disabilities, as evidenced by student work.

Teacher teams will log onto ARIS to record minutes. Our units of study have been revised to include differentiation strategies (based on UDL principles) for ELLs and SWDs as a result of identified surface gaps. Our teacher teams have analyzed student work samples for all students, including ELLs and SWDs; rubrics have been created to measure progress from pre-assessment to post-assessment. Our school wide professional development plan is aligned to our collaborative inquiry work, and citywide instructional expectations. We have analyzed student data to identify implications for instruction. Recording sheets are filled out during intra-visitations.

Strategies to increase parental involvement

Our school will support parents and families of Title I students by:

- 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 the school community.
- ensuring 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.
- providing 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
- scheduling additional parent meeting, 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.
- inviting parents/guardians into the classroom on a monthly basis to provide them an opportunity to actively participate in their child's classroom.
- Distributing awards for recognition of Student-of-the-Month and Athlete-of-the-Month during PTA meetings to increase attendance.
- scheduling performances during PTA meetings at least 3 three times a year to increase attendance.
- providing training/workshops to help parents work with their children to improve their achievement level, e.g., literacy, and math
- 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 parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants X Other

If other is selected describe here: The Staff Development Team, funded with Title 1, Contract for Excellence, and Children First monies, will provide professional support to every teacher in our school building on a weekly basis. Our AUSSIE consultant, funded with Title 1 and Title III monies, provides job-embedded professional development for all teachers, including teachers of ELLs students and SWD.

Service and program coordination

The School Guidance Counselor has extensive training and experience, which assists in developing and implementing prevention and intervention programs for the children at PS 108K. The Guidance Counselor provides individual and group counseling services to address the academic, social, emotional and behavioral needs of our students such as English Language Learners (Ells) and Students with Disabilities. She reviews many topics including self-respect, responsibility, honesty (character build up), bullying prevention, peer mediation/conflict resolution, personal hygiene and child abuse prevention among other things. The Guidance Counselor holds group that focus on stress and anger management, bereavement, and process from transitioning from one grade to another and elementary to middle school. The Guidance Counselor visited each class PS 108K to introduce herself and to review issues related to child abuse, emotional abuse, sexual abuse and educational neglect. The Guidance Counselor assists in assessing and/or resolving crisis situations. The Social Worker, Psychologist, Dean, along with the Guidance Counselor conduct investigations.

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Outreach efforts, services and supports are coordinated by Administrators, Parent Coordinator, Teachers, Pupil Accountant Secretary, Family Assistant, nurse, and School Counselor. Students in Temporary Housing are closely monitored by the Parent Coordinator, Pupil Accountant Secretary and School Counselor. The school counselor helps students develop social skills and succeed in school. The school counselor arranges meetings with students and offers ongoing support to them as well as to their families.

Preventions/Interventions provided by the School counselor:

- At risk counseling Services (on a needed basis)
- Parental Outreach (calls, letters, resource list)
- Referral to Community Based Organizations (CBO)
- Backpacks
- Clothing (uniforms, t-shirts, jackets, and winter coats)

-Books/Notebooks (i.e. other school supplies)
-Money for Field Trips

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 Teacher Effectiveness:

Improve all teachers' effectiveness by developing a shared understanding of instructional excellence utilizing Danielson's Framework for Teachers and by interacting with Webb's Depth of Knowledge (DOK) Levels to measure the rigor of current tasks and to strengthen the instructional core. The principal and assistant principals will visit each teacher's classroom at least 6 times over the course of the year, and provide teachers with formative, written or verbal feedback aligned to the 3 school-selected competencies—1e, 3b and 3d.

Comprehensive needs assessment

Diverse staff with diverse needs · Several staff members are Teaching Fellows without educational background · Several staff members have changed positions · Research cited from, The Benefit to Professional development, "American Educator" summer 2002, states that there is a direct correlation between effective professional development conducted in the classroom to student achievement.

Instructional strategies/activities

All teachers develop a shared understanding of instructional excellence using Danielson's Framework for Teaching as a teacher development tool by engaging in assessing their own effectiveness and by setting professional goals aligned with the DOE's three priority competencies by June 2013. A range of 6-8 short, frequent observations will be completed for all teachers by June 2013 in order to support meeting individual teacher goals, to set clear expectations and provide evidence-based applicable feedback to strengthen the instructional core.

Beginning September 2012, teachers will self-assess on selected components of the Danielson's Framework for Teachers. The staff development team will create a pie graph of the results to determine trends/patterns for each grade. The Professional Development Team will develop and implement a coherent PD plan for teachers that integrate the selected components of the Danielson's Framework for Teachers. School leaders will set up and follow a schedule for teacher observation and feedback using the Danielson's rubrics.

Professional development plans for teachers for progress and movement to the next level within the framework. PD plans will support grade teacher teams as well as be differentiated to meet individual teacher professional needs. The short-frequent observations for feedback completed by school leaders will include actionable feedback. Teacher self-assessments on selected components of Danielson's rubrics. Teachers confidently articulating their individual progress utilizing Charlotte Danielson's Framework for Teaching - including classroom examples, and identify next steps for professional growth.

Strategies to increase parental involvement

Our school will support parents and families of Title I students by:

- 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 the school community.
- ensuring 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.

- providing 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
- scheduling additional parent meeting, 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.
- inviting parents/guardians into the classroom on a monthly basis to provide them an opportunity to actively participate in their child's classroom.
- Distributing awards for recognition of Student-of-the-Month and Athlete-of-the-Month during PTA meetings to increase attendance.
- scheduling performances during PTA meetings at least three times a year to increase attendance.
- providing training/workshops to help parents work with their children to improve their achievement level, e.g., literacy, and math
- 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 parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.

Budget and resources alignment

- Indicate your school's Title I status: **X** School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants X Other

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Service and program coordination

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Preventions/Interventions provided by the School counselor:

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- Parental Outreach (calls, letters, resource list)
- Referral to Community Based Organizations (CBO)
- Backpacks
- Clothing (uniforms, t-shirts, jackets, and winter coats)
- Books/Notebooks (i.e. other school supplies)
- Money for Field Trips

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 Instructional Shift: PK-5, Balancing Informational & Literary Texts:

Teachers will expose students to a true balance of informational and literary texts.

At least 50% of what teachers read to the students and/or what students read independently, will be informational so that by June 2013:

At least 80% of the students in grades 3-5 will move up at least one level in the evidence category of the rubric or will achieve a level 3 in that area.

At least 80% of the students in grades Pre-K-2 will move up at least one level in the "Ideas & Purpose – using details to support their topic" criteria of the rubric or will achieve a level 3 in that area.

Comprehensive needs assessment

We must move towards full alignment of the Common Core. Teachers must help students learn through accessing and comprehending grade-level texts independently, writing arguments and opinions supported by evidence from text in the major content areas.

Teachers of grades Pre-K through 5th administered a baseline assessment to determine the students' strengths and next learning steps. The baseline assessment was scored on a grade-wide rubric:

0% of Pre-K students scored on or above grade level in using details to support their topic for an informational writing piece.

4.3% of K students scored on or above grade level in using details to support their topic for an informational writing piece.

0% of K ELLs scored on or above grade level in using details to support their topic for an informational writing piece.

0% of K SWD scored on or above grade level in using details to support their topic for an informational writing piece.

10.5% of 1st grade students scored on or above grade level in using details to support their topic for an informational writing piece.

3.6% of 1st grade ELLs scored on or above grade level in using details to support their topic for an informational writing piece.

4.8% of 1st grade SWD scored on or above grade level in using details to support their topic for an informational writing piece.

0% of 2nd grade students scored on or above grade level in using details to support their topic for an informational writing piece.

0% of 2nd grade ELLs scored on or above grade level in using details to support their topic for an informational writing piece.

0% of 2nd grade SWD scored on or above grade level in using details to support their topic for an informational writing piece.

1.5% of 3rd grade students scored on or above grade level in citing evidence to support opinions/arguments.

0% of 3rd grade ELLs scored on or above grade level in citing evidence to support opinions/arguments.

6.3% of 3rd grade SWD scored on or above grade level in citing evidence to support opinions/arguments.

6.4% of 4th grade students scored on or above grade level in citing evidence to support opinions/arguments.

3.4% of 4th grade ELLs scored on or above grade level in citing evidence to support opinions/arguments.

0% of 4th grade SWD scored on or above grade level in citing evidence to support opinions/arguments.

15.6% of 5th grade students scored on or above grade level in citing evidence to support opinions/arguments.

6.3% of 5th grade ELLs scored on or above grade level in citing evidence to support opinions/arguments.

4.8% of 5th grade SWD scored on or above grade level in citing evidence to support opinions/arguments.

Instructional strategies/activities

We have an S.B.O to ensure that the teachers participate in collaborative inquiry on Wednesdays from 2:20-3:10. Additionally, schedules for Grades Pre-K - 5 have been organized so that these grades have common preps to facilitate regular common grade team meetings. These meetings ensure opportunities for teachers to collaborate, develop and plan lessons on teaching students how to navigate through non-fiction texts. Teachers will analyze the resulting student work, which informs and guides instruction. As an elementary school, we have an eight period day, so each teacher team is assigned one professional activity period per week, which is used for team meetings with the Staff Development Team.

In addition to grade-wide teams, we also have an ELL teacher team and a SWD teacher team for grades K-2 and grades 3-5. These teams meet to analyze student work and identify the current student thinking vs. the desired student thinking, as well as the implications for instruction for their targeted populations.

Teams of teachers will include 50% informational texts and 50% literary texts on their grade-wide pacing calendars. Students will explore text features of informational texts and of literary texts. Teachers will provide instruction in order for the students to learn the tools of reading nonfiction and literary texts (i.e., text features). Teachers will walk students through the reading tools. As they read about each item, teachers will have students identify corresponding features from the selection. Teachers will point out that photographs, diagrams, and charts are examples of graphic aids that illustrate information and help readers visualize what is in the non-fiction text.

Teachers will guide students to discover that text structure refers to the ways that authors organize information in text; teaching students to recognize the underlying structure of content-area texts to help students focus attention on key concepts and relationships, anticipate what's to come, and monitor their comprehension as they read.

The Staff Development Team will provide teachers with professional development to deepen their understanding that as readers interact with the text to construct meaning, their comprehension is facilitated when they organize their thinking in a manner similar to that used by the author. Readers who struggle with text comprehension often do so because they fail to recognize the organizational structure of what they are reading, and they are not aware of cues that alert them to particular text structures (Cochran & Hain).

The Network will provide professional development regarding close reading on non-fiction texts. This professional development will be turn-keyed to the school-wide team and then to the grade-wide teams. Students will participate in close reading as they navigate through non-fiction texts.

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ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<u>PROGRAMS</u> My Sidewalks on Reading Street, Wilson, F&P Intervention, Read 180, System 44, Voyager, and Great Leaps <u>STRATEGIES</u> Use of research based methodology in the following areas: phonemic awareness, phonics, fluency, vocabulary, and comprehension.	Small group	<ul style="list-style-type: none"> • During RTI time 3 times a week and during the 50 minute program Monday and Tuesday. • Title 3 program after school Thursday and Friday
Mathematics	<u>STRATEGIES</u> Use of Centers, manipulatives, and differentiated instruction based on research and based on methodology.	Small group	During the day
Science	Differentiated instruction using the scientific process.	Small group	During the day
Social Studies	Differentiated instruction using strategies in determining important information.	Small group	During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)			

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

100.0% of our teachers are fully licensed and permanently assigned to P.S. 108K. 61.3% are teaching for more than two years at this school. 42.7% are teaching for more than five years. 72.0% have a Masters Degree or higher. 94.2% core classes are taught by "highly qualified" teachers (NCLB/SED definition). Any teachers who are not highly qualified are referred to a certification specialist. Teachers who are not highly qualified are informed of options available possibly including tuition reimbursements to help them become highly qualified.

The staff development team, funded with Title I, Contract for Excellence, and Children First monies, provides professional support to every teacher in our school building on a weekly basis. All of our teachers are provided with common preparation periods during which the team engages teachers in collaborative inquiry. New teachers are assigned a mentor.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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;
- distribute K-5 progress reports in October and January to communicate with parents between report cards to help parents support their student's learning;
- 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; such as cultural festival, game night, etc
- 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 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 written communication between teacher and the home and to the extent possible 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 to 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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

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

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Charles Amundsen /J. Brucella	District 19	Borough Brooklyn	School Number 108
School Name Sal Abbracciamento			

B. Language Allocation Policy Team Composition

Principal Constance Hahn	Assistant Principal Gilda Galassi
Coach L. Geraci	Coach M. Scarpa
ESL Teacher R. Parker and N. Raza	Guidance Counselor R. Jimenez
Teacher/Subject Area J. Jimenez/Dual Language	Parent R. Castro
Teacher/Subject Area type here	Parent Coordinator O. Castillo
Related Service Provider type here	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	6	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	1	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		

D. School Demographics

Total number of students in school	883	Total Number of ELLs	142	ELLs as share of total student population (%)	16.08%
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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. 

II: ELL Identification Process: Initial Identification Process for ELLs

1. During the registration process, our Bilingual Secretary ensures that the parent receives the HLIS in their home language. As the parent completes the HLIS, the Bilingual Secretary contacts the two Certified ESL teachers or another member of the Registration team to perform an informal interview of the student and the parents in both English and their native language. This team includes an assistant principal, two Certified ESL teachers, the testing coordinator and the AIS coordinator. The parent coordinator is always on hand to translate for Spanish speaking parents. The ESL teachers speak Spanish and French. For parents speaking any other language, we contact the Translation Unit and have the HLIS interview conducted by teleconference. The ESL teachers also cross reference the list of students eligible for the LAB-R by using the RLER report from ATS. In conjunction with the RLER, they also use the weekly ATS report which indicates the newly admitted students.

If according to the HLIS another language is spoken at home, then the student is interviewed. Based on the informal interview and the HLIS responses, a home language code is determined for the HLIS. If the child speaks another language and speaks little or no English, then the child is eligible to be administered the LAB-R. Once the LAB-R is administered by an ESL teacher or the testing coordinator, the test is hand-scored and the results are kept in the ELL documentation binder. Based on the LAB-R scores, if the student needs to be administered the Spanish LAB, they are tested by the ESL teachers. The parents are then informed of the child's eligibility or non-eligibility for ESL and bilingual instruction. The ESL teachers send out entitlement letters to parents of eligible ELLs. Non-entitlement letters go out to parents of those students who passed the LAB-R.

NYSESLAT Implementation

The ESL teachers use the ATS report RLER to determine students' eligibility. The ESL teachers test the Speaking portion of the NYSESLAT. They pull the students one by one to administer this portion of the exam. The ESL teachers in conjunction with the Dual language teachers and the testing coordinator administer the Listening, Reading and Writing portions of the exam.

Parents are informed in writing of the dates, and the format of the NYSESLAT. We also hold a workshop to inform parents about the NYSESLAT. The team ensures that every student is tested following the protocol set forth by the DAA.

After the results of the NYSESLAT are reviewed, it is determined which students continue to be entitled to the Bilingual/ESL programs. A letter is sent to the parents informing them of the results of the NYSESLAT and their child's continuation to entitlement. Parents of students no longer entitled are also informed of the NYSESLAT results and these former ELLs continue to receive sheltered support through the READ 180 program. Parents of FELLs are also informed that their children will continue to receive the extended time modification during the NYS/ NYC standardized examinations for the following two years.

The ESL teachers together with the test coordinator, ensure that every teacher who instructs the English Language Learners in the different programs, are aware that these students receive modifications such as extended time, use of glossaries and separate location.

2. Ensuring Parents Understand all Three Choices

ESL teachers send out entitlement letters inviting PARENTS of new ELLs to orientation workshops where they are shown the video on ELL programs. PARENTS are apprised of the three ELL Programs offered in the NYC system, Transitional Bilingual, Dual Language and English as a Second Language, and specifically of the programs offered in our school. These workshops are offered in September,

once during the school day and once during the evening at the start of the school year. PARENTS who work during the day can attend the evening session. At orientation they are also given the Parent Surveys and the Program Selection Forms. After the video, the placement options available for their child are discussed and the PARENTS fill out the Survey and choose a program for their child. If the parents choose a program not available at our school (such as the Transitional bilingual program), the parents are referred to other local schools which offer the selected program or to the district office. If the parent refuses the transfer option and decides to keep the child at our school, their names are placed on a list. If there were at least fifteen parents on the same grade level or consecutive grades, who request a Transitional Bilingual Program, we would open a Transitional Bilingual class. Brochures about services for English Language Learners are provided in the parents' native language as part of the orientation. This information is downloaded from the Office of ELLs DOE website. Parents of subsequent new admits are given a one-on-one orientation where the specifics of the programs are explained. All of this, the testing and placement takes place within ten days of admittance.

3. Distribution and Maintenance of ELL Letters

Once the LAB-R is administered by an ESL teacher or the testing coordinator, the test is hand-scored and the results are kept in the ELL documentation binder by the ESL teacher. The parents are then informed of the child's eligibility or non-eligibility for ESL and bilingual instruction. The ESL teachers send out entitlement letters to parents of eligible ELLs. Copies of these letters are kept on file by the ESL teachers. The parent survey letters as well as the HLIS are kept on file by the ESL teachers in the ELL Documentation binder and a copy of both of these forms is placed in the students' cumulative folder. The parent coordinator reaches out to parents who do not attend the parent orientation sessions. She ensures that an appointment is made for the parent to come in, view the video, discuss program options and choose a program for their child. Parents who fail to return the Parent Choice Survey are told that their child will be placed in the default bilingual program, which in our school is the dual language program

4. Once the parent signs the parent survey letter that indicates their choice of program, the student is placed in the program selected by the parent. A placement letter in the parents' native language is filled out. A copy is kept on file by the ESL teachers and the original is sent home. The parent survey letters as well as the HLIS are kept on file by the ESL teachers in the ELL Documentation binder and a copy is placed in the students' cumulative folder. The parent coordinator reaches out to parents who do not attend the parent orientation sessions. She ensures that an appointment is made for the parent to come in, discuss program options and choose a program for their child. PARENTS who fail to attend orientation are informed that their child will be placed in the default bilingual program, which in our school is the dual language program.

Continuous Entitlement and No-longer Entitled Letters - A letter is sent to the parents informing them of the results of the NYSESLAT, and their child's continuation to entitlement. A copy of the letter is kept on file by the ESL teachers. Consequently, parents of students who passed the NYSESLAT are also informed through a no longer entitled letter and a copy of such is also kept on file by the ESL teachers.

After students are tested, the ESL teachers fill out the ELPC screen for each new student who was administered the LAB-R. The same process is followed for Parents of Pre-K students entering kindergarten.

Transfer Students

The program eligibility of students transferring from other New York City public schools is determined by their NYSESLAT or LAB-R scores. Parents of these students receive a one-on-one orientation session where they are informed of the program choices available. Transfer students are then placed accordingly in the program selected by their parents. These students' original HLIS and Parent Selection form is requested from the previous school.

Parent Orientation

During the spring the parents of Kindergarten candidates are invited for a workshop where they are apprised of the Dual Language and ESL Programs offered in our school. In September, after reviewing the HLIS and administering the LAB-R to eligible students, ESL teachers send out entitlement letters and invite the parents to an Orientation Session. During orientation, parents receive the ELL brochure and view the NYC DOE video informing them of the programs available to them in the City of New York. September orientation workshops are held twice, once during the school day and once during the evening hours so that parents who work during the day can attend. Parents are also invited to visit the Dual Language and ESL classes. Pa The parent coordinator reaches out to parents who do not attend the parent orientation sessions. She ensures that an appointment is made for the parent to come in, view the video, discuss program options and choose a program for their child. Parents who fail to return the Parent Choice Survey are told that their child will be placed in the default bilingual program, which in our school is the dual language program. Parents of transferred students are also invited to participate in the orientation sessions.

5. Trends in Program Selection

Over the past 6 years, the trend has been for parents to request ESL or Dual Language placement. Most parents seem to prefer both of these options over the Transitional Bilingual program.

6. Aligning Program models with Parent Request

As per the trend on parent surveys, Dual Language is offered from grades K-5. Due to our demographic make up, we are able to offer the following choices: Dual Language and push-in ESL. There are seven ELL students with languages other than Spanish or English. These other languages are Arabic, Chinese-Mandarin and Bengali. The Arabic speaker is in the 3rd grade, the Bengali speakers are in the 2nd and 5th grades, and the Chinese speakers are in the 1st, 2nd and 3rd grades.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	2	2	2	1	1	2								10
Freestanding ESL														
Self-Contained	0	0	0	0	0	0								0
Push-In	1	2	2	2	2	2								11
Total	3	4	4	3	3	4	0	0	0	0	0	0	0	21

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	142	Newcomers (ELLs receiving service 0-3 years)	118	Special Education	8
SIFE	11	ELLs receiving service 4-6 years	24	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. [i](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language	92	11	0	19	0	0				111
ESL	23	0	5	8	0	3				31
Total	115	11	5	27	0	3	0	0	0	142

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish	21	28	19	23	24	22	7	18	18	5	22	19							111	115
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Other																			0	0
TOTAL	21	28	19	23	24	22	7	18	18	5	22	19	0	0	0	0	0	0	111	115

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 10

Number of third language speakers: 1

Ethnic breakdown of EPs (Number):

African-American: 7

Asian: 10

Hispanic/Latino: 92

Native American: 0

White (Non-Hispanic/Latino): 2

Other: 0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
	Spanish	1	5	1	9	5	3							
Chinese		1	1	1										3
Russian														0
Bengali			2			1								3
Urdu														0
Arabic				1										1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	1	6	4	11	5	4	0	0	0	0	0	0	0	31

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?

IV: ELL Programming

A. Programming and Scheduling Information

At P.S. 108 we offer two programs: ESL and Dual Language.

Dual Language Program:

In kindergarten, first, second, and fifth grades, there are two Dual Language classes. Classes are mixed heterogeneously across proficiency levels. One teacher holds a Common Branches license and the other teacher holds a Bilingual Extension License. In grades three and four, the self-contained model is utilized. These teachers hold Bilingual Extension licenses. English Language Learners and English Proficient students are enrolled in all of our Dual Language classes. These classes contain mixed proficiency levels.

Evaluating ELLs in their Native Language

The English Language Learners in the Dual Language classes are assessed twice a year using EDL2 and EI Examen de Lectura en Espanol--ELE. We also administer the ELL periodic assessment in the fall and in the spring to monitor progress.

Instruction in the Dual Language classes alternate between Spanish and English. Guided reading in the primary grades is provided in the Native Language of the student with the exception of those students who have demonstrated the ability to learn to read in both languages or who have demonstrated the need to learn in one language. Students receive the required periods of NLA, ELA and ESL based on their NYSESLAT or LAB-R scores. Beginner and Intermediate ELLs receive 360 minutes of ESL instruction per week. Advanced ELLs

A. Programming and Scheduling Information

receive 180 minutes of ESL and 180 minutes of ELA instruction per week. Beginner ELLs receive an average of 90 minutes a day of NLA instruction, Intermediate students receive a minimum of 60 minutes and Advanced students receive 45 minutes of Native Language Arts.

In grades 3, 4, and 5, guided reading is part of our intervention services. Thus guided reading is where students receive small-group instruction based on student data and is designed to target their academic needs in order to meet grade-wide standards and the expectations of external measures. It is our expectation that this response to intervention will result in improved student outcomes. Specialty teachers provide science instruction in English and in Spanish.

We have 115 EPs or English Proficient students in the Dual Language Program.

- 7 African-American, 10 Asians, 2 White non-Hispanic, and 92 Latinos.

There are 111 ELLs in the Dual Language Program.

The Dual Language breakdown is as follows:

Kindergarten – 21 ELLs and 28 EPs

1st grade – 19 ELLs and 23 EPs

2nd grade – 24 ELLs and 22 EPs

3rd grade – 7 ELLs and 18 EPs

4th grade -- 18 ELLs and 5 EPs

5th grade – 22 ELLs and 19 EPs

ESL Program:

ELL students who have been opted-out of Bilingual Education by their parents receive the necessary ESL and ELA instructional units as required by Commissioner's Regulations Part 154. Students are grouped according to their language proficiency. Instruction is provided using a Push-in model by certified ESL teachers who push in for the necessary amount of minutes as determined by the student's level of proficiency. The ESL teachers support the classroom teacher during guided reading. Our third, fourth and fifth grade students receive 90-minute reading instruction using the technology-based reading program READ 180 with specific strategies to support ELL students. The program's curriculum and instruction is aligned with the Common Core Learning Standards for ELA, NLA and ESL, as well as the content areas such as mathematics, science, and social studies. Content Area instruction is delivered in English using content rich books, visual aides and manipulatives. Beginning and Intermediate ELLs receive 360 minutes of ESL instruction per week. Advanced ELLs receive 180 minutes of ESL and 180 minutes of ELA instruction per week. Teachers of ELLs in monolingual classrooms also incorporate lots of visual aides and the use of second language acquisition strategies throughout the day. ESL students use Spanish-English glossaries for all content areas. These ESL students participate in the same school wide guided reading and Math programs.

There are 31 students in the ESL Program.

Kgn - 1 Spanish speaker

1st grade -

5 Spanish speakers, 1 Chinese

2nd grade - 1 Spanish speakers, 1 Chinese and 2 Bengali

3rd grade - 9 Spanish speakers, 1 Chinese and 1 Arabic

4th grade – 5 Spanish speakers

5th grade - 3 Spanish speakers and 1 Bengali

Content Area Delivery

ESL- Content Area instruction is delivered in English using content rich books, visual aides and manipulatives. Teachers of ELLs in monolingual classrooms incorporate lots of second language acquisition strategies throughout the day, even when teaching content area subjects. ESL students use Spanish-English glossaries for all content areas. ESL teachers also use supplemental materials such as the Oxford Content Area Picture Dictionary. They also incorporate non-fiction social studies and science books as part of the Guided Reading curriculum. Bilingual glossaries are used to support instruction for ELLs who speak Spanish and Bengali. The ESL teachers provides content area support for the ELLs by adding differentiation for ELLs on the curriculum maps.

Dual Language- In the Dual Language classrooms, content area subjects are taught in both Spanish and English, using second language acquisition strategies and the use of content rich visual aides. We specifically use Harcourt Ciencias and McGrawHill Estudios Sociales

A. Programming and Scheduling Information

textbooks. Spanish-English glossaries are available in Math, Science and Social Studies to all ELL students.

Specialty teachers provide science instruction to the students enrolled in the Dual Language Program. In grades K, 1, 2 and 5, there are two classes on the grade. When the students are present in the English class, they receive science instruction in English by the Specialty teacher. When they receive instruction in the Spanish class, they receive science instruction in Spanish by the Specialty teacher. In grades 3 and 4, there is one Dual Language class. The science specialty teacher is Bilingual and provides science instruction in both English and Spanish.

Social Studies instruction is provided by the classroom teacher. Social studies is integrated within the literacy block. Social studies instruction is provided in English and in Spanish.

Differentiated Instruction for ELLs

ELL instruction is differentiated in various ways according to the students' years of service (Less than 3 years, 4-6 years, etc.), their proficiency levels and whether or not they are SIFE or children with special needs. During Guided reading, ELL students are grouped according to their Fountas and Pinnell reading levels. In the Dual Language classes, Spanish guided reading students are grouped according to their reading levels in EDL (Evaluacion del Desarrollo de la Lectura). For Math, Science and Social Studies ELL students are grouped in Tiers according to their performance levels. These small groups are closely monitored and frequently regrouped as their academic needs change.

Plan for SIFE

Our 3rd, 4th and 5th grade SIFE students receive the support of Bilingual and ESL teachers during the extended day program. They also attend the after school program, which meets on Mondays and Tuesdays 3:10 to 4:40pm. 3rd, 4th and 5th grade SIFE students attend the Saturday Academy Program which provides ESL instruction with Native Language support in Mathematics and the Content areas. The purpose of these supplemental programs is to provide ESL and NLA instruction as well as the academic and content language support that these students lack. These classes are taught by certified bilingual teachers.

Plan for ELLs in School less than 3 years/Newcomers

ELLs with less than 3 years of service who are deemed beginners receive 360 minutes of ESL instruction per week. During guided reading these children receive small group instruction. The at risk students also receive the support of a paraprofessional who provides small group instruction using the My Sidewalks reading program. During the tutorial sessions, students in 3rd, 4th and 5th grades also receive additional help in ESL from push-in bilingual teachers. English Language Learners in grades 1 and 2 will be invited to attend Saturday Academy. Two teachers will provide targeted instruction to address the strengths and next learning steps of the students. The students will be grouped based on language proficiency.

Plan for ELLs in school 4-6

ELLs with 4 to 6 years of service receive ESL instruction according to their proficiency level. Beginner and Intermediate students receive 360 minutes of ESL, while Advanced students receive 180 minutes of ESL and 180 minutes of ELA instruction. ESL and Dual Language students receive reading instruction through the READ 180 and System 44 programs. The SETSS teacher also provides small group instruction for some of these students using the Voyager Reading Program. Most of these ELLs participate in our After School, afternoon tutorial and Saturday Academy programs. During the extended day tutorial program, these students are placed in small groups, where the student to teacher ratio is 10 to 1. Some of these students receive additional small group support through the Fountas & Pinnell Intervention reading program, throughout the school day.

Plan for ELLs in school 6 years or more/Long Term ELLs.

Currently, there are no long-term ELLs. However, if we were to receive a transfer student who is deemed a long-term ELL, this child would receive the same services as students with 4-6 years of service (the tutorial and after school programs, Saturday Academy, READ 180, ESL and ELA instruction.) In addition, this student would get one on one support from a Bilingual paraprofessional for reading and writing.

Plan for ELL Students with Special Needs/ Disabilities

Eight of our ELLs are students with special needs. Two of these students are in the 5th grade, one is in the 4th grade, 3 students are in the 3rd grade, one is in second and one in the first grade. Our 4th and 3rd grade students, as well as one of the 5th graders are in Special Education 12:1:1 classes. The rest of the students are in ICT classes. Some of our ELL students with IEPs are in general education classes. The ESL

A. Programming and Scheduling Information

teachers push in to work with all of these students. In addition, the upper grade students use the technology based System44 reading program which focuses on phonemic awareness, vocabulary development, comprehension and self-correction. ESL teachers provide ESL support to Special Education teachers by sharing ESL strategies and materials.

The AIS coordinator and one Para-professional provide push-in support for identified at-risk English Language Learners during the school day. The SETTS teachers and the Bilingual Speech teachers provide SETTS and speech services to entitled ESL and Dual Language students.

These teachers meet the diverse needs of our ELL students with disabilities in various ways: A push-in model of instruction is followed in order to maximize the time ELL students with IEPs spend along side their non-disabled peers. All IEP goals for these students are standard based. Lessons are planned using information from the students IEPs that are aligned with the CCLS. The Universal Design for Learning (UDL) is used to develop instruction that addresses the needs of our ELL students with disabilities. Self contained ELLs are mainstreamed into general education classes whenever appropriate.

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2011-2012

School Building: Sal Abbracciamento School P.S.108K District 19

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2011-2012

- Appropriately Certified - 6 Bilingual Teachers
- 2 ESL Teachers
- Inappropriately Certified - 0
- Uncertified Teachers - 0
- Paraprofessionals - 3 Bilingual Paraprofessionals
- 0 ESL Paraprofessionals
- Bilingual Guidance Counselor- 1
- Bilingual Speech Teacher - 1
- Total ESL and Bilingual Personnel - 13

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish			
Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			

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

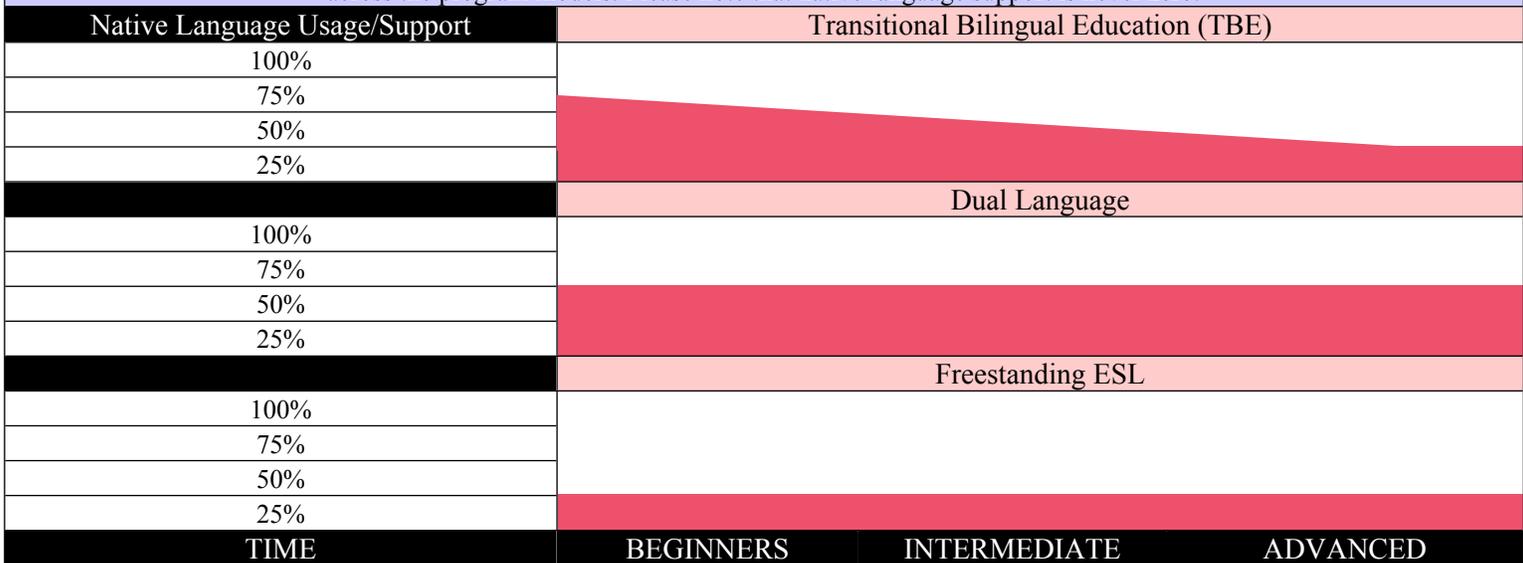
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language 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.



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

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?

B. Programming and Scheduling (continued)

Intervention Programs for ELLs (AIS)

ELA Intervention/Support

ELLs who are far below their grade level, are pulled out for small group instruction with a bilingual paraprofessional using the My Sidewalks reading program. These groups have a maximum of 5 students, so that the students get more individualized instruction. The other intervention program that is used for at risk ELLs is the phonics-based Wilson Reading Program. These ELLs also receive instruction through the research based System 44 and READ 180.

Math and other content areas Intervention/Support

ELLs receive additional Math, Science and Social Studies support during the extended day tutorial and after-school programs. In the extended day tutorial program, ESL and bilingual teachers push-in to work with the ELL population thus reducing the student to teacher ratio. In addition, the 4th grade Dual Language teacher volunteers his time twice a week to give intensive math and science remediation for SIFE and Newcomer ELLs after school.

Continuing Transitional Support (Former ELLs)

ELLs who have passed the NYSESLAT continue to receive testing accommodations for up to two years. They are given extended time and are allowed the use of glossaries. Their parents are informed of these accommodations. The former ELLs in our school continue to receive small group instruction through the use of the READ 180 reading program during the school day. Classroom teachers continue to use ESL strategies with these students to ensure their continued language development as FELLs. These students are also invited to the after-school program.

Future Plans for ELL Programs

Due to parental feedback on the parent selection survey, the trend has been for parents to choose Dual Language or ESL for newly admitted students. This means that we have gradually phased out our Transitional Bilingual Education Program so that this school year we no longer offer a Transitional Bilingual Program. Going forward we will only offer Dual Language and ESL Programs at P.S. 108, as long as this continues to be the parents' preference.

New for 2011

For 2011-2012, guided reading will serve as an intervention. Students will receive targeted instruction based on their needs and next learning steps. READ 180 and System 44 will be part of the literacy block. All Dual Language classes are using Treasures and Tesoros Reading Libraries from McGraw-Hill. Our 4th and 5th grade Dual Language classes are also using the technology based EnVision Math program.

Programs that will be discontinued

Achieve 3000 will be discontinued for the 2011-12 school year because the English Language Learners did not make adequate progress in ELA. Instead, we have purchased READ 180 and System 44 because the 3rd, 4th and 5th graders using these programs did make adequate

progress.

Equal Access to all Programs

Our enrichment programs are available to all of our students including ELLs, throughout the week. All of our students receive the mandated minutes of Physical Education and the Arts. All ELLs have equal access and opportunities to participate in all programs. Some of these programs include the Dance and Theatre club, Art club, Homework club and Fitness Gram.

Funding: After school and Saturday Academy are funded with Title I and Title III monies.

Instructional materials including technology

We use a variety of materials to enhance our ELLs' language acquisition. Kindergarten Dual Language classes use the Benchmark Learning Spanish and English Explorers reading program. The 1st – 5th grade Dual Language classes use the McGraw-Hill Treasures and Tesoros reading program, and Rigby's On Our Way To English. The Oxford Content Area Picture Dictionaries are used for the SIFE and all newcomers.

ESL students in grades 3-5 use the READ 180 technology-based reading program, while ESL students in grades K-2 use the Rigby On Our Way to English Guided Reading program.

At risk and special education ELLs receive differentiated instruction through the use of the technology based Reading Program System44.

Instructional materials in Content Areas

ELLs in K-2 use the Everyday Math Program .Fourth and fifth grade ELLs in both ESL and Dual Language use the technology-based math program EnVision. All Dual Language classes use Science and Social Studies textbooks in Spanish and English. These textbooks include Harcourt's Ciencias and Estudios Sociales. The Oxford Picture Dictionary series supports Science and Social Studies vocabulary development.

Native Language Support

Science instruction is provided by the bilingual classroom teacher. Dual Language teachers provide Social Studies instruction in both Spanish and English. Bilingual paraprofessionals provide small group tutoring through the My Sidewalks intervention programs. The READ 180 program has a native language component which allows students to preview a 5 minute clip of the upcoming unit on their laptops in Spanish, French and several different languages. The EnVision math program also has a Spanish component.

Extended Day/After-School and Saturday Programs for ELLs

Extended Day Tutorial

ELL Students in grades 3-5 attend the Extended Day Tutorial Program which runs from 2:20PM to 3:10 PM, Mondays and Tuesdays. There is an average of 3 teachers per class in this program, so that students are provided with small group instruction. After reviewing the LAB-R data, we decided to address the needs of our newly arrived students in the 3rd, 4th and 5th grades, as well as our SIFE students. These students receive instruction in ESL as well as in their native language. Instruction is provided by three Bilingual teachers, thus reducing the student to teacher ratio.

After School

ELLs in grades 3-5 attend after-school on Mondays and Tuesdays from 3:10 pm to 4:40 pm. All of these extended day programs provide small group instruction, technological support, and intensive development in the content areas in both English and Spanish. Dual Language and ESL students will use the READ 180 program and materials from the MacMillan program Treasure Chest.

After school is funded with Title I and Title III monies.

All required services and resources correspond to ELLs ages and grade levels.

Saturday Academy

The Saturday Academy Program meets from 8:30 am to 11:30 am. All 3rd, 4th and 5th grade ELLs are highly encouraged to attend these classes. Newcomers (0-3 year ELLs) are taught ESL and content area in their native language by a Bilingual Teacher. Instruction is provided in ELA, ESL and Mathematics in the Native Language.

English Language Learners in grades 1 and 2 will be invited to attend Saturday Academy. Two teachers will provide targeted instruction to address the strengths and next learning steps of the students. The students will be grouped based on language proficiency. The students will receive 32 hours of instruction. We have scheduled 8 Saturday sessions. The language of instruction will be based on the need of the

students. SIFE students will receive instruction in their Native Language. The teachers will use authentic literature, story cards, and non-fiction magazines as well as other resources and materials.

Saturday Academy is funded with Title I and Title III monies.

Activities for newly enrolled ELLs

When parents/guardians register their children, pedagogical staff members, including the ESL teachers, meet with them to describe the different programs available to English Language Learners. Some of these parents/guardians and students also meet with our Guidance Counselor, Social Worker, School Psychologist, ESL specialists and/or Parent Coordinator to address specific social, emotional, and or academic needs during the registration process. For example, upon registration, it was determine that one incoming family with two ELL students were in need of support. The Parent Coordinator and PTA president raised money for the family and took the mom shopping for food and clothes. They also accompanied the family to the local Town Meeting where they introduced the mom to members of community-related services. Additionally, on a monthly basis, the Parent Coordinator collected clothes and other items for the family from the staff and the PTA.

A Staff Developer and Parent Coordinator offer workshops in late spring for any incoming student, including English Language Learners. Our Parent Coordinator was a teacher and has a bilingual extension license. She dedicates part of the workshop sharing strategies for parents/guardians of ELLs on how to assist their children in school even if they cannot speak English. The workshop also addresses grade-wide expectations and school policies.

C. Schools with Dual Language Programs

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

Dual Language Program

In Kindergarten, first, second, and fifth grades, there are two Dual Language classes. One teacher holds a Common Branches license and the other teacher holds a Bilingual Extension License. In grades three and four, the self-contained model is utilized. These teachers hold Bilingual Extension licenses. English Language Learners and English Proficient students are enrolled in all of our Dual Language classes. These classes contain mixed proficiency levels. The English Language Learners in the Dual Language classes are assessed twice a year using EDL2 and EI Examen de Lectura en Espanol--ELE. We also administer the ELL periodic assessment in the fall and in the spring to monitor progress.

Instruction in the Dual Language classes alternate between Spanish and English. The literacy block is taught in English and Spanish. Guided reading in the primary grades is provided in the Native Language of the student with the exception of those students who have demonstrated the ability to learn to read in both languages or who have demonstrated the need to learn in one language. Thus, Guided reading instruction may be in Spanish for newcomers and some beginners.

In grades 3, 4, and 5, guided reading is part of our intervention services. Thus guided reading is where students receive small-group instruction based on student data and is designed to target their academic needs in order to meet grade-wide standards and the expectations of external measures. It is our expectation that this response to intervention will result in improved student outcomes.

EPs and ELLs are integrated for literacy, science, math, social studies, physical education and the Arts.

For grades K, 1, 2 and 5, there are two classes on each grade level. One teacher instructs in English only and the bilingual teacher instructs in Spanish with the exception of AIS small-group instruction. AIS instruction is based on the strengths and next learning steps of the student; thus, AIS may be taught in either Spanish or English or both.

For grades K, 1, 2, and 5, the side by side model is used. For grades 3 and 4, the self-contained model is used. Each teacher has a bilingual license and provides instruction in all content areas in English and Spanish.

How emergent literacy is taught depends on the student. If it is deemed that the student will benefit from being taught in the child's native language first, it will be sequential. If the child demonstrates strong literacy skills in Language 1, then the child will receive instruction simultaneous.

Specialty teachers provide science instruction in English and in Spanish.

Students receive the required periods of NLA, ELA and ESL based on their NYSESLAT or LAB-R scores. The program's curriculum and instruction is aligned with the Common Core State Standards for ELA, NLA and ESL, as well as the content areas.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Professional Development and Support for School Staff

Professional Development

The focus of our professional development plan for the 2011-2012 school year is to strengthen student work and teacher practice by examining and refining curriculum, assessment, and classroom instruction and the feedback teachers receive. Looking at student work to identify surface gaps and next steps for all students especially English Language Learners will be central to our plan.

Professional development is provided to every teacher in our school building on a weekly basis by the professional development team. The following school personnel receive professional development along with the teachers: paraprofessionals, psychologist, occupational/physical therapists, speech therapists, secretaries, school aids and the parent coordinator. All this personnel also participates in special inquiry teacher teams where the needs of all our students, including ELLs and students with disabilities, are analyzed. All of our teachers are provided with common preparation periods during which the Staff Developers engage teachers in study group activities work-sessions. The professional development team also helps to facilitate weekly teacher team meetings. The needs of our ELL students are addressed during these work-sessions and team meetings. This staff development team provides additional professional development to all teachers including teachers of English language learners through demonstration lessons, in-class assistance and inter-visitations. Teachers of ELL students who have newly arrived to the country have received professional development on the Newcomers supplement to Read 180.

Our AUSSIE consultant provides job-embedded professional development to teachers of students who are English language learners. This support is provided through work-sessions, demonstration lessons, co-teaching, and one-on-one coaching.

Dual Language teachers have daily common preps so that they can collaborate and plan their lessons in both languages.

The ESL teachers attend monthly ESL meetings facilitated by the Children's First Network, CFN #210 ESL specialists. The information from the meetings is turn-keyed to the professional development team and pedagogical staff.

Our Assistant Principal and the Staff Development team also provide our Dual Language teachers with professional development in Literacy, Mathematics, and ESL strategies. Differentiated Instruction for students who are English language learners is embedded in all lesson planning and workshops.

All of our new teachers will receive the 7.5 hours of ELL training as per Jose P. mandate throughout the year. New special education teachers receive 10 hours of training during the year. The Jose P. training will be held on two Saturdays in the Fall. Each session will be 5 hours long and will be conducted by the ESL teachers. During these meetings teachers will be informed about the compliance issues, the identification process for ELL students as well as testing accommodations and strategies for differentiating and supporting ELLs in their classrooms. Attendance, agendas and completion certificates will all be kept on file.

ELL Teacher Staff Development schedule

Constituents Meeting Time

New Dual Language Teachers Fridays: 7:30 – 8:00 AM

Dual Language Inquiry bi-weekly team meeting - Mondays: 8:37-- 9:24 AM

These Inquiry Team sessions provide Dual Language teachers the opportunity to analyze student data and work samples to focus on strategies to implement across the grades to move student achievement in the four modalities. There will also be professional development focusing on deepening teachers' knowledge, understanding and application of second language acquisition strategies to support recently arrived ELLs.

The School Based Support Team and ELLs

The Bilingual Guidance Counselor provides information and materials which address various social issues faced by ELLs. This information is differentiated according to their ages and grade levels. She has an open door policy for all ELL students in which she helps them with social, behavioral and personal challenges. In addition, she guides parents and students through the transition from elementary

to middle school by facilitating the selection and application process for choosing a middle school which best meets their child's needs. She aides the students in writing their personal essays and guides them into evaluating their own interests and abilities. As with any student at PS 108K ELLs receive counseling, crisis assistance and peer mediation from the guidance counselor whenever necessary. The ELL students benefit from the ability to communicate in either English or Spanish which facilitates productive sessions with the students.

The Bilingual Parent Coordinator and the Bilingual Guidance counselor work together to provide information and workshops to the parents of ELL students at PS 108K. Workshops are scheduled regarding appropriate discipline methods, transition from elementary to middle and between grades, child abuse prevention and development of coping strategies for ELL parents and their children. PTA meetings are held on a monthly basis. These workshops are done in both languages (Spanish and English) to accommodate parents. Parents are encouraged to share concerns and maintain an open communication with the school. The availability of support from school staff is emphasized at meetings. There is an open communication between parents, the Parent Coordinator and the Guidance Counselor such as phone calls, letters, appointments and home visits, if necessary. The Parent Coordinator in conjunction with school staff holds "Family Friday's" for the parents on the last Friday of every month. During this time community agencies are invited to make presentations at the meetings to provide information and support to parents of ELL students.

The bilingual psychologist and social worker conduct bilingual special education evaluations and make appropriate recommendations for ELL students. The parents are integral members of the IEP team. Providing parents the opportunity to participate actively and be clearly understood is very important to the team. The bilingual psychologist and social worker participate in PPT meetings, again ensuring clear and meaningful communication with parents. This results in more effective planning with families. The team provides counseling to students and families, providing appropriate agency referrals, when necessary.

E. Parental Involvement

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

E. Parental Involvement

Our goal is to encourage families to be actively involved in the learning community of our school. Our Bilingual Parent Coordinator provides multiple workshops throughout the year to engage parents in the education of their children. Parents of newly enrolled ELL students are provided with two orientation sessions in September and June. The sessions provide information about the ELL programs we offer: ESL and Dual Language. These orientation sessions are separate and apart from regularly scheduled parent meetings and are conducted by the ESL teachers, the Parent Coordinator and the Assistant Principal. During the year the parent coordinator and the staff developers offer workshops on other topics such as the State standards, State and City assessments, and school expectations. A plethora of workshops are provided for the parents in English and Spanish. We occasionally invite community based organizations to send in special speakers and offer their services to our parents. We evaluate parental needs by having parents fill out surveys indicating the type of workshops and/or services they would like us to offer. For example, ARIS training is offered to our parents at the beginning of the school year.

The last Friday of every month has been designated as Family Friday. At this time parents are invited to visit the classroom while instruction is going on so that they can experience the education we provide for their children. The school also holds two special field days at Highland Park, where the parents are invited to attend, promoting school spirit and community involvement. A bilingual monthly calendar, as well as a school newsletter is sent to each of our students' home in an effort to keep parents informed of current activities and upcoming events in the school.

Our school partners with other agencies including Learning Leaders, INC. This agency provides workshops to inform and enhance the knowledge of all parents including parents of ELLs. Learning Leaders also provide information and books in other languages.

Workshops provided by Learning Leaders:

Volunteer training- gives parents skills and allows them to assist in the school

Middle School transition

Reading and Writing

Test Prep for Standardized Test

Adolescent Development and Self Esteem

P.S. 108K addresses parents needs by presenting them with information in Spanish as well as in English.

Bilingual books and pamphlets are provided for free.

We offer information to parents of services given in our community such as:

ESL classes offered at P.S. 214 and I.S. 302

GED classes at P.S. 328

Information on Adult Continuing Education

We use attendance forms to gather information as well as surveys to address parental needs for informational workshops.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	7	16	16	7	5	5	6							62

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	5	6	6	1	4	4	3							29
Advanced (A)	10	0	7	6	13	18	12							66
Total	22	22	29	14	22	27	21	0	0	0	0	0	0	157

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	n/a	4	4	1	4	2	3						
	I		4	4	2	1	2	4						
	A		6	15	7	9	9	5						
	P		10	8	13	13	18	16						
READING/ WRITING	B		16	16	7	5	5	6						
	I		6	6	1	4	4	3						
	A		0	7	6	13	18	12						
	P		2	6	8	3	5	9						

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	13	3	0	20
4	10	10	5	0	25
5	4	15	5	0	24
6					0
7					0
8					0
NYSAA Bilingual Spe Ed				1	1

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3	3	10	4	3	1	0	0	24
4	0	5	9	9	2	3	1	0	29
5	0	5	12	5	7	2	0	0	31
6									0
7									0
8									0
NYSAA Bilingual Spe Ed							1		1

NYS Science				
Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4	1	4	5	4	5	2	4	0	25
8									0
NYSAA Bilingual Spe Ed							1	0	1

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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)	5	13	16	6	0	9	22	9
Chinese Reading Test								

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

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

V: Assessment Analysis:

The following charts show a breakdown of results for ELL students as of June 2011 on the Fountas and Pinnell Reading Assessment and the Evaluación del Desarrollo de la Lectura, which assesses the Spanish reading.

Fountas & Pinnell					
	Tier I	Tier II	Tier III	Tier IV	
K	19	2	3	0	
1	31	4	0	1	
2	8	5	8	1	

In Kindergarten, 24 students were assessed. 19 students were Tier 1, 2 were Tier II, 3 were Tier III, and none were Tier IV. In 1st grade, 36 students were assessed. 31 were Tier 1, 4 students were Tier 2, 0 were Tier 3, and 1 was Tier IV. In the 2nd grade, 22 students were tested. 8 were Tier 1, 5 were Tier 2, 8 students were Tier 3, and 1 student was Tier IV. The data shows that many ELL students in the lower grades are below grade level in English Language Arts. As a result we have a paraprofessional pushing in throughout the day, and especially during the literacy block, to provide small group, individualized and differentiated instruction. This ensures a smaller student to teacher ratio.

These students will also be invited to attend Saturday Academy. Two teachers will provide targeted instruction to address the strengths and next learning steps of the students. The students will be grouped based on language proficiency. The teachers will use authentic literature, story cards, and non-fiction magazines as well as other resources and materials.

Evaluación del Desarrollo de la Lectura 2				
	Tier I	Tier II	Tier III	Tier IV
K	12	3	2	0
1	15	7	4	0
2	4	3	1	5

In Kindergarten, 17 ELL students were assessed. 12 students were Tier I, 3 were Tier II, and 2 were Tier III. In the 1st grade, 26 students were assessed. 15 students were Tier I, 7 were Tier II, and 4 was Tier III. In the 2nd grade 13 students were assessed. 4 students were Tier I, 3 were Tier II, 1 were Tier III, and 5 were Tier IV. The data shows that more native language support is needed in order to move students from Tiers I and II into Tiers III and IV. As a result, we have a bilingual teacher pushing in to support these students with small group instruction.

LAB-R

Fall 2011 LAB-R results for kindergarten students: 22 students were tested.

There are 7 Beginners, 5 Intermediates and 10 Advanced. We have purchased new early reader literacy books for guided reading instruction. During their literacy centers they will be using living books and other audio-visual materials. The LAB-R is used for this year's Kindergarten and only reflects the overall scores for Kindergarten.

NYSESLAT

The data from the 2011 NYSESLAT indicates that our students continue to show growth in the four modalities. Our present students fall into the following modalities: In the Listening/Speaking strand there are 18 Beginners, 17 Intermediates, 51 Advanced and 78 are Proficient. In the Reading/Writing strand there are 55 Beginners, 24 Intermediates, 56 Advanced and 33 are Proficient. On the chart the Proficiency levels in the four modalities refer to the NYSESLAT for our present students in grades 1-5 and our fifth graders from 2010 who just graduated.

Proficiency Level	Kgn	2010					
		1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	5th Grade
Listening/Speaking							
B	n/a	4	4	1	4	2	3
I	n/a	4	4	2	1	2	4
A	n/a	6	15	7	9	9	5
P	n/a	10	8	13	13	18	16
Reading/Writing							
B	n/a	16	16	7	5	5	6
I	n/a	6	6	1	4	4	3
A	n/a	0	7	6	13	18	12
P	n/a	2	6	8	3	5	9

This year 108 ELL students made a minimum of one year advancement on the NYSESLAT and 28 of them attained proficiency. Based on the results we will continue to provide students in grades 3 to 5 instruction that is tailored to their needs with either the READ 180 or System 44 technology based programs which provide instruction in listening, speaking, reading and writing. These programs generate data for the teachers so they can monitor the students' progress. They can analyze the information and point out the students' needs and strengths. In grades K-2 we will be using the Treasure and Tesoros Leveled Libraries with its Listening component which has a strong audio-visual component that will help beginner/intermediate students in Listening/Speaking become advanced or proficient. Beginner students are also given AIS services through the My Sidewalks Programs.

Approximately, one in eight newcomers enter our school with strong literacy skills in their native language. The majority of the newcomers are not proficient in their native language. Many of the newcomers cannot read on an emergent reading level in their Native Language. The students who are strong in their native language perform on grade level on assessments in their native language. Students who are not strong in Language 1 do not perform on grade level on assessments in their native language and do not perform on grade level in English. The one in eight ELL, performs on grade level on assessments in their Native Language and are approaching or achieve grade level on assessments in English.

In fourth grade, 14 ELLs achieved Advanced proficiency levels on the NYSESLAT. Only two of the 14 achieved level 3 on the NYS ELA. In fifth grade, 15 ELLs achieved Advanced proficiency levels. Only three of them achieved level 3 on the NYS ELA.

ELL Periodic Assessment

In the Spring of 2011, all ELL's in 3rd, 4th and 5th grades took the ELL Periodic Assessment. The results for grades 3 and 4 were grouped together. In Reading the average questions answered correctly was 68%, while in Writing it was 63% and in Listening it was 67%. This year our students performed higher in Reading, with an increase of 11% from the previous year. The results show that they are stronger in Listening and Reading, but they need to improve their writing skills. The results are a prediction of the students' overall performance on the NYSESLAT as well as their performance for the reading, writing and listening components. The school leaders put structures in place for the 2011-12 school year to assess the ELLs using the ELL periodic assessment in fall 2011 instead of waiting for the spring so that the teachers can use this data as formative assessments to drive their instruction in preparing the students for the NYSESLAT 2012. The ELL periodic assessment will also be administered in the spring to monitor progress. The ELL periodic assessments are analyzed to identify strengths, next learning steps and implications for instruction. ESL teachers push-in to assist during the Literacy Block. Bilingual paraprofessionals are also assigned to work with special needs ELL students throughout the day to provide targeted instruction in specific reading strategies and skills.

The formation of the After School and Saturday Academy Programs was also driven by this data. All ELLs in the upper grades are invited and highly encouraged to attend these programs. Groups are created according to the students' needs, in order to help them achieve their goals and become proficient throughout the four modalities. The after school program will meet for a minimum of 10 sessions on Mondays

and Tuesdays from 3:10 to 4:40 PM. The program will be taught by bilingual teachers and will use the Treasures and Tesoros Leveled Libraries, ensuring that these students receive intensive ESL instruction.

Assessment of Eps in the Dual Language Program

Our English Proficient Students in grades 3-5 are assessed in Spanish with the ELE. 80 students took the ELE test. 40 EPs were tested. None of the students scored in quartile 1, 9 scored at quartile 2, 22 scored at quartile 3 and 9 scored at quartile 4. After five years of Spanish as a second language, two thirds of the EPs who were tested scored in the third and fourth quartiles, showing that they are starting to be functionally bi-literate. Many of these students are former ELLs. These results show that the Dual Language program continues to successfully prepare the students for a bilingually challenging world. 40 ELLs were also tested. 5 students scored in quartile 1, 13 scored at quartile 2, 16 scored at quartile 3 and 6 scored at quartile 4.

Spring 2011 ELE

ELLs				EPs			
1-25 %	26-50 %	51-75 %	76-99 %	1-25 %	26-50 %	51-75 %	76-99 %
5	13	16	6	0	9	22	9

Analysis of ELA Results for ELLs

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	13	3	0	20
4	10	10	4	0	24
5	4	15	5	0	24
NYSAA			1	1	

20 Third grade ELLs took the ELA test in 2011. 3 students scored at level 3, 13 students scored at a level 2, and 4 students scored at level 1.

24 Fourth graders took the ELA test. 4 students scored at level 3, 10 scored at level 2, and 10 students scored at level 1.

24 Fifth graders took the ELA test. 5 scored at level 3, 15 scored at level 2, and 4 students scored at level 1.

The results indicate that we need to move our level 1 and 2 students to level 3. We will provide small group instruction during the Afternoon Tutorial Program, After-school and Saturday Academy. The ELLs who received level 1 will be given AIS services using programs such as Voyager and My Sidewalks. Students in level 1 will also receive support through System 44. Students who scored a level 2 and 3 will be supported through the READ 180 technology-based reading program.

Analysis of ELA Results for EPs

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	5	11	0	17
4	0	10	8	0	18
5	0	5	16	3	24

17 Third grade EPs took the ELA test in 2011. 11 students scored at level 3, 5 students scored at a level 2, and 1 student scored at level 1.

18 Fourth grade EPs took the ELA test. 8 students scored at level 3, 10 scored at level 2, and none scored at level 1.

24 Fifth grade EPs took the ELA test. 3 scored at level 4, 16 scored at level 3, 5 scored at level 2, and none scored at level 1.

The results indicate that we need to help our level 1 and 2 students throughout the upper grades to reach a level 3. We will continue to provide small group instruction during the Extended Day Tutorial Program, After-school and Saturday Academy. Students who scored a level 2 and 3 will be supported through the READ 180 technology-based reading program.

Analysis of Math Results for ELLs

NYS MATH

Grade	Level 1		Level 2		Level 3		Level 4		Total
	ENG	NL	ENG	NL	ENG	NL	ENG	NL	
3	3	3	10	4	3	1	0	0	24
4	0	5	9	9	2	3	1	0	29
5	0	5	12	5	7	2	0	0	31
NYSAA						1		1	

24 3rd grade ELLs took the New York State Math exam. 16 students took it in English and 8 took it in Spanish. 6 students scored a level 1, 14 students scored a level 2, while 4 scored a level 3. Many of the Tier I students were also SIFE, and will continue to receive additional hands on support in Spanish during our tutorial and after-school programs.

29 4th grade ELLs took the New York State Math exam. 12 students took it in English and 17 took it in Spanish. 5 students scored a level 1, 18 students scored a level 2, 5 scored a level 3, and 1 scored a level 4.

31 5th grade ELLs took the exam. 19 students took it in English and 12 took it in Spanish.

5 students scored a level 1, 17 students scored a level 2, while 9 scored a level 3.

One 4th grade NYSAA student scored at level 4.

For all three grade levels, the focus will be on moving our level 2 students to a level 3.

In order to increase the proficiency levels of these students, Math instruction is differentiated by tiers. Teachers guide students in tiers 1 and 2, while students in tiers 3 and 4 are given more challenging individualized tasks. We will continue to use EnVision, a technology-based math program for the 4th and 5th grade classes.

Analysis of Math Results for EPs

Grade	NYS MATH				Total
	Level 1	Level 2	Level 3	Level 4	
3	0	7	8	2	17
4	0	6	5	7	18
5	0	2	12	11	25

17 3rd grade EPs from the Dual Language classes took the New York State Math exam. No one scored a level 1. 7 students scored a level 2, while 8 scored a level 3 and 2 scored a level 4. 18 4th grade EPs from the Dual Language classes took the New York State Math exam.

No one scored a level 1, 6 students scored a level 2, 5 scored a level 3, and 7 scored a level 4.

25 5th grade EPs took the exam. No one scored a level 1, 2 students scored a level 2, while 12 scored a level 3 and 11 scored a level 4.

These scores show the continuous success of the English Proficient students in our Dual Language Program. We will continue to provide hands on support during our extended day tutorial and after-school programs to ensure their future success.

Science Analysis

Grade	NYS Science								
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	4	5	4	5	2	4	0	25
NYSAA							1		1

Twenty five 4th grade ELLs took the Science Exam in 2011. 5 scored at level 1, 9 scored at level 2, 7 scored at level 3 and 4 scored at level 4. One 4th grade NYSAA student took the exam and scored a level 4. The data shows that our focus on bilingual content area instruction during the Saturday Academy and After-School is closing the achievement gap and propelling our ELLs to a higher level.

Social Studies Analysis

N/A This exam is no longer given at the elementary level.

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.

Additional Information

ELL Program Success

Upon reviewing the most recent NYSESLAT scores, we can see that our students are progressing through the hierarchy of modalities as expected. The overall proficiency levels continue to rise across the grades. On the Spring 2011 NYSESLAT, we had a total of 63 students advancing one proficiency level or more, 31 students made a score gain of 43 points or higher and 14 who tested Intermediate or higher on their first NYSESLAT. We also had 28 students become proficient.

Our success is further measured by the high number of parent choice for our schools' Dual Language Program. After five years of Spanish as a second language, two-thirds of the EPs scored in the third and fourth quartiles on the ELE Spanish Reading Exam, showing that they are starting to be functionally bi-literate. Many of these students are former ELLs. These results show that the Dual Language program continues to successfully prepare the students for a bilingually challenging world.

Part VI: LAP Assurances

School Name: P.S.108K

School DBN: 19K108

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Constance Hahn	Principal		11/2/11
Gilda Galassi	Assistant Principal		11/2/11
Olga Castillo	Parent Coordinator		11/2/11
Ruth Parker Nancy Raza	ESL Teacher		11/2/11
Roseni Castro	Parent		11/2/11
Jose Jimenez	Teacher/Subject Area		11/2/11
	Teacher/Subject Area		11/2/11
Lisette Geraci	Coach		11/2/11
Mary Scarpa	Coach		11/2/11
Ramona Jimenez	Guidance Counselor		11/2/11
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 19K108 **School Name:** PS 108

Cluster: 2 **Network:** 210

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.

Looking at our language surveys, 46% of our students' households speak a language other than English. The vast majority speak Spanish, therefore, the communication between the school community and the parents, including monthly school calendars and notices, are sent home in Spanish and English. A few of our parents speak Bengali, French, Arabic, and Chinese, as well as English. We distributed the New York City Parent Language Cards which help the parents to tell us the language they speak. We also use the Home Language Report on ATS to track any new languages that are used in our school community.

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.

All of our written communication to the parents is in English and Spanish: Letters to parents, calendars, newsletters, etc. The greatest need occurs during parent teacher conferences, PTA meetings, workshops, and conferences. For this purpose, we are using the funds to give per session pay to any of our Bilingual personnel who provide these services. These services consist of translations and oral presentations. In addition, when parents speak languages other than Spanish, French or English, the parent coordinator requests translation services from the Translation Unit.

Part B: Strategies and Activities

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

The Bill of Parents Rights and Responsibilities is provided in all of the languages spoken in our school: English, Spanish, Chinese, Bengali and Arabic. A copy of each is also displayed in the Main Office so that it is readily visible and available to all parents/guardians. Signs that tell parents/guardians that translation services are available are displayed in both the Main Office and the school's foyer. It is also advertised in the school's newsletter.

Any type of material which is distributed by the school community: teachers, guidance counselors, administration, etc., will be translated into the parent's preferred language of communication as indicated on the student's Home Language Identification Survey. Translated items include parent and student handbooks, students' school calendars of activities, weekly reports, and notices.

Spanish written translations are done in-house by school personnel, such as the Parent Coordinator and ESL teachers. When a translation into a language other than those mentioned above is needed, the parent coordinator sends the document to the Translation Unit.

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.

During PTA meetings, workshops and other parent events, a bilingual staff member will provide oral interpretation in order to keep the parents informed and ensure that they become active members of the school community. When there is no staff available to translate a given language, we request translation services from Central Board. These translation and interpretation services are available to all parents who require them, and not just to parents of ELLs.

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 per Chancellor's Regulations A-663 all posters which advertise the availability of translations/interpretations upon request, are posted in a central area which is visible to all parents as they walk into the building as well as in the Main Office. The availability of translation services is announced at PTA meetings, through school newsletters, and posted announcements in the general office. Our school ensures that parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education. Language identification cards from the Office for Family Engagement and Advocacy, are distributed to Parents/guardians who speak another language other than English. The cards identify the parents/guardians language so that staff members are made aware of the parent's translation needs.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Sal Abbracciamento?????	DBN: <u>19K108</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>50</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>2</u>

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:

Rationale: Our school, 19K108, is a high poverty PK-5 school located in the Cypress Hills section of Brooklyn. The school's CR Part 154 and LAPs have been consistently approved by NYCDOE in the past school years. In 2010-11, the school did not make Adequate Yearly Progress (AYP) in ELA. The school did not make the EAMO or Safe Harbor Target for the English Language Learners subgroup.

Subgroups and grade levels of students to be served: The students will be served in groups of 10-12. The groups of students will be ELLs from the third, fourth and fifth grades. The students are at risk students who include, but are not limited to, newcomers, currently native Spanish speakers from the Dominican Republic, and SIFE students. Approximatley 50 students will be served in total. Approximately 10 third-grade students, 20 fourth-grade students, and 20 fifth-grade students.

All participating students are two or more years below grade level in reading according to Fountas and Pinnell assessments and READ 180 SRI results. A large percentage of the fourth and fifth grade newcomers were not ready to demonstrate mastery on a second grade level baseline math assessment administered in the fall 2012 in Spanish, their home language. These newcomers (most recent arrivals at 19K108) scored at the beginning level of NYSESLAT in 2012.

Schedule and duration: The program will be scheduled for After-School, provided twice a week, for one hour-and-a-half each session, totaling 3 hours a week, for a total of 16 weeks.

Language of Instruction: The language of instruction will be Spanish (for Spanish Speakers) or English (for Mandarin, Urdu and Bengali Speakers) during math instruction; the language of instruction will be English for ELA instruction.

of types of certified teachers: There are three certified bilingual teachers and their co-teachers are certified Common Branches. One of the bilingual teachers also has a special education license. The fifth grade will be divided into three groups. One group will be instructed by a bilingual teacher in the area of mathematics as the second group receives literacy instruction from a teacher with Common Branches license. The third group will be a group of 12 students--6 from the fifth grade and 6 from the fourth grade. These students will receive math and literacy instruction from a teacher with a bilingual, special education license because one of these students is an ELL student in a self-contained class. The remaining fourth grade students--approximately 14--and the 10 third grade students will be divided into two groups. One group will be serviced by one bilingual teacher delivering math instruction as a teacher with a Common Branches license delivers ELA instruction to the other group. The groups will rotate between the two teachers who will be working collaboratively.

Types of Materials: The math teacher will use enVision math. The materials for the math instruction will be enVision online resources as well as workbooks. Second and third grade math workbooks will have to be ordered. The ELA teacher will use My Sidewalks Intervention Program. The materials for the ELA

Part B: Direct Instruction Supplemental Program Information

instruction will be My Sidewalks Intervention Kits. Intervention Kits will be purchased for this Title III after-school program.

Supervision of the program: the program will be supervised by school building administrator. No Title III funds will be used for the supervision and administration of the program.

Funding source: all funds will be used for direct instruction as persession for the teachers, per session will be provided for professional development, for parental involvement and for the purchase of instructional materials for the Title III 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:

Rationale:

At 19K108, the Staff Development Team provides professional development support to every teacher in our school building on a weekly basis on general education, special education and English language learners instruction.

All our teachers are provided with common preparation periods during which the staff development team engages teachers in collaborative inquiry. The Staff Development Team also provides job-embedded professional development for all teachers, including teachers of ELL students. Embedded in the professional development is looking at student work to monitor and revise instruction and teacher practices with adequate support.

Title III Teachers to receive training/provider: The Title III program teachers delivering the services for the Title III program will meet with the school ELL Staff Developer to analyze student data and to determine the needs of the and instructional and assessment needs of the ELL students enrolled in the Title III program.

Schedule: The teachers will meet after school for three one-and-half-hour sessions. Title III funds will be used to pay the teachers per session.

Topics: The teachers will use the data to develop a strategic plan including monitoring of progress.

Midway into the program, the teachers will meet for collaborative inquiry for improved student learning and make any necessary adjustments to teaching and learning. The teachers will meet towards the end of the program to analyze student data and to make any necessary changes to the plan.

Part C: Professional Development

The teachers will receive training for My Sidewalks and for enVision. Additionally, Nellie B. Mulkay, Director, NYS Language RBE-RN at New York University Metropolitan Center for Urban Education will provide ongoing professional development and support to teachers and program administrator.

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:

In order to ensure continuity of learning for the 60 students in the Title III Program, parents/guardians will be invited to attend 3 sessions of program guidance: before the start of the program, at mid-point, and at the end of the 16-week program.

At the first meeting, a licensed, bilingual teacher and / or Guidance Counselor with the Parent Coordinator will provide the parents of the 60 students with an overview of the program and to encourage the parents/guardians to enroll their children in the program, keep up their attendance and provide review opportunities at home of the work provided to students during the 16-week program. Title III funds will be used to pay the teacher per session.

Two months after the start of the program, the parents/guardians will be invited to review the progress of their children. Questions and or concerns will be addressed that the parents/guardians may have about the program and or their child's progress.

Towards the end of the program, the parents and guardians will be invited for a culminating activity to celebrate the progress of their children.

Parents will be informed through letters. The documents will be provided on translation and in English.

Part D: Parental Engagement Activities

Refreshments will be served during the parent-school sessions.

Parents/guardians who must travel to the Title III school meetings will be offered two-way metro cards.

Part E: Budget

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

Allocation Amount: \$17812

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		

Part E: Budget

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

Allocation Amount: \$17812

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		