



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P.S. 108Q CAPTAIN VINCENT G. FOWLER SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 27Q108

PRINCIPAL: MARIE BIONDOLLO **EMAIL:** MBIONDO@SCHOOLS.NYC.GOV

SUPERINTENDENT: MICHELE LLOYD-BEY

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
Marie Biondollilo	*Principal or Designee	
Patricia Klein	*UFT Chapter Leader or Designee	
Miriam Levy	*PA/PTA President or Designated Co-President	
Gilda Quijje	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	
Ranjit Singh	Member/Staff	
Farzana Haque	Member/Parent	
Asha Ramnauth	Member/Parent	
Robert Fernando	Member/Parent	
Elaina Figueroa	Member/staff	
Merari Feliciano	Member/Parent	
	Member/	

** 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

To increase literacy achievement of all Students with Disabilities (SWD) in grades K-5. By June 2013 Fifty Percent (50%) of students with disabilities will demonstrate an increase of three to four independent reading levels in Fountas and Pinnell Assessment System.

Comprehensive needs assessment

A review of State Assessment in English Language Arts shows an overall increase in performance data over a three year period, with the exception of students with disabilities, who have underperformed all other sub-groups during this time. Closing the Achievement Gap rate dropped from 7.0 to 1.8 over two years.

Instructional strategies/activities

- The strategies/activities that will encompass the needs of identified student subgroup are as follows:
 - Students are benchmarked three times a year using Fountas & Pinnell Assessment System, and grouped appropriately.
 - Student portfolios from the previous year follow students to ensure continuity of instruction.
 - With an increase in our SWD population we need to create comprehensive Professional Development support for teachers to differentiate instruction for our most at risk students.
 - Students meet a minimum of 5 times a week (once daily) for Guided Reading.
 - Using a Balanced Literacy approach of Shared Reading/Writing, Independent Reading and differentiated center work students receive multiple opportunities to practice strategies.
 - AIS Teachers use push-in model to provide one-to-one and small group instruction using supplemental materials, including guided reading thematic unit books and Great Leaps.
 - Teachers use the research based Common Core aligned literacy program Treasures. This program includes several literacy components to meet the needs of all learners, with specific tasks designed to re-teach and challenge students.
 - Weekly teacher meetings allow opportunities to reflect on on-going student progress and performance and adjust instructional strategies as needed.
 - Teachers and students work together to develop short term and long term goals aligned to CCLS. On-going monitoring ensuring students are on target to achieving goals.
 - AUSSIE Consultants provide on-going professional development to staff, using a school –wide approach to teacher support.
 - Guided reading stories align directly to Treasures Literacy Unit Themes, the strategies and the vocabulary words. This allows for multiple opportunities to engage with the text and to build upon their comprehension using an array of questioning techniques to support and challenge their thinking.
 - After-school programs for at-risk students which meet three times a week build upon strategies and skills aligned to instructional maps.
 - We currently have 100% of Highly Qualified personnel. When vacancies occur due to teacher retirement, administrators attend Hiring Fairs to add new highly qualified members to the staff.
 - Continued partnership with HR to ensure that any new hire that is not highly qualified receives a qualified mentor assignment.
 - On-going opportunities for differentiated in-house professional development to meet their specific needs, as identified in observations and instructional snapshots.

- Dedicated Assistant Principals for Special Needs teachers provides on-going professional development.
- Staff and resources used to implement these strategies/activities are as follows:
 - All K-5 Classroom and Clusters
 - AIS, ESL, Speech, OT, PT and IEP Teacher (when applicable),
 - Literacy Coach
 - CFN Support Staff
 - AUSSIE Consultants
- Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities are as follows:
 - All teachers participate in weekly grade meetings reviewing student benchmark data and student portfolios to develop next steps.
 - PPR/RTI/SIT Bi-Monthly meetings provide time for all constituents to meet monitor student progress.
 - Weekly Friday meetings (2:00- 2:50) provide time for teacher teams across all grades meet to reflect on student assessments, Base/Mid/End line performance tasks and F & P data to determine strategies moving forward.
 - Weekly Inquiry Team Meetings/Teacher Team Meetings
 - Bi-Monthly AIS Meetings
 - Weekly Joint Planning Meetings: All Grades
 - Monthly Faculty & Grade Conferences
- The following outlines the timeline for implementation.
 - Weekly: Diagnostic assessments as needed
 - Fountas & Pinnell Benchmarks administered three times during the school year.
 - On-Going: Teacher Guided reading conference/independent reading/writing notes. Progress monitoring through unit assessments administered twice a month and Performance Tasks administered three times a year (Baseline/Midline/End-line.) All Unit Assessment data is scanned and immediately uploaded and shared on Google Docs. Parents have personal access to their child's progress with On Course System, which is entered weekly by teachers.
 - Monthly: Hands on Project Based Unit of study activities that include research based assignments, student feedback and reflection.

Strategies to increase parental involvement

- In September parents are invited to meet school administrators and visit their child's classroom. At this meeting parents are informed about school policy including academic expectations, common core standards, and to share grade curriculum maps/Units of Study.
- All monthly PTA meetings are attended by administrators.
- Monthly SLT meetings
- Parent Letters (numbered) highlight school policies.
- Each parent receives a personal password to On Course- which provides on-going, updated timely information on their child's progress and performance.

- Our School website www.ps108q.com provides timely information for parents, and includes several links for parents and students.
- Our Parent Coordinator holds weekly parent workshops aligned to school instructional goals, as well as feedback from parent surveys.
- Monthly Family Night celebrations provide time for the entire family to come to school for special events.
- We continue our partnership with Adult GED, three times a week they hold classes in the school for parents.
- Our SBST and RTI Team work to provide on-going guidance and support for the parents of Special Needs 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 X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

Funds were allocated in June for the following items in order to attain our goal for the 2012-2013 school year:

- Contract for Excellence Funds & Fair Student Funding will be used to reduce class size (reducing teacher to student ratios) from 32 students in the upper grades to 28 students.
- Fair Student Funding will be used to pay for the additional teachers needed for CTT classes (two teachers per class). We have 8 CTT classes with 2 teachers per class equaling 16 teachers needed for CTT classes.
- Funds-Title 1 and Fair Student Funding will be set aside to purchase the necessary materials to support additional AIS support in literacy.
- Funds will be allocated to retain highly qualified literacy experts to provide children with additional support.
- Funds will be allocated for Professional Development to support teachers. We will continue our partnership with AUSSIE Consultants: one in literacy, one in mathematics and one in technology.
- Title 1 Funds will be allocated for After-school programs, such as remediation in Literacy and Mathematics for at risk students in grades 2-5.
- Title 1 & Tax Levy Funds were used: to hire additional staff to create Collaborative Team Teachers across all grades, for the Literacy Coach, AUSSIE Consultants, for after-school programs for at-risk students and to purchase necessary materials to attain instructional goals.
- Teacher Per Session After-school

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

- By June 2013, teachers and administrators will develop a shared school-wide practice of instructional excellence which will meet the needs of students with disabilities by conducting at least four cycles of observations: Informal & Formal with feedback for all staff members focused on specific areas of the Danielson's model: Demonstrating Knowledge and Pedagogy, Quality of Questioning techniques and Student Engagement (1A/3B/3C).

Comprehensive needs assessment

- A review of State English Language Arts shows an overall increase in performance data over a three year period, with the exception of students with disabilities who have underperformed all other sub-groups. SWD have made gains but not at the same rate. With an increase in our SWD population, we need to create comprehensive Professional Development support for teachers to differentiate instruction for our most at risk students.

Instructional strategies/activities

The following systems have been put into place to achieve our goal: (A-D)

1. Over the last several years we have developed a Google ***School Webpage*** www.ps108q.com, which allows us to better communicate with the staff. Using G-mail accounts teachers share information, share ideas and resources. It has given our large staff the chance to effectively communicate with their colleagues on and across the grade. Our school web page also hosts ***A Teacher Resource Corner*** includes specific teacher forms such as: Teacher Development Plan, Instructional Snap Shot Feedback Form, and Curriculum Maps in Literacy, Writing and Math, CCLS, and other teacher resources.
2. Components of the ***Danielson rubric: 1A, 3B & 3C*** will be used to guide teacher feedback on the Instructional Snap Shot form, as well as the ***Teacher Development Plan (TDP)***. The TDP mirrors elements from Danielson's Instructional Framework, providing a rubric that articulates clear instructional expectations for best practice. Assistant Principals meet with each of their teachers to discuss their short and long term goals. This takes place three times a year, with the first meeting in September, followed with two more meetings in February and June. During the initial September meeting, together they review and reflect on last year's observations, focusing on areas of 'recommendations' to springboard the discussion for setting their short and long term goals for the school year. February and June meetings allow teachers and administrators to monitor progress on the continuum.
3. In September the ***Administrators Handbook*** is posted on our school website for teachers review and reference. The Handbook is divided into several sections, with a section dedicated to DOE Instructional Initiatives, Teacher Development Plan, and Instructional Snap Shot Feedback form, Curriculum Maps, CCLS and Instructional Expectations: 1 A, 3B & 3C. The Handbook allows us to clearly delineate a common shared language and vision for the school year.
4. The September ***Faculty conference & PD*** days, provides time for administrators to meet with the entire staff to discuss school initiatives, specifically, our school wide instructional focus surrounding: Demonstrating Knowledge and Pedagogy, Quality of Questioning Techniques and Level of Student Engagement. Several Faculty conferences held during the year allow for continual dialogue.

5. **Teacher Inquiry Teams** will meet each Friday afternoon to engage in collaborative Inquiry work. The work will focus on a ‘guiding question’ related to the quality of teacher’s questions (3B) and student engagement (3C): **“How does student engagement and quality of questioning techniques affect student performance?”** and the quality of teacher instruction. Meetings are held from 2:00-2:50 each Friday, (SBO Vote for teacher planning time).
6. Funds were allocated to continue our partnership with our **Aussie Literacy Consultant**, who will align her support with school wide initiatives and provide purposeful feedback aligned to teachers short and long term goals. Funds were also allocated for Professional Development during the school year.
7. In June 2012, teachers worked together to develop **Curriculum Units** aligned to the Common Core Standards. We were a pilot school for CCLS last year and worked towards developing units of study and performance based tasks aligned to CCLS. The on-going collaborative development of these units affords teachers the chance to create lesson plans that focus on developing essential questions within the unit and designing tasks that generate a higher level of student engagement and enthusiasm.
8. **Grade Planning Meetings** are scheduled once a week, using Circular Six. Teachers review student work, revisit curriculum plans-tweak as needed and share their experiences. Meeting minutes are recorded on our school website, so all teachers within the grade and across the grade have access to the suggestions and discussion highlights.
9. **Inter-visitation** and **Model lessons** are scheduled monthly. Using information from our observations, Teacher Development Plan and Snap Shot Form, we’re able to group teachers together who need similar support and pair them with colleagues who are effective in those areas. Administrators also provide professional development designed to address issues evidenced in the documents noted above.
10. Teacher teams continue to work on Common Core aligned curriculum maps and develop rigorous performance based tasks that monitor student growth.
11. All teachers have developed goals and objectives aligned to the Danielson Model, with a school wide focus on 1B (Knowledge of Pedagogy), 3B Quality Questionings techniques & 3C (student engagement).
12. Teacher Development Plans are designed to support teachers in setting short and long term goals using the Danielson’s instructional rubric as a guide.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

N/A

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 Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- As a Title 1 School (School-Wide), we use Conceptual Consolidation which allows us to combine Federal and Local funds like: Fair Student and Title 1 Funds and our human resources to implement our instructional plan for the 2012-2013 school year.
 - Title 1 & Tax Levy Funds were used: to hire additional staff to create Collaborative Team Teachers across all grades, to continue our partnership with our *Aussie Literacy Consultant*, who will align her support with school wide initiatives and to provide purposeful feedback aligned to teachers short and long term goals. Funds were also allocated for Professional Development during the school year.
 - Teacher per Session/Per Diem for teacher on-going professional development.

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

- By June 2013, all students will engage in two Common Core-aligned interdisciplinary thematic units of study, as evidenced by tasks, classroom observations and teacher team evaluation of student work.

Comprehensive needs assessment

- As a successful Pilot School of the Common Core Standards in Literacy, teacher teams need to continue to prepare students for college and career readiness by: embedding CCLS into lesson plans, to develop additional performance based-tasks, ensure curriculum plans are engaging to students, rigorous and motivational.

Instructional strategies/activities

The following systems have been put into place to achieve our goal: (A-D)

1. Teachers in all grades (K-5) will continue to **develop comprehensive rigorous curriculum maps aligned to CCLS** across all grades and content areas. Using CCLS research based materials (Treasures Reading Program & My Math which fully integrate the CCLS). Teacher teams meet weekly on and across grades to plan, implement and adjust plans.
2. **Weekly grade planning meetings** are used to assess students' performance on Performance Tasks. Teachers will meet to **develop rubrics** to assess student mastery level of tasks. Each curriculum unit contains 4 levels of performance based tasks- DOK 1, 2, 3, and 4.
3. **Weekly Teacher Inquiry Meetings** are scheduled each Friday afternoon from 2:00 – 2:50, for teachers to assess student work and revisit plans and tasks as needed.
4. Teachers will continue to develop **CCLS Performance Based Tasks**. As a pilot school last year for the Common Core Standards in literacy, teacher teams will continue to: embed CCLS into lesson plans, to develop additional performance based tasks, ensure curriculum plans are engaging to students, rigorous and motivational.
5. **Teachers work together with the school data specialist** to update and **expand our school website**. All performance tasks, curriculum units and common core standards are shared on the site, this allows teachers to view and use teacher developed materials.
6. **Funds** were allocated to pay for teachers to come in July & August and throughout the year to work on curriculum units and performance tasks.

Strategies to increase parental involvement

- In September parents are invited to visit their child's classroom during Meet the Teacher Week. During their visit, teachers provide detailed information regarding curriculum units of study across all content areas, as well as, information about on-going assessments.
- Parents have access to their child's progress and performance on assessments via On Course Systems, using personal pass codes to access information.
- During Parent Teacher conferences parents have access to a variety of tasks aligned to CCLS & Units of Study.

- Monthly Parent Newsletters outline instructional units of study. Links and additional activities and strategies are provided for parents to use at home as enrichment and reinforcement of skills.

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 X Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- As a Title 1 School-Wide school, we use Conceptual Consolidation which allows us to combine Federal and Local funds like: Fair Student and Title 1 Funds and our human resources to implement our instructional plan for the 2012-2013 school year.
 - Title 1 & Tax Levy Funds were used: to hire additional staff to create Collaborative Team Teachers across all grades, to continue our partnership with our *Aussie Literacy Consultant*, who will align her support with school wide initiatives and to provide purposeful feedback aligned to teachers short and long term goals. Funds were also allocated for Professional Development during the school year.
 - Teacher Per Session/Per Diem for teacher on-going professional development.

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

- By June 2013 raise NYS ELA & Math scores by a minimum of 2% for Level 3 & 4 students using an overarching approach utilizing Performance Based tasks aligned to the Common Core to further motivate and challenge high achieving students.

Comprehensive needs assessment

Data reflected in our recent 2011-2012 School Report Card indicates we have made gains in our overall performance rate but had a decrease in our student progress rate. A review of student assessment data indicates on average students are scoring at rates of 75% to 85% on in-house bi-monthly assessments. An in-depth analysis of the data shows that our Level 3 & 4 students had some challenges maintaining their former gains. Most students in this category missed making progress by small margins, as reflected in their comparative scale scores.

All assessments are designed to assess what children are learning in class and allow teachers' to quickly identify students' who need further re-teaching strategies, as well as, identifying those who can explore more challenging texts and strategies.

Instructional strategies/activities

In order for students to make marketable gains the following steps will be taken to achieve a 2% gain:

1. We will provide numerous opportunities for *children to demonstrate mastery* of the Common Core Standards.
2. Teacher developed *Performance tasks in literacy and math* will be administered 3x times during the school year, with in-depth teacher analysis of individual student results.
3. Teacher developed *Baseline, Mid-Line and End of Year Assessments* in reading, writing and math, will help to effectively track students on-going performance and progress
4. This year, all grades K-5 are using *the research based reading program Treasures*, which exposes students to a variety of informational text and includes extension and enrichment activities to promote deeper thinking
5. Teacher Teams will continue to meet weekly to *modify and adjust curriculum maps* to ensure there's a variety of non-fiction information text embedded in lessons, with a focus on text complexity and advanced vocabulary.
6. Teacher Teams on all grades will continue *to develop Comprehensive Curriculum Maps aligned to the CCLS*, with a focus on engaging students in meaningful tasks, challenging students' thinking and increasing the level of student engagement.

7. An in-depth data analysis of **ARIS** and our **school-wide comprehensive data** will be used to identify the levels of all children. We will identify our level 3 & 4 students using performance and progress data and analyze their year-to-year growth with an emphasis on their progress and performance.
8. We continue to monitor and adjust our CCLS instructional curriculum maps to ensure that all students who are proficient or exceed proficiency rates are identified. Teachers work collaboratively in **Weekly Collaborative Inquiry Team Meetings** adapt curriculum units for the new reading ‘Treasures’, they enhance all Baseline, Mid-line and End-Line assessments and they continue to integrate supplemental activities to augment the program. Weekly Teacher Inquiry Team meetings will continue this year as well, with an emphasis on looking at student work using rubrics aligned to student tasks. Working collaboratively teachers design specific activities to strengthen critical thinking skills.
9. **Motivational strategies** will also be explored. Teacher teams will work closely together to design performance tasks geared to student instructional mastery. All classrooms in grades 2-5 are equipped with Smart Board technology. All classrooms have a minimum of 4 computers or laptops for students use throughout the school day.
10. **Incentive programs** will be promoted throughout the school year. On-going skills and strategy assessments are scanned using Prosper will provide teachers with immediate feedback on student performance, helping to further challenge students performance by designing extension activities that promote critical thinking. In addition, students from each class will be highlighted using our digital picture movie frame celebrating students’ progress and performance results.
11. We will promote **Alternative Assessments** as a means to evaluating student mastery. The integration of technology using Pod Casts, I Movies, and Nooks, IPADS, PowerPoint Presentations, as well as student performances and exhibits (Art, Science...).
12. Implementation of the **Fountas & Pinnell Benchmarking** system across all grades K-5 to ensure the accuracy in students’ benchmarks. Teachers benchmark students three times a year. Student bookmarks were created for each student to identify the benchmark level for the grade, and allow them to set goals for the year.
13. The creation of **Spirit Days** throughout the school will help to motivate students’ performance. Events will include, dress up like a favorite literary character, crazy hat day, Cultural Day, crazy Hair Day, Patriotic Day and Celebrate School Color Day. We will also continue our initiative to honor two students from each class in grades 3-5, one student who receives the highest performance rating will receive a \$75 gift card and the student who has made the most progress will receive a \$50 gift card.
14. **Assembly Programs** provide opportunities for children to participate in the following activities: School Wide Spelling Bee, Oral Speech Presentations: Martin Luther King..., Monthly Town Hall Meetings, ELL Spelling Bee, and a Talent Contest.
15. Students in Grades 4-5 participate in our **Peer Tutoring** Program. After eating lunch, they assist Kindergarten students with one-to-one or small group reading and writing support.
16. **Literacy/Writing/Math racking sheets** exported to our Google school site which archives all student assessment data. Data is sorted and displayed in a variety of ways: line graphs, charts, groups... The tracking sheets provide detailed information on student progress and performance. **On Course Grade**

Book also provides detailed information regarding students' progress and overall performance for parents. Information is updated bi-monthly.

17. **Enrichment after-school programs** will be established to allow for deeper exploration into the Arts, and Sports. Programs will include: Dance, Science, Drama, Basketball, Volleyball and Art.

18. **Research based enrichment programs** will be utilized, these programs include: Kaplan, Nooks, IPADS, Literature Circles and Software programs- Think Quest, Web Design, Brain Pop...

Strategies to increase parental involvement

- Parents are invited to "Meet the Teacher Week" where parents visit their child's classroom and are given an overview of the grade's instructional goals for the year. Teachers provide detailed information regarding curriculum units of study across all content areas, as well as, information about on-going assessments.
- Parents have access to their child's progress and performance on assessments via On Course Systems, using personal pass codes to access information.
- During Parent Teacher conferences parents have access to their child's on-going progress and performance as aligned to CCLS & Units of Study.
- Monthly Parent Newsletters outline instructional units of study, provide parents with monthly instructional objectives in all content areas. Website links, additional at home hand on activities and strategies are provided for parents to use at home as enrichment and reinforcement of skills.
- Weekly Parent Workshops focus on providing parents with information and specific strategies they can use at home to support their child.

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 Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Several after-school programs are provided for students: AIS (academic intervention), Drama, Dance, Science, and Basket & Volley Ball.
- Funds are allocated throughout the year to purchase supplemental instructional materials as needed.
- AUSSIE consultation works weekly with teacher teams designing, refining and evaluating tasks.
- Monthly Town Hall Guidance Meetings focus on building character and self determination.

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

By June 2013, parent involvement will increase by 2%, as evidenced by parent participation on the Learning Environment Survey.

Comprehensive needs assessment

We value and understand the importance of having parents as active participants in their child's education. In order to foster this relationship, we have designed a series of approaches to enhance this relationship to help ensure children are making educational, social, and emotional progress throughout the school year. An overall analysis of parent involvement is expected to demonstrate increased parent involvement by the end of the school year. This will be evidenced in the School Learning Environment Survey results. Our 2011-2012 School Report Card- School Environment Survey portion rating was a "B", which includes the results from the Parents Learning Environment Survey. We continue to exceed Citywide averages, but the survey reflects a continued need to improve communication with parents.

Instructional strategies/activities

The following things have been established this year to help the school achieve this goal:

1. The school purchased an automated call home phone system called: **School Messenger System** three years ago. This system allows the school to program specific messages to parents regarding important school issues. The program allows us to contact all parents, a specific grade or a group of parents after school hours. Parents have immediate updates regarding all specific school issues. We have used this to notify parents of school hours, after-school programs, missing lunch forms, upcoming meetings, testing dates, student lateness' and absences. We continue to receive positive feedback from parents regarding approach of outreach.
2. We've created a *school web page*: www.ps108q.com , and have a *Parent Corner* on the site. This site provides parents with a plethora of information:
 - *The Parents Corner* which includes upcoming events, school calendar of all events, all parent letters. Parents and students actively use the site.
 - *Homework Helper* section,
 - *Teacher Class* pages where children can get homework assignments and notices are placed for upcoming class events/celebration
 - *Student Exhibit* section, where student work-Art/Technology projects are highlighted, and so much more.
3. *Monthly Parent Newsletters created by Cluster Staff* (Art, Technology, Dance, Phys. Ed, Library, and Science) provide parents with important information about the upcoming month's instructional activities/themes for each cluster. These newsletters are posted on our school webpage and backpacked home. All school documentation is translated as well. Also provided in the newsletters is information regarding special events for children over the weekend and a variety of great websites for parents to use as a resource.
4. In September we distribute a *School Brochure* to all parents. This provides parents/guardians with general information about the school: school hours, school policy, arrival/dismissal procedures, special event dates, State Assessment calendar and much more.

5. We will continue our partnership with *Adult Education by offering GED* classes for adults during the school day. This program has been an extremely successful one with a high rate of graduates. Parents are engaged, eager and place a high value on attaining their GED certificate, this in turn, helps foster a positive focus on education in the home. Over the last four years the program has been at our school, we've had a high percentage rate of parents receiving their GED Diploma.
6. In order to provide parents with a more transparent view of their child's educational progress and performance, we purchased a program called *On Course Grade Book*. Teachers use this program to record student progress and performance based on bi-monthly assessments. This provides parents with timely information about their child's performance in school. Student data is displayed by subject area and the data is presented in a more purposeful manner for parents. Parents will only have access to view their child's progress, since they will be given a special access code.
7. *Meet the Teacher Week* is scheduled for the week of September 24th, 2012 will be held. Parents get to meet their child's teachers, visit the classroom, review and discuss the curriculum plans for the year.
8. Special evening events are held throughout the year to promote "*Family Night*". Events include: Family Movie Night, Holiday Shows, Carnival Day, and Talent Show. Events have been a huge success over the last few years and feedback remains positive. Also, two trips are planned with parents and children during the winter and spring: Family Outing.
9. Our Parent Coordinator schedules a series of weekly *Parent Workshops* each month focusing on a variety of parental interests. Workshop topics are scheduled based on Parent Surveys. Workshops have a high attendance rate and are very popular. In fact, many parents volunteer as facilitators for workshops in areas of their expertise.

Strategies to increase parental involvement

- Parent Workshops
- Special evening events are held throughout the year to promote "Family Night".
- Meet the Teacher Week
- On Course Grade Book.
- Adult Education: GED
- School Brochure
- School Web Page: www.ps108q.com
- Automated School Messenger System

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 Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Funds were allocated to renew School Messenger service for the new school year.
- Title 1 Parent Allocation funds are used to purchase materials for Parent workshops, and Family Night events.

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	Several Research-Based Intervention programs are utilized during the school day and in our after-school programs. Programs include: Treasures Reading Program, Triumphs Intervention Reading Program, Reading Street, Wilson Foundations', Great Leaps Intervention and several technology software programs, including RAZ Kids and Brain Pop.	AIS teachers and coaches service students in small groups during the school day a minimum of 3 times a week. Academic after-school programs are also available in reading for all at-risk students.	During the school day- daily and after-school 3 times a week.
Mathematics	Several Research –Based programs have been implemented school-wide: My Math, which aligns to the CCLS, Kaplan, Coach, and Ready CCLS.	AIS teachers, administrators and the math coach service children during the school day in small groups, a minimum of 3 times a week. An after-school program is also available for at-risk students.	During the school day- daily and after-school 3 times a week.
Science	We have 2 science clusters who service grades K-5. They have a common link period built into their programs to provide	They push-in to classes and provide small group instruction. Materials such as: National Geographic, Weekly News, Brain POP and the	Science once or twice a week and after-school 2 twice a week.

	additional services to children in need of more support. CCLS aligned Science text books, plus additional supplemental materials for hands-on activities.	web are used as instructional resources. This is in addition to the science core materials. An After-school hands-on science program meets 2x a week.	
Social Studies	Classroom and Reading AIS teachers use Treasures or Triumphs Reading Program. These materials are rich in non-fiction content and complex text and academic vocabulary.	AIS services for students in need of additional assistance during the school day meet with push-in support staff in small groups.	Three to four times a week.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	We have two Guidance Counselors who provide At-Risk services to children during the school day. The Guidance Counselor utilizes a variety of behavior intervention strategies in her sessions: Anger Management 'Fast Track', Reading Books such as, Scripto-Graphic Series-Building character, and Anger Management. Conflict Resolution & Peer Mediation using the Defamation Manual and Monthly Town Hall Meetings. This year we've implemented a School Motto: <i>"The PS108 student does the right thing at the right time because it's the right thing to do, regardless of who is watching"</i>	Depending on the individual situation, students meet in either a one-on-one session or in small groups. Monthly Town Hall Meetings are held throughout the school year.	Services are provided during the school day.

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.

- We currently have 100% of Highly Qualified personnel. When vacancies occur due to teacher retirement administrators attend Hiring Fairs to identify new highly qualified members to the staff.
- A continued partnership with HR to ensure that any new hire that is not highly qualified receives a qualified mentor assignment, they receive assistance completing all necessary documentation expected by the DOE and they receive in-house opportunities for professional development.
- Use Danielson's Teacher Framework Rubric as part of the interview process.
- Mentors are assigned to all new staff.
- Teachers are given opportunities to participate in shared leadership roles, such as, Grade Leader, PD Facilitator, and attend a variety of conferences and workshops to expand their level of expertise.
- On-going opportunities for in-house opportunities for differentiated professional development to meet their specific needs, as identified in observations and instructional snapshots.
- Dedicated Assistant Principals by grade and/or subject and sub-groups (Special Needs, ESL and Gifted & Talented) help to differentiate professional development. This ensures the PD is personal and purposeful, addressing teacher's individual needs.

**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 access to their child's on-going progress and performance using On Course Systems;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

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

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

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- Conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- Convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- Arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- Respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- Providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- Involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- Providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- Ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- Notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- Arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- Planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- Monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- Check and assist my child in completing homework tasks, when necessary;
- Read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- Set limits to the amount of time my child watches television or plays video games;
- Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- Encourage my child to follow school rules and regulations and discuss this Compact with my child;
- Volunteer in my child's school or assist from my home as time permits;
- Participate, as appropriate, in the decisions relating to my child's education;
- Communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

- Respond to surveys, feedback forms and notices when requested;
- Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- Participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- Take participate 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;
- To 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;
- To resolve disagreements or conflicts peacefully;
- To 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 Children First Network 108	District 27	Borough Queens	School Number 108
School Name Vincent G. Fowler			

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

Principal Marie Biondollilo	Assistant Principal Mary Szczerba
Coach Susan LaPorte	Coach
ESL Teacher Eugenia Garcia Irizar, ESL	Guidance Counselor Paige Sacks
Teacher/Subject Area Silvia Solano/ESL	Parent
Teacher/Subject Area Maria Ortega- ELA/Math/S.S/Sci	Parent Coordinator Esther Rosa
Related Service Provider	Other
Network Leader Lisa Pilaski	Other

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	3	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special 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	1460	Total Number of ELLs	51	ELLs as share of total student population (%)	3.49%
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Part II: ELL Identification Process

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

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

1. When students enter the building to register, we have clear outlined steps to identify those who may be English Language Learners. Our pupil accounting secretary, Elaina Figueroa, initially meets with the parent and the child when they register. She provides them with all the paperwork, including the Home Language Identification Survey (HLIS). An ESL teacher is called to come to the office to assist the parents with the Home Language Identification Survey and to conduct an initial screening of the child. An informal interview is held with the parents and the child in their native language. Our ESL teachers speak Spanish and other staff members are called upon to assist for other languages. The ESL teacher is there to provide assistance to the parents as they fill out the HLS and other pertinent documents. Dr. Garcia-Irizar ESL Certified Teacher, Silvia Solano, ESL Certified Teacher and Maria Ortega, ESL Certified Teacher, conduct all the initial screening and formal initial assessments. They work together to review all of the Home Language Identification Surveys to determine who is eligible to take the LAB-R exam. ATS Reports such as, RLER, RNMR, and RLAT are generated to determine NYSESLAT eligibility. ESL teachers use a template to ensure all eligible students are tested in all four components. As each student is tested, the information is recorded on the sheet, including the date and who administered the test. This is continually reviewed by the Assistant Principal and the ESL teacher. Eligible students are tested immediately and are placed in the appropriate setting. Using a template, ESL teachers are able to track all students that need the LAB-R and administer this within ten days. The pupil accounting secretary informs the ESL teachers of students who register from another NYC public school as well. The teachers meet with the parents and students for an initial screening as well to determine correct placement. The pupil accounting secretary provides the ESL teachers with admission/discharge reports as well as additional ATS reports to help with ELL identification. The parent coordinator, Esther Rosa, plays an important role in this process as well. She works closely with the ESL teachers and the pupil accounting secretary to make sure all students receive the services they are entitled to and that the parents are properly informed.

The LAB-R is administered to all identified students. Students who take the Spanish LAB-R (Spanish speaking students) are administered the Spanish LAB-R in all four components and all directions are given orally in their native language. NYSESLAT exam and LAB-R exam results are examined immediately by the LAP team. The data is used to determine the students' areas of weakness and they are grouped accordingly. We work carefully to place students in classrooms based on their proficiency levels to ensure that they receive the correct allocation of service.

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

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

3. Once the ESL teachers determine that a child is eligible for services as a result of the LAB-R, they send out entitlement letters along with an invitation for the parent orientation. All entitlement letters are backpacked home and parents also receive a call home using our automated School Messenger Service. Parents return the letter with their child, and ESL teachers visit classrooms to retrieve the letters. We use a master list to keep track of the letters sent and returned. If letters are not readily returned, our ESL teachers work closely with the parent coordinator to contact the parents (in English and in their native languages) by phone to have them come to the school with the letter. Similar procedures are in place for getting parents to attend parent orientations. During the meetings, the parents fill out the surveys and the program selection forms. If the parents fail to fill out the program selection form we count it towards Transitional Bilingual. We provide the parents with assistance throughout this process.

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

5. The parent survey letters indicate that the parents prefer for their children to be in a mainstream class with the support of an ESL teacher in a push-in/pull out model. Parents are informed about the program choices through meetings held throughout the school year by the ESL teachers, the parent coordinator, and the administration. Letters go home in the families' native languages, and translators are available to meet with the parents to explain the different program choices. Ms. Rosa, the parent coordinator, works closely with the ESL teachers and the administration to plan meetings to inform and assist parents. This year 9 parents filled out the ESL survey, and all 9 parent chose Free Standing ESL. Four ESL parents are scheduled. The Parent Coordinator contacts the parents to ensure that they attend the Workshop and complete the form.

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

Part III: ELL Demographics

A. ELL Programs

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

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

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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0								0
Dual Language (50%:50%)	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	4	0	0	0	2	5								11
Push-In	8	6	4	12	4	6								40
Total	12	6	4	12	6	11	0	0	0	0	0	0	0	51

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	51	Newcomers (ELLs receiving service 0-3 years)	44	Special Education	24
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	44	0	18	7	0	6	0	0	0		51
Total	44	0	18	7	0	6	0	0	0		51

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

C. Home Language Breakdown and ELL Programs

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

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
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	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																		
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	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	4	3	8	4	8								31
Chinese														0
Russian														0
Bengali					1									1
Urdu			1	2		1								4
Arabic	4	1		2	1	1								9
Haitian														0
French														0
Korean														0
Punjabi	2					1								3
Polish														0
Albanian														0
Other	2	1												3
TOTAL	12	6	4	12	6	11	0	51						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

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

A. Programming and Scheduling Information

exception of one gifted class per grade (grades K-5). The students identified as English Language Learners are grouped in general education classes based on their proficiency levels. There are approximately 2-3 classes per grade with ELL students being serviced in the classroom by an ESL teacher. Students are grouped by proficiency levels, as well as, areas of need in specific performance strands: writing, reading and listening.

2. The ESL teachers work closely with the administration and the classroom teachers to plan their schedules to ensure that each student receives the mandated number of minutes based on their proficiency levels. Weekly, students that are Beginner and Intermediate Levels receive 360 minutes of explicit ESL/ELA instruction within their classrooms, and Advanced students receive 180 minutes. ESL Teachers push-in to classrooms during ELA instruction and provide explicit ELA support during. This includes small group and/or one-to-one support. Daily literacy ELA instruction is given in a 75 minute block of time. This includes: modeled teacher lesson for 10 minutes with 15 minutes of student practice of strategy, 20 minutes of guided reading with small groups and 20 minutes in individual center work.

3. The ELL students are taught content area curriculum by the classroom teachers and the cluster teachers. They are given materials in their native language as well as in English. The teachers provide the students with extra support by teaching small group lessons and by incorporating group activities into their lessons. ELL students with language deficiencies are partnered with students who can assist them in their native language. Teachers provide the students with dictionaries in their native language to assist them with unfamiliar content area vocabulary. Word walls with pictures are displayed around the room to help the ELL students learn the content area vocabulary. The use of interactive Smart Board technology provides students with visual support in language development. We use a Literacy Program called Treasures, which has extensive resources for ELL's. The program has a rich vocabulary, spelling and phonics section which provides intensive scaffolding for student learning. We use a balanced literacy instructional method which allows for one-to-one, and small group instructional support throughout the entire day. There are multiple resources for guided reading on levels A-Z. and a home-school connection component. In mathematics we use Math Connects, which also provides additional built in resources for ELLs students. Teachers use the Workshop model instructional approach to teach and support student learning. Small group and one-to-one support is incorporated each day in math lessons.

4. The Language Allocation Policy Team is working collaboratively to devise a plan in order to continue to enhance the academic progress of the ELL students. Through professional development and the collaboration of the teachers servicing the students, we will continue to increase the level of instruction for the ELL students, which, in turn, will increase student performance across the content areas. The students' level of literacy in their native language is taken into consideration when planning to meet each student's individual needs. When students are registered at PS 108 they complete a language survey sheet and they are assessed by ELL teachers. The students Benchmark is given in their native language. The Lab-R is administered in English and in Spanish for Spanish speaking students. Using our Spanish leveled library books, ELL teachers assess students' independent reading levels. On staff we have teachers who speak Bengali, Urdu and Farsi to assist in student evaluation. Also, we plan to use Ipads with the APP Google Translate to give students leveled texts in their native language to read and then assess them. If a student is proficient in his/her native language, he/she has an easier time learning the English language. The supervisors, the ELL teachers, and the classroom teachers constantly analyze and assess student achievement to monitor academic growth. Our goal is to continue to evaluate the progress of our students in the Freestanding English as a Second Language Program in order to continue to enhance language proficiency.

5. (a). The students identified as Students with Interrupted Formal Education are placed in the corresponding ESL program level based on their assessments. They receive intense Academic Intervention Services from ESL certified teachers in a push-in/pull-out program. All ESL students attend school for 6 hours and 50 minutes (this includes their extended time), and the after school programs for additional support. They are provided with high interest books on their reading level to increase their comprehension and confidence. SIFE students receive differentiated instruction in their classrooms: students are grouped together for guided reading, based on benchmark reading scores, and small group instruction/ and one-to-one instruction is provided to students daily in all content areas.

(b). ELL Students who are in school less than three years (newcomers) are placed in classrooms based on their proficiency levels and they receive ESL instruction according to their mandated times. Additional Academic Intervention Services are provided to the students, using a push-in model in literacy and math. The classroom teacher, the ESL teacher, and AIS support staff meet regularly to analyze the students' strengths and weaknesses in order to plan lessons to meet their individual needs. All ESL students in grades 2 - 5 are invited to attend an after school program to enhance language acquisition using a variety of materials. To differentiate instruction, ESL and the classroom teachers assess the students' reading levels using the Fountas & Pinell Benchmarking Program, and then group students together by reading levels in small groups, and one-to-one for guided reading and independent conferences. They provide the students with a variety of literature books on their 'Just Right Reading' level. They are explicitly taught strategies to increase their level of comprehension through guided reading and writing, shared reading, and read aloud lessons. They are provided with materials and are taught effective reading strategies in preparation for when they become eligible to take the State Assessments.

(c). All students falling into this category (receiving service 4 to 6 years) receive Academic Intervention Services from our literacy and

A. Programming and Scheduling Information

mathematics coaches. They push-in to classrooms and provide extra support scaffolding student learning. Students are also invited to attend an after school program with a focus on enhancing language acquisition using materials that are aligned to their individual needs. Using benchmark reading assessments, we are able to differentiate student instruction, with small groups and one-to-one conferencing to support and scaffold student learning.

(d). For students in LTE category, we provide the following support: AIS - Academic Intervention Services- coach in literacy or math using push-in model which differentiates student instruction and support. After-school programs are available, with small class sizes that are designed by reading levels to further differentiate and give targeted support. Teachers meet one-to-one with students developing short and long term goals.

6. The ELL-SWD's are afforded equal access to all school programs. PS 108Q provides all ELL children including SWD with double support services. Their first mandatory service is provided by our ESL certified teachers, and the second round of support comes from our literacy specialists. These teachers use a variety of research-based programs such as Reading Street, LeapFrog, Early Success, and Soar to Success, as well as, immerse them in small guided reading groups aligned to their reading comprehension level. The data collected from the reading teachers is shared amongst all teachers who share the responsibility for these children. During bi-monthly meetings time is allotted to review and reflect on student work. A continual review of student work helps us to identify their strengths and weaknesses and helps the team to modify, intensify, or redirect the support. ELL-SWD children have an opportunity to participate in several extracurricular activities during the year. We provide an ESL after-school program three (3) days a week to all ELL children in grades 2 - 5. Teachers who teach these reading/math after school programs are ESL certified. In addition, we have other after school programs in which ELL-SWD children can participate: Dance/Movement, Basketball, Volleyball, and Art.

7. The majority of our ELL-SWD children are enrolled in our CTT (Collaborative Team Teaching) classes. The CTT classes have two (2) teachers (one certified in general education, and the other certified in special education.) These teachers co-teach, and plan lessons that are aligned to the diverse needs of the children. Our literacy and mathematics specialists also push-in to provide additional support to the ELL-SWD children.

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				
Social Studies:				
Math:				
Science:				

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

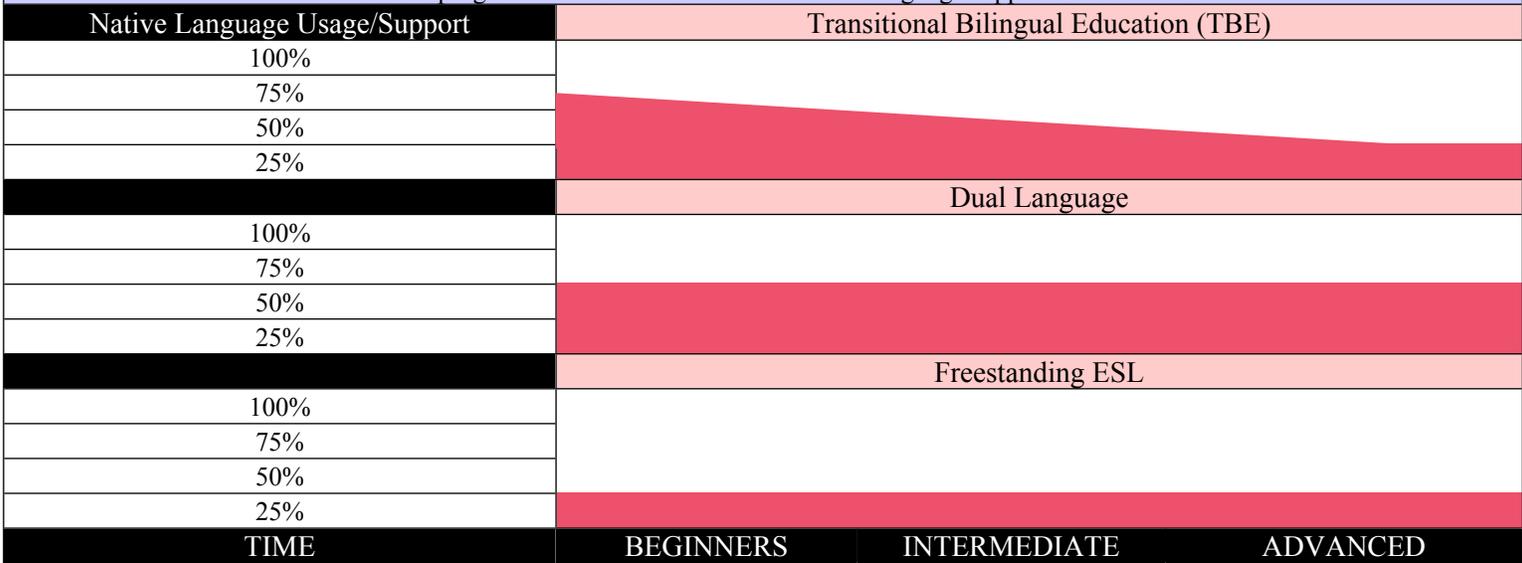
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

8. We provide intensive targeted intervention programs for all ELLs, this includes SIFE, LTE, students with less than 2 years, 2 & 4 years... All ELLs receive their mandated ESL services weekly in English, an Academic Intervention teacher provides support in all ELA/Math/SS/Science in English. Our goal is to provide the ELL'S with consistent support to enhance language acquisition. This yer we implemented a new math program in grades K - 5 called My Math, which has multiple resources for English Language Learners. This program is designed specifically to differentiate instruction in mathematics. There is a section for ELL'S for each chapter to assist with modifying the lessons to meet the students' needs. Treasures Balanced Literacy program is now in all grades and it also provides multiple resources for ELL'S, including: Grammar, Phonics, Spelling and embedded Vocabulary. Additional resource materials allows teachers to differentiate using small groups and/or one-to-one support. Making Meaning is our Read Aloud program which supports ELLS in using strategies such as visualization and predicting to support comprehension and RAZ Kids is a technology program which provides over 1,000 reading resources for students on their reading levels (A-Z) using visual clues and phonics to support learning. On-going analysis of students progress provides teachers with a specific roadmap to help design personalized student support. Afterschool programs for ELLs are provided three times a week in literacy, and math. Other programs include Dance, Science, Volleyball, Basketball and Art.

9. Continuing Transitional support is provided to students who have passed the NYSESLAT. We provide double support services to all students. These include: Academic Intervention Services using a push-in model. AIS literacy and math push-in staff provide additional support a minimum of three times a week to meet with students during their guided reading instructional time. All students in this category are invited to attend our afterschool program which meets three days week. This provides the ELLs with equal access to all student programs.

10. We are continually reflecting and re-evaluating our instructional programs and this year, we purchased a new reading program; Treasures, for grades K-5, and have seen student progress. We hope to include Music as an afterschool program in Spring 2013 if funds are available.

11. We do not plan on discontinuing any current programs and or services, as our in house assessments and State Assessments indicate our ELLs are making steady progress.

12. All ELLs are offered the same programs and services, this includes: afterschool programs in Dance, Art, Science, Volleyball and Basketball. We also have an ESL afterschool program offered to ELL students for reading and math. Parents are contacted by phone and letter to ensure all students have access and attend the programs. Supplemental services are provided to all students who need additional academic support. All ELLs have access to a push-in teacher into their classrooms, a minimum of three times a week to work with them in literacy-small group instructional support. Funding is provided for these programs from both Title I (schoolwide project money) and Title III. The rationale for these programs is not only to enhance student academic progress but also to provide ELLs with equal access to all student programs.

13. The ESL teachers and the classroom teachers have a wide variety of materials to use across the curriculum areas. There are two book rooms in the school for the ESL teachers to borrow big books, books on tape, leveled books and picture books. Each classroom received a new independent and guided reading books aligned to literacy unit themes. There are a variety of books across the genres on all different levels. The classrooms have Making Meaning Kits, which are used as Read Alouds, these are used during their literacy blocks. Kindergarten and grade 1 teachers use the Foundations Program in the literacy block to help teach the students phonics and reading strategies. Early childhood teachers use Foundations, 'Reading Street' Intervention Program and RAZ-Kids in their classrooms to enhance learning and language development. Upper and lower grade students are using the Lexia and the Atanasio computer software. A reading program called 'Treasures' is used in grades K-5. The intervention reading program called 'Triumphs' is used in after-school. The teachers

have access to ELA packets with materials to use across the genres according to the skill of the week. The teachers use these materials to plan effective lessons following the Balanced Literacy Prototype. The teachers use the leveled books in the bookrooms for the guided reading lessons. The classroom teachers and the ESL teachers have worked together to create reading and writing curriculum plans across the grade levels, aligned to the Common Core Standards.

14. Native Language support is delivered in our ESL program by providing parents with translated materials of all school documents. Our ESL teachers provide some instruction in spanish as needed, especially for our spanish non-english speaking students. Children have access to computer programs that provide activities in their language and in english. Children are sometimes paired up with children who speak the same language, ie: Punjab...and are proficient in English.

15. YES. The required support services and resources used correspond to the students' grades and age levels. All students are immersed in print, class environments and are enaged instructionally with appropriate content level, grade level curriuclum.

16. PS 108Q provides parents of newly arrived ESL students with a series of support services prior to their children attending PS 108Q. June Orientation Meetings are held during the school day. Parents and their children have the opportunity to visit the school, meet with ESL teachers, administrators, and classrooms teachers. Several pieces of important school literature is also discussed and distributed for parent's reference. These include, curriculum plans, thematic units, student goals, Parent Brochure detailing school policies, such as arrival, dismissal procedures, lunch, bussing, and other essential information. In addition, newly arrived ESL children who register during the school year at PS 108Q are immediately identified during registration and ESL support staff and the Assistant Principal for ESL are notified of their arrival. During this initial meeting we are able to confer with the parent(s) and provide specific information regarding our ESL program. The ESL teacher 'Benchmarks' the child to get an initial reading comprehension assessment, in either their native language or English. All ESL children immediately receive their mandated ESL support. In addition, we have several AIS reading specialists on staff who will also provide these children with additional reading support. These teachers typically push-in to classrooms to guide and support instruction. Our certified ESL teachers also provide a push-in and/or pull-out model of support. All new Grade K students are screened in May before the beginning of the school year. These students are assessed in Literacy and Math (1:1 with the teacher). These parents and students are given a tour of the school, meet the ESL teacher, parent coordinator and the assistant principal, and they are provided an opportunity to ask questions about the school.

17. N/A. NONE

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

1. Continuous professional development is offered to the teachers of the ELL students within the school and through the district/city. Staff development sessions are held during weekly grade planning sessions, study groups, faculty conferences and grade meetings each month. The teachers are trained in teaching strategies across the curriculum areas. They are trained on how to modify instruction to meet each student's individual needs. Within the school, teachers train one another on successful teaching practices through inter-visitations and planning sessions. A schedule is created for master teachers to model lessons for their colleagues in their areas of expertise. Extensive training in Balanced Literacy with school wide materials: Treasures & My Math are on-going. A large majority of the professional development sessions are focused on assessing students through conferencing and using the information to meet the needs of the students. The teachers have received training on incorporating literacy in the content areas. The professional development is geared towards increasing the level of instruction in order to increase the level of student performance. Each professional development session focuses on a specific curriculum topic. During each professional development, discussions take place as to how to implement programs and practices with the ELL students. An Aussie Consultant provides ELL teachers and support teachers with strategies and instructional best practices. Teachers collaborate to analyze, plan and assess programs, and materials, and determine how they can be used to meet the needs of the students. Weekly Friday meetings from 2:00 pm to 2:50 pm provide time for assistant principals, para professionals, OT/PT, PC and other school support staff to receive on-going professional development to ensure there is an overarching support for all ELL students. Bi-monthly RTI meetings include all support staff the time to exchange, discuss and share best practices.

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

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

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

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

E. Parental Involvement

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

1. PS 108Q is dedicated to increasing parental involvement of our ELL students. The administrative team, the Parent Coordinator and the ELL teachers are active in promoting parent involvement. Parents receive weekly flyers about upcoming parent workshops. Continued weekly workshops for parents are offered during the school day. Workshops address literacy as well as other areas of the curriculum and/or concerns. The Parent Coordinator provides workshops and parent outreach on a consistent, on-going basis as well as support the needs of the school's parents at district-wide parent forums and training sessions. ESL teachers, literacy and math coaches, the parent coordinator, and additional staff members provide interpretation services for our parents who do not speak English and help translate all written communications sent home with students. NYCDOE translator service is used to translate all pertinent documents for parents of all ELL students.

2. Parents are given the opportunity to engage in family activities as well as modes of education where they can feel a sense of belonging. PS 108Q is a school that actively works with Community Based Organizations, such as EPIC, which offers parent workshops dealing with parenting skills, home/school relationships, advocacy skills, and reading partnerships. The Learning Leaders' Program gives parents the opportunity to become active volunteers at their leisure. It gives parents the opportunity to share their knowledge and cultures with others. This is very important because we are a diversified school. The New York City Department of Education for Adult Education has facilitated GED and ESL classes for parents during the school day. The GED program has helped the parents to improve their education and get secure employment. The ESL classes for parents help them to gain confidence and become actively involved in their children's education. Cornell University offers parent workshops in the school on Nutritional Values. Parents not only learn about nutrition, but also get the opportunity to make nutritious and delicious meals. Cornell University also offers parent workshops regarding daily health. Parents also engage in family activities where parents and children participate in activities in school at night or go on excursions during the weekends.

3. The administration works closely with the Parent Coordinator and the teachers to assess the needs of the parents. The Parent Coordinator surveys parents at the beginning of the school year using a Parent/PTA survey, which asks parents to highlight workshops they would like during the school year. We have a school website in which parents have access to e-mailing administrators and teachers. During Parent Teacher Conferences parents are asked to jot down suggestions and place them in our suggestion box in the main office. Our PC reaches out to the parents to discuss workshops and programs they think would be beneficial to them. The GED program and the ESL classes for adults have helped them to enhance their language skills and better their education. We also use the results of our Learning Environment Survey to evaluate the needs of our parents. Review of these results help us to determine what areas we need to improve upon and where we are successful in regards to communication with our parents.

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	12	4	2	2	1	6								27
Intermediate(I)			2	1	2	1								6

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)		2		9	3	4								18
Total	12	6	4	12	6	11	0	0	0	0	0	0	0	51

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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

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

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

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

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

1. The following assessment tools are used to assess the early literacy skills of our ELL students:

- Fountas and Pinnell Benchmarking Reading System is used school wide. Students are benchmarked three times a year: September, February and June, in order to track student growth over the school year.
- Teacher Developed ‘Foundational Fall Baseline’ is also administered and assesses students in: letter recognition, sound recognition, sight words, phonics and basic math concepts, such as, counting, ordering numerals, and number recognition. This is followed up with a Foundational Spring End of Year assessment, which assesses similar items, as well as instructional expectations for the grade. All assessments are aligned to the Common Core Standard expectation for the grade.
- Mathematics assessments includes: Baseline, Mid-Year and End of Year Assessments, which are aligned to the Common Core Standards. Teachers meet weekly to review, reflect and discuss student progress during weekly grade meetings. In the lower grades, kindergarten to second grade, a review of Fountas & Pinnell data indicates students are making comparable gains, averaging 3 levels from kindergarten to first grade. In the grades 3-5, our ELL'S continue make gains in their reading levels, but are faced with more challenging vocabulary and more difficult text complexity of non-fiction/informational texts. As a result, they are typically reading 2 levels below identified grade level. Assessments noted above provide teachers with concrete data regarding performance and progress. On-going assessments demonstrate students' growth, and provide teachers with a plethora of data to target areas of specific student academic need.

2. An analysis of NYSELAT results from 2012 reflects the following breakdown:

- 9 Kindergarten students received the following: 6 students scored at Beginner level, 3 scored Intermediate level, 0 scored Advanced level, and 0 scored Proficient level.
- 6 First graders scored the following: (0) Beginner, (2) Intermediate, (2) Advanced and (2) Proficient.
- 12 Second graders scored the following: (0) Beginner, (0) Intermediate, (3) Advanced and (9) Proficient
- 11 Third graders scored the following: (0) Beginners, (2) Intermediate, (9) Advanced and (1) Proficient.
- 6 Fourth graders scored the following: (0) Beginner, (1) Intermediate, (2) Advanced and (3) Proficient.
- 11 Fifth graders scored the following: (1) Beginner, (1) Intermediate, (8) Advanced and (1) Proficient.

An analysis of the NYSESLAT results suggests students in the upper grades need additional time to reach proficiency level on the exam. This is due to the challenges faced in the ELA exam with difficult text level complexity and challenging vocabulary.

An analysis of LAB-R results from 2012 reflects the following breakdown:

- Kindergarten: Total 12 students (12) Beginners, (0) Intermediate, (0) Advanced
- First Grade: Total 6 students (3) Beginners, (0) Intermediate, (3) Advanced
- Second Grade: Total 4 students (1) Beginners, (0) Intermediate, (3) Advanced
- Third Grade: Total 12 students (0) Beginners, (2) Intermediate, (9) Advanced
- Fourth Grade: Total 6 students (3) Beginners, (1) Intermediate, (2) Advanced
- Fifth Grade: Total 11 students (3) Beginners, (1) Intermediate, (7) Advanced

An analysis of the LAB-R indicates overall increase on student gains from Beginner to Intermediate, Intermediate to Advanced and one student from Beginner to Advanced. All exam results are carefully analyzed in order to group the students, identify their strengths and weaknesses and plan accordingly. According to the NYSESLAT Modality Analysis, the majority of our students are proficient in listening and in speaking with several students performing in the advanced level of proficiency. Our students are performing lower on the reading and writing section of the NYSESLAT.

P.S. 108Q is a pre-kindergarten through grade 5 elementary school located in South Ozone Park, New York. There are currently 1460

students enrolled, of which, 51 are English Language Learners. Two ESL teachers and one general education teacher with ESL certification service the students in a push-in/pull out Freestanding English as a Second Language Program. All three teachers are certified to teach ESL. The language breakdown is as follows: 32 students are Spanish speaking, 1 Bengali, 2 Hindi students, 4 Urdu, 9 Arabic, 1 Farsi and 2 Punjabi students. According to the LAB-R and the NYSESLAT results, 11 kindergarten students are at the beginning level. In grade 1, 2 students are 5 beginners, 2 are intermediates, and 2 are scoring at the advanced level. In grade 3: 2 students are intermediates, and 9 students are scoring at the advanced level of proficiency. In grade 4: 2 are beginner level, 2 students are intermediate, and 2 students are at the advanced level of proficiency. In grade 5: 3 students are beginning level, 1 intermediate, and 7 students are at the advanced level of proficiency. On average, the students improved in all four modalities across the proficiency levels and grades. The results of the NYSESLAT exams are broken down into the four modalities (listening, speaking, reading and writing) this helps drive instruction for the ESL and classroom teachers. Each student's individual results are analyzed by the ESL teacher, the classroom teacher and the administration in order to individualize instruction based on each child's needs. The results of the exams are used to plan the push-in/pull-out program to ensure that differentiating strategies are used to meet the student's individual needs.

3. According to the NYSESLAT Modality Analysis, the majority of our students are proficient in listening in speaking with several students performing in the advanced level of proficiency. Our students are performing lower on the reading and writing section of the NYSESLAT. We have implemented a new reading program called Treasures. The program includes a rich vocabulary, and exposes students to a variety of non-fiction literature, with multiple opportunities to scaffold students' learning and several ELL resources. The school leadership, ESL teachers, and classroom teachers use the data results from the LAB-R and the NYSESLAT to create an action plan to meet the needs of all of the students. The results help in Planning Instructional Curriculum, Professional Development, Academic Intervention, and the purchasing of materials in order to meet the needs of the children. The students are grouped according to their proficiency levels in grade appropriate settings using materials to enhance their level of language acquisition.

4. The data collected from the Spring 2012 State ELA Exams indicates the following:

- In 3rd Grade 5 students took the ELA: (0) Level 1, (3) Level 2, (2) Level 3
- In 4th Grade 6 students took the ELA: (2) Level 1, (1) Level 2, (3) Level 3
- In 5th Grade 5 students took the ELA: (0) Level 1, (4) Level 2, (1) Level 3

The data collected from the Spring 2012 State Math Exams indicates the following:

- In 3rd : 5 students took the Math: (1) Level 1, (2) Level 2, (2) Level 3
- In 4th: 6 students took Math: (1) Level 1, (1) Level 2, (4) Level 3
- In 5th: 5 students took the Math: (1) Level 2, (2) Level 3, (2) Level 4

The students' level of achievement in mathematics has consistently improved over the past few years, and students have historically performed better in math than ELA.

The school leadership, ESL teachers, and classroom teachers use the data results from the LAB-R and the NYSESLAT to create an action plan to meet the needs of all of the students. The results help in Planning Instructional Curriculum, Professional Development, Academic Intervention, and the purchasing of materials in order to meet the needs of the children. The students are grouped according to their proficiency levels in grade appropriate settings using materials to enhance their level of language acquisition.

The ELL students in grades 3-5 were the target students for the Inquiry Team during the 2011-2012 School Year, and will continue to be a study group for the 2012-2013 school year. Teacher teams, which include the ESL teachers meet weekly to analyze student data, look at student work and collaboratively plan instructional lessons geared toward meeting the needs of our ELL population. The team met weekly to analyze and discuss data, plan and organize assessments and outline an action plan to meet the needs of the students. The school leadership, the ESL teachers, and the classroom teachers use the data results from the assessments outlined above to create an action plan to meet the needs of all of the students. The results help in Planning Instructional Curriculum, Professional Development, Academic Intervention Services, and the purchasing of appropriate materials based on the students' age and level. All students are given bi-monthly periodic assessments to monitor student progress and performance. Teachers use data to design specific centers, small groups and use additional resources to scaffold their learning.

We do not administer the ELL Periodic Assessments from the DOE, as we have seen that the results of those exams do not provide us with any concrete data about students' mastery of their current learning. Instead, we have participated in Design Your Own Assessments over the last two years and have found that by assessing what we teach, we are better able to design short and long term instructional goals for students that make sense. We administer two full exams a year, one in late January and the other in early March. We scan our own tests

and teachers are e-mailed the results the next day, which allows for timely feedback. In addition, students are given bi-monthly assessments to assess how their performing on the specific skills and strategies taught.

5. N/A

6. We have several systems in place to evaluate student progress:

- An analysis of Fountas & Pinnell benchmarks administered three times a year.
- Our Foundational Spring and Fall Assessments in Kindergarten and Foundations Phonics assessments administered 8 times during the year
- In the Grades K-5 Writing and Math Baseline, Mid-year and End of Year Assessments
- Bi-monthly skills and strategy assessments which are scanned, e-mailed to staff and uploaded to our school website for deeper discussion and analysis.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

School Name: PS 108Q

School DBN: 27Q108

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marie Biondollilo	Principal		1/1/01
Mary Szczerba	Assistant Principal		1/1/01
Esther Rosa	Parent Coordinator		1/1/01
Dr. Garcia-Irizar	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01

School Name: PS 108Q

School DBN: 27Q108

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q108 **School Name:** Captain Vincent G. Fowler School

Cluster: CFN 108 **Network:** 108

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

Part A: Needs Assessment Findings

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

PS 108Q is located in a diverse community servicing approximately 1400 students. Our ESL student population comprises about 4 percent of our total student population. The majority of the English Language Learners are Spanish, followed by Arabic. When parents register they complete the Home Language Survey, this provides an initial indication of the number of parents who will need written and/or language translation. In addition, in order to provide targeted student support, all incoming Kindergarten students are invited to an orientation meeting at the school in June. As parents and children visit classrooms, time is allotted for parents to meet with the Administration and support staff (ESL teachers/Coaches) to share information, assorted school literature about the school procedures, arrival & dismissal, lunch, busing, and curriculum outlines. These documents are available in several languages. Through this discussion and distribution of materials we can assess parents translation needs. Our Parent Coordinator and ESL teachers attend the June Orientation and are available at registration to assess parents translation needs. During the year we have many school events, this includes day and evening events, parent workshops, as well as, special day trips on the weekend. We send translated versions of all school announcements in the necessary home languages. We do this to ensure that non-speaking parents are informed and have the same opportunities to be fully engaged in their child's education. We take attendance at all school functions which allows us to track and analyze the rate of participation of our non-English speaking parents.

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

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

We need to continue to provide language assistance to our parents and students who do not understand the English language. Parents have the opportunity this year to participate in weekly GED sessions in both English and Spanish. Attendance at these workshops is high and parent enthusiasm for the program can only be described as overwhelming and positive. During the school year several ESL children participate in the

Spanish Citywide Spelling Bee in which our Spanish speaking parents help coach these children. We've had great success with this initiative and we will continue to engage more parents in this initiative.

We need to continue to translate and interpret all school documents in a timely fashion in order to communicate effectively with our parents. We do this by sending parent letters, school brochures, etc, to the city's translation service, who in turn translate our documents. This is an excellent resource that we continually use throughout the year. In addition, during all parent conferences with individuals who speak a language which we do not have someone on staff to interpret, we contact the DOE translation services (phone) for assistance. This is an excellent resource for the school and it has aided us in getting the correct information to parents. The majority of the parents who require translation services predominately speak Spanish. We also have several parents who speak Arabic and also require translation services.

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

These findings were reported to the school community during monthly PTA meetings, monthly SLT meetings and through Parent Letters/Parent Coordinator Letters.

Part B: Strategies and Activities

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

In school personnel are used throughout the year to provide translation services to parents in their native language. We do this at June Orientation meetings, Open School Week, Parent Teacher Conferences, parent teacher meetings, parent workshops and at special school events throughout the year.

We continually utilize the services of the DOE Translation Services for written translation of school documents and their telephone service when

we hold parent meetings when necessary.

- Our computer teacher will continue to work collaboratively with the school secretaries and the Parent Coordinator designing computer software to translate materials for the parents and the students as needed.
- Staff members who speak the native language of our ELL students translate parent letters and important documents as needed and provide oral translation as needed.

All Parent Letters, Parent Coordinator Letters, school announcements, brochures... are translated in all necessary languages using the DOE Translation services. Documents are e-mailed and returned in the requested languages. Providing all with timely information in their native language allows us to maintain open lines of communication with all parents.

ESL Teachers, Teachers/Para's, Parent Volunteers and Parent Learning Leaders also assist with translating documents for parents, especially when we need a quick turn-around time to distribute.

All school documents are posted on our school web site are now available in translated versions.

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.

School personnel and parent volunteers are used throughout the year to provide oral translation services to parents in their native language. This is done during Parent Teacher Conferences, as well as, during the day and special school evening events. In addition, we use the DOE Translation Services via the telephone when necessary.

An outside contractor is used to provide oral interpretation for the Math State Exams.

We plan to continue to reach out to our school community and the region to find staff members who are able to translate Arabic, Spanish, Bengali, and Hindu.

We will continue to offer parent workshops based on the ELL program and the required curriculum.

ESL Teachers, Parent Volunteers (Learning Leaders) and Para's also provide oral interpretation as needed for Parent Teacher Meetings held throughout the school year.

Through our School Phone Messaging System, nightly phone calls are made to parents about their child's attendance: latenesses/absences, special upcoming school events and general reminders. These calls are currently available in English and Spanish and we hope to have other languages included moving forward.

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>.

During the registration process, parents are provided with a copy of the Bill of Parent Rights and Responsibilities. They also receive information regarding the school's translation services.

Information regarding Parents Rights and the school's translation services are prominently posted in the main lobby of the school. Several languages are posted. We also monitor our parents' primary languages and adhere to the 10% mandated rate of contacting the Translation and Interpretation Unit to ensure we have all needed languages posted.

As noted in our School Safety Plan, procedures are outlined for notifying parents in the need of language assistance. All parents have access to the school administration offices at all times.

In addition, at student registration, school administration is notified when the parent completes the Home Language Form indicating that another language is spoken at home. At that time, our certified ESL teachers are notified that they need to test the child using the LAB-R to determine children's eligibility for ESL services. If eligible, children will begin to receive services immediately. We will inform the parent that translation services are available. Language information will also be added to the student's Emergency Card. Again, parents receive information on translation services and their Bill of Rights.

We will continue to provide translated documents in a timely fashion in order to keep all parents informed about school issues (standards and performance, conduct, safety, discipline, special education and related services, transfers and discharges, and permission slips) and provide translation services so that the parent understands important information regarding his/her child's education and progress. When we meet with a parent whose primary language is not English, we contact our bilingual staff members, Learning Leaders and the Translation Unit for immediate interpretation services. Additionally, the school's safety plan contains procedures for notifying parents in need of language assistance on how to reach the school's administrative offices.

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: P.S. 108Q	DBN: 27Q108
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: 30 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

PS 108Q is a PreK-5 Title I School in District 27, that serves a population of 1450 students. The majority of the students are from low-income families and most of our students qualify for free lunch. Our diverse ethnic population consists of the following: 3% of our students are white, 6% black, 28% Hispanic, 63% Asian and others (others include Pacific Islanders, Alaskan Natives, and Native Americans). Currently 44 of our students are English Language Learners (ELL). The major language spoken by the ELL students is Spanish. The results of the 2011 NYSESLAT exam indicate that, of the students who were administered the test, 13 students were at the Beginning level of English proficiency, 14 students were at the Intermediate level of proficiency, and 39 students were at the Advanced level of proficiency. In order to provide additional comprehension support to students in grades 2-5 we offer an intensive three day a week afterschool program. The after school program services 30 ELL students in grades 2-5, meets three days a week, Tuesday, Wednesday and Thursday from 2:50 to 4:20. Three teachers are ESL Certified and the other teacher is a literacy specialist. Teachers provide ESL strategy instruction to students during the after-school program. The students are grouped according to their proficiency level and guided reading levels. When appropriate, teachers work collaboratively on projects with all students. The program began the second week of October and is scheduled to conclude in late May. The rationale for implementing an ESL after-school program is based on historical data which reflects positive increases in student performance on both the State ELA Exam and NYSESLAT. Teachers use the Triumphs Reading Intervention Program in the after-school program. The program includes a robust phonics and vocabulary component, additional items include: student leveled readers, student practice book, guided reading books, vocabulary cards and on-line assessments. Student data is collected on-line and reviewed and discussed with teachers, in order to provide follow-up support. After-school teachers share assessment results with classroom teachers ensuring continuity of instruction. The Triumphs reading program materials provide opportunities for explicit teacher modeling of specific comprehension strategies, skills and time-on task for children to practice and apply modeled strategies. An emphasis is placed on conventions of grammar, sentence structure and writing. A series of appropriate leveled books are also used to support student comprehension. In addition, teachers have several software programs/websites, which children use for extended practice. These include: RAZ KIDS, BrainPOP, Fun For All, Activities for ESL Students and Everything ESL.

Part C: Professional Development

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:

Over the past several years we have partnered with AUSSIE Consultants, and we will continue our Professional Development with the AUSSIE Consultant, Therese Ebblewhite. She will work with ESL teachers who provide Title III after-school, focusing on ESL literacy comprehension strategies and embedded content vocabulary. We have scheduled a series of in-house professional days when she will work with teachers in study groups working collaboratively to design and implement a cohesive instructional plan to support ELL'S. Schedules for sessions are: October 10th & 24th, November 28th, December 5th & 12th, January 9th & 16th, February 6th & 20th. Hour long meetings on PD days noted will utilize several professional journals including: Rigor is Not a Four Letter Word, How To Plan Rigorous Instruction & Looking Together at Student Work. Professional development topics will include: modeling best practice with a focus on student engagement and quality of teacher questioning, and looking at rigorous instructional strategies.

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 assist our ELL it's important to use a multi-tiered approach to ensure that ELL parents are part of the school community process and receive our support to ensure positive student outcomes. The following is in place to ensure school-parent partnership:

1. We're dedicated to increasing parental involvement of our ELL students, therefore, the Administration, Parent Coordinator and ESL teachers are active in promoting ESL parent involvement. ESL parents receive flyers about weekly/monthly parent workshops. ESL Workshops address specific strategies ESL parents can use at home in all content areas of the curriculum in order to help their child succeed. The Parent Coordinator provides workshops and parent outreach on a consistent, on-going basis as well as, supports the needs of the school's ESL parents at district-wide parent forums and training sessions. ESL Workshops are typically 2 hours in duration and dates/topics include: October 10th, Science Workshop "Why Do leaves Change Color?" October 15th "Learning About Halloween: Fact or Fiction?" , October 18th & 25, "Becoming a Learning Leader", October 22nd, "Helping Your Child

Part D: Parental Engagement Activities

Make the Transition to Middle School" , October 26th, "What is Parent Involvement?", November 14th, "Getting Ready For Parent Conferences", moving forward additional topics will include: "The Importance of Reading at Home", "Getting Ready for State Exams", "What Are the Common Core Standards and How They Will effect My Child's Learning", "Multicultural Day-Luncheon"...

2. Parents are notified of all events through multiple approaches: all parents receive phones regarding special events-using School Messenger Serives, information is updated on school website www.ps108q.com on the Parents Page and letters are backpacked as well.

3. The administration works closely with the Parent Coordinator and the teachers to assess the needs of our ESL parents. The Parent Coordinator surveys parents at the beginning of the school year using a Parent/PTA survey, which asks parents to highlight workshops they would like during the school year. We have a school website in which parents have access to e-mailing administrators and teachers. During Parent Teacher Conferences parents are asked to jot down suggestions and place them in our suggestion box in the main office. Our PC reaches out to the parents to discuss workshops and programs they think would be beneficial to them. The ESL GED classes have helped parents to enhance their language skills and better their education. ESL teachers, the Literacy and Math coach, Parent Coordinator, and several staff members provide interpretation services for ESL parents and help translate all written communications sent home with students. NYCDOE translator service is used to translate all pertinent documents for parents of all ELL students.

4. The administration works closely with the Parent Coordinator and the teachers to assess the needs of our ESL parents. The Parent Coordinator surveys parents at the beginning of the school year using a Parent/PTA survey, which asks parents to highlight workshops they would like during the school year. We have a school website in which parents have access to e-mailing administrators and teachers. During Parent Teacher Conferences parents are asked to jot down suggestions and place them in our suggestion box in the main office. Our PC reaches out to the parents to discuss workshops and programs they think would be beneficial to them. The GED ESL classes for adults have helped them to enhance their language skills and better their education.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		