



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: P.S. 108K THE SAL ABBRACCIAMENTO SCHOOL

DBN (i.e. 01M001): 19K108

Principal: CONSTANCE HAHN

Principal Email: CHAHN3@SCHOOLS.NYC.GOV

Superintendent: JOYCE STALLINGS-HARTE

Network Leader: JOANNE BRUCELLA

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Constance Hahn	*Principal or Designee	
Jose Jimenez	*UFT Chapter Leader or Designee	
Ricardo Harrigan	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Taisha Murphy	Member/ Parent	
Mahfuja Akter	Member/ Parent	
Maria Lebron	Member/ Parent	
Adelina Torres	Member/ Parent	
Jennifer Persaud	Member/ Teacher	
Jodi DePasquale	Member/ Teacher	
Kristy Kiguera	Member/ Teacher	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
X	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

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

By May 2014, at least 80% of all students in grades K-5 will move up at least one level and/or reach Level 3 in the Development category (using details and text-based evidence to support the topic) of the NYC Performance Assessment Common Rubric, as measured on benchmark performance assessments.

Comprehensive Needs Assessment

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

Based on the 2013-2014, NYC DOE Progress Report, 24.7% of students scored at level 3 or 4 on the NYS ELA Assessment. The Percentage of Students at 75th Growth Percentile or Higher is as follows: 71.8% of ELL students, 70.0% of Lowest Third Citywide, 64.4% of Self-Contained/ICT/SETTSS, and 63.9% of Black and Hispanic Males in Lowest Third Citywide.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. To ensure that all teachers meet the expectations around engaging all students, including Students with Disabilities (SWD) and English Language Learners (ELL) , in common core-aligned instruction by May 2014, teachers will continue to collaboratively plan on a weekly basis to adapt and align literacy units of study based on Science and Social Studies curriculum to meet the grade level expectations of the Common Core. All teachers in grades K-5 received guidance in how to implement the Ready Gen literacy program. Additionally, teacher will use backward design to modify the writing component of Ready Gen literacy units using the CCLS and Webb's Depth of Knowledge (DOK) Levels to ensure instruction is cognitively demanding and engages all students in rigorous learning experience. In an effort to ensure equal access to the curriculum for all students, including Students with Disabilities (SWD) and English Language Learners (ELL), teachers will incorporate the guidelines from the Universal Design for Learning in these units of study. Teachers will engage students in these modified units of study from the Ready Gen literacy program and measure progress over time using performance assessments.
2. We have an S.B.O to ensure that the teachers participate in collaborative inquiry on Wednesdays from 2:20-3:10. Additionally, schedules for Grades Pre-K - 5 have been organized so that these grades have common preps to facilitate regular common grade team meetings. These meetings ensure opportunities for teachers to collaborate, develop and plan performance tasks within Ready Gen units of study. Teachers will analyze the resulting student work, which informs and guides instruction. As an elementary school, we have an eight period day, so each teacher team is assigned one professional activity period per week, which is used for team meetings with the Staff Development Team.
3. In addition to grade-wide teams, we also have an ELL teacher team and a SWD teacher team for grades K-2 and grades 3-5. These teams meet to analyze student work and identify the current student thinking vs. the desired student thinking, as well as the implications for instruction for their targeted populations. Teachers have been and will continue to utilize this time to collaboratively plan the implementation of the Ready Gen literacy program. Teams of teachers also develop and/or revise Common Core-aligned writing instruction, performance tasks and units of study utilizing the Ready Gen literacy program to ensure that all students are engaged in learning opportunities which provide students with explicit instruction in providing text-based evidence to inform and explain in writing and during discussion.. These teams of teachers will meet to ensure that the principles of Universal Design for Learning (UDL) are incorporated into their instruction to provide support and equal access for all students, especially ELL students and SWDs.

B. Key personnel and other resources used to implement each strategy/activity

1. The staff development team, funded with Title I, Contract for Excellence, and Children First monies, will provide professional support to every teacher in our school building on a weekly basis. All of our teachers are provided with common preparation periods during which the team engages teachers in collaborative inquiry. Our AUSSIE consultant funded with NYS Language RBE-RN at New York University, provides job-embedded professional development for all teachers, including teachers of ELL students and SWD students. This support is provided through workshops, demonstration lessons, co-teaching, and one-on-one coaching - focusing on support for ELL students and SWD incorporating Universal Design for Learning principles including multiple entry points for lessons and units of study, explicit teaching of vocabulary, scaffolding – including instructional practices and use of graphic organizers, explicit focus on text structure and features, use of Native language to enhance reading and writing.
2. In June 2013, the staff chose an S.B.O. to provide time for collaborative inquiry on Wednesdays from 2:20 – 3:10. Additionally the programming team, organized

teachers' schedules to facilitate common planning time. Additionally, the staff development team, funded with Title I, Contract for Excellence, and Children First monies, will provide professional support to every teacher in our school building on a weekly basis.

3. Our bilingual teachers funded with Title III monies, and our SWD staff developer provide bi-weekly staff development to teachers of ELLs and SWDs focusing on analyzing student work to support for ELL students and SWD incorporating Universal Design for Learning principles including multiple entry points for lessons and units of study, explicit teaching of vocabulary, scaffolding – including instructional practices and use of graphic organizers, explicit focus on text structure and features, use of Native language to enhance reading and writing.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers evaluated successes and challenges of 2012-13 work and planned for implementation in 2013-14. Teachers have analyzed resulting student work from 2012-13 Common Core-aligned units. Teachers have reviewed points of access for all students and opportunities for student representation and engagement. Teachers will continue to use Universal Design for Learning Guidelines to inform their instruction. Teachers will look at student work to determine the students' strengths and next learning steps. In September 2013, the staff development team met with grade level teams of teachers to turn-key Ready Gen implementation information from workshops provided from the NYC DOE during the summer. The staff development team and key teacher leaders continue to attend NYC DOE workshops as well as CFN 210 workshops. The Staff Development Team will continue to provide job-embedded professional development for all teachers, including teachers of ELL students and Students With Disabilities focusing on Ready Gen implementation. This support is provided through workshops, demonstration lessons, co-teaching, and one-on-one coaching - focusing on support for ELL students and SWD.
2. In the fall of 2013, a baseline assessment in literacy was administered to all students in grades K-5; this baseline assessment was analyzed during teacher teams to identify students' strengths and weaknesses, as well as trends for ELLs, SWDs, individual classes and grades. Teachers met in teams during inquiry sessions to determine implications for instruction based on these findings. This data will guide the teams of teachers as they develop collaborative lessons that incorporate instruction in the oral and writing skills needed for informational writing and providing evidence to support opinion/arguments. Front-loading of the rubrics will ensure that students know what is expected.
3. We also have an ELL teacher team and a SWD teacher team for grades K-2 and grades 3-5. These teams meet to analyze student work from performance assessments in Literacy to identify current student thinking vs. the desired student thinking for ELLs and SWDs. We will also analyze MOSL performance task data, as well data from Ready Gen performance tasks and End of Unit Assessments to determine implications for instruction for their targeted populations.

D. Timeline for implementation and completion including start and end dates

1. a. In October 2013, all students in grades K – 5 were given a benchmark performance assessment in literacy. This assessment was scored and analyzed using the NYC Performance Assessment Common Rubric. The baseline assessment was analyzed to identify students' strengths and weaknesses, as well as trends for ELLs, SWDs, individual classes and grades. Based on these findings, teams of teachers met during common preps and weekly professional development periods to collaboratively determine implications for instruction. These teams of teachers determined that the writing component of the Ready Gen literacy program did not provide students with explicit writing instruction needed to meet the grade-level expectations of the Common Core.
b. In November 2013, grade level teams of teachers met with the staff development team to collaboratively plan writing instruction based on the units from the Ready Gen literacy program. Teams of teachers used and will continue to use the Understanding by Design backwards planning model to ensure that all students, including English Language Learners and Students with Disabilities, receive the necessary supports to meet the expectations of the Common Core.
c. Throughout the year, teachers in grades K – 5 will administer Ready Gen performance tasks and End of Unit assessments after each module and/or unit. These assessments will be analyzed during teacher teams to determine trends for the grades, individual classes, ELLs and SWDs. Literacy instruction will be enhanced and modified to meet the needs of all students based on these findings.
d. In the spring of 2014, all students in grades K – 5 will be given an end of year performance assessment in literacy. The NYC Performance Assessment Common Rubric will be used to score this assessment. Teams of teachers will analyze the findings of this assessment to determine implications for instruction and next steps necessary to ensure that all students meet the grade-level expectation of the Common Core.
e. In June of 2014, grade level lead teachers will revise the PS 108K curriculum pacing calendars to based on the findings of this analysis.
2. In June 2013, the staff chose an S.B.O. to provide time for collaborative inquiry on Wednesdays from 2:20 – 3:10. Additionally the programming team, organized teachers' schedules to facilitate common planning time. The staff development team, funded with Title I, Contract for Excellence, and Children First monies, will provide professional support to every teacher in our school building on a weekly basis.
3. a. In October 2013, all students in grades K – 5 were given a benchmark performance assessment in literacy. This assessment was scored and analyzed using the NYC Performance Assessment Common Rubric. The baseline assessment was analyzed to identify students' strengths and weaknesses, as well as trends for ELLs, SWDs, individual classes and grades. Based on these findings, teams of teachers met during common preps and weekly professional development periods to collaboratively determine implications for instruction. These teams of teachers determined that the writing component of the Ready

Gen literacy program did not provide students with explicit writing instruction needed to meet the grade-level expectations of the Common Core.

b. In November 2013, grade level teams of teachers met with the staff development team to collaboratively plan writing instruction based on the units from the Ready Gen literacy program. Teams of teachers used and will continue to use the Understanding by Design backwards planning model to ensure that all students, including English Language Learners and Students with Disabilities, receive the necessary supports to meet the expectations of the Common Core.

c. Throughout the year, teachers in grades K – 5 will administer Ready Gen performance tasks and End of Unit assessments after each module and/or unit. These assessments will be analyzed during teacher teams to determine trends for the grades, individual classes, ELLs and SWDs. Literacy instruction will be enhanced and modified to meet the needs of all students based on these findings.

d. In the spring of 2014, all students in grades K – 5 will be given an end of year performance assessment in literacy. The NYC Performance Assessment Common Rubric will be used to score this assessment. Teams of teachers will analyze the findings of this assessment to determine implications for instruction and next steps necessary to ensure that all students meet the grade-level expectation of the Common Core.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. All of our teachers are provided with common preparation periods during which the team engages teachers in collaborative inquiry. Schedules for Grades Pre-K - 5 have been organized so that all grades have common preps to facilitate regular common grade team meetings with the staff development team.
2. We have an S.B.O to ensure that the teachers participate in collaborative inquiry on Wednesdays from 2:20-3:10. School wide Inquiry team members met to ensure vertical sharing of the data, trends, patterns and implications for instruction.
3. We also have an ELL teacher team and a SWD teacher team for grades K-2 and grades 3-5. These teams meet bi-weekly. Our AUSSIE consultant, funded by NYS Language RBE-RN at New York University, provides job-embedded professional development for all teachers, including teachers of ELL students and SWD students.

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).

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

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community.
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School Parent Compact.
- providing opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report
- scheduling additional parent meeting, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions.
- inviting parents/guardians into the classroom on a monthly basis to provide them an opportunity to actively participate in their child's classroom.
- Distributing awards for recognition of Student-of-the-Month and Athlete-of-the-Month during PTA meetings to increase attendance.
- scheduling performances during PTA meetings at least three times a year to increase attendance.
- providing training/workshops to help parents work with their children to improve their achievement level, e.g., literacy, and math
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
- providing assistance to parents in understanding City, State and Federal standards and assessments
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of

the education of their children.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
---	----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

The Staff Development Team, funded with Title 1, Contract for Excellence, and Children First monies, will provide professional support to every teacher in our school building on a weekly basis. Our AUSSIE consultant, funded by NYS Language RBE-RN at New York University, provides job-embedded professional development for all teachers, including teachers of ELL students and SWD students.

Goal and Action Plan #2

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

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

Students Experience Common Core Aligned instruction across subjects: Mathematics

By June 2014, 80% of the students in grades K – 5 will show at least 25% progress and/or master grade level at 75% as measured by the Go Math!

Beginning of the Year Inventory, Go Math! Middle of the Year Inventory, and the Go Math! End of the Year Inventory, which tests students on the CCLS for their grade level.

Comprehensive Needs Assessment

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

Based on the NYC DOE 2012-2013 Progress Report, 30.8 % of students were on or above grade level on the NYS Mathematics Assessment. Percent at 75th Growth Percentile or Higher: 69.6% of the ELL students, 72.3% of the Lowest Third Citywide, 72.9% of the Self-Contained/ICT/SETTS, 75.0% of Black and Hispanic Males in Lowest Third Citywide

Based on the what the school does well section of the 2011 Quality Review it states, "School leaders and staff analyze a comprehensive array of student data, including subgroup performance, to successfully identify strengths and needs and align interventions to positively impact school performance." This comprehensive analysis will continue with the Go Math! Inventory assessments.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. To ensure that all teachers meet the expectations around engaging all students, including Students With Disabilities (SWD) and English Language Learners (ELL), students will be taught rigorous CCLS based Go Math! lessons collaboratively created and differentiated by teachers and take unit assessments on the computer. Teachers will administer a Beginning of the Year Inventory, Middle of the Year Inventory, and End of the Year Inventory.
2. We have a School Based Option to ensure that the teachers participate in collaborative inquiry. On Wednesdays, teams of teachers meet from 2:20-3:10 PM to engage in collaborative inquiry. In addition to grade-wide teams, we also have an ELL teacher team and a SWD teacher team for grades K-2 and grades 3-5. These teams meet to analyze student work and identify the current student thinking versus the desired student thinking, as well as the implications for instruction for their targeted populations. Teachers will utilize Think Central and

iTools for students that need extra support.

3. As an elementary school, we have an eight period day, so each teacher team is assigned one professional activity period per week, which is used for team meetings with the Staff Development Team. Additionally, schedules for Grades Pre-K - 5 have been organized so that these grades have common preps to facilitate regular common grade team meetings to ensure opportunities for teachers to collaboratively develop and plan Go Math! quality units of study, and to analyze resulting student work to inform and guide instruction.

B. Key personnel and other resources used to implement each strategy/activity

1. The Staff Development Team, with Title I, Contract for Excellence, and Children First Network Support monies.
2. The Staff Development Team, funded with Title I, Contract for Excellence, and Children First Network Support monies.
3. The Data Specialists funded with Title I – SWP monies and Tax Levy Fair Student Funding.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers collaboratively plan units of study in Go Math! incorporating the professional development and strategies provided by the Staff Development Team.
2. Teachers will analyze The Beginning of the Year Inventory was administered in fall 2013. The Mid Year Inventory will be administered in January 2014, and the End of the Year Inventory will be administered in May 2014.
3. Data will be analyzed by data specialists and the teachers during Teacher Teams and implications for instruction will be determined.

D. Timeline for implementation and completion including start and end dates

1. September/October of 2013.
2. January of 2014
3. May of 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. We have a School Based Option to ensure that the teachers participate in collaborative inquiry on Wednesdays from 2:20-3:10 PM.
2. Schedules for Grades Pre-K - 5 have been organized so that these grades have common preps to facilitate regular common grade team meetings to ensure opportunities for teachers to collaborate develop and plan units of study.
3. Data will be used for Professional Development to drive the differentiation of instruction.

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).

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

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community.
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School Parent Compact.
- providing opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report
- scheduling additional parent meeting, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions.
- inviting parents/guardians into the classroom on a monthly basis to provide them an opportunity to actively participate in their child's classroom.
- Distributing awards for recognition of Student-of-the-Month and Athlete-of-the-Month during PTA meetings to increase attendance.
- scheduling performances during PTA meetings at least three times a year to increase attendance.

- providing training/workshops to help parents work with their children to improve their achievement level, e.g., literacy, and math
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
- providing assistance to parents in understanding City, State and Federal standards and assessments
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
----------	---	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

The Staff Development Team, funded with Title 1, Contract for Excellence, and Children First monies, will provide professional support to every teacher in our school building on a weekly basis. Our AUSSIE consultant, funded by NYS Language RBE-RN at New York University, provides job-embedded professional development for all teachers, including teachers of ELL students and SWD students.

Goal and Action Plan #3

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

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

Teacher Effectiveness: All teachers will develop a shared understanding of instructional excellence using Danielson's Framework for Teaching as a teacher development tool by engaging in assessing their own effectiveness and by setting professional goals aligned with the NYCDOE's new teacher evaluation and development system. The school's implementation team will work collaboratively to identify local measures of evaluation. School leadership will use the new evaluation system as a tool to support teachers as they work toward meeting individual goals.

Comprehensive Needs Assessment

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

Based on the 2012-2013 NYC DOE Progress Report, 24.7% of students scored at level 3 or 4 on the NYS ELA Assessment. The Percentage of Students at 75th Growth Percentile or Higher is as follows: 71.8% of ELL students, 70.0% of Lowest Third Citywide, 64.4% of Self-Contained/ICT/SETTSS, and 63.9% of Black and Hispanic Males in Lowest Third Citywide.

We also have a diverse staff with diverse needs. We have 7 new teachers on staff and an additional 9 untenured teachers, for a total of 16 probationary teachers. Several of our new staff members are Teaching Fellows without educational background. Several staff members have changed positions. Research cited from, The Benefit to Professional development, "American Educator" summer 2002, states that there is a direct correlation between effective professional development conducted in the classroom to student achievement.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers confidently identifying and discussing trends across grade, class and individual student needs and articulating changes to instructional practice that will support and increase student progress. During Initial Planning Conferences, teachers self-reflect and set goals using the rubrics from Danielson's Framework for Teachers for Competencies 1c: Setting Instructional Outcomes, 1e: Designing Coherent Instruction, 2b: Establishing a Culture for Learning, 2d: Managing Student Behavior, 3b: Using Questioning and Discussion Techniques, 4a: Reflecting on Teaching, and 4c: Communicating with Families. We will meet in grade level teams to reflect on these competencies throughout the school year. During IPC meetings, teachers and administrators collaboratively reviewed student outcomes from the 2012-13 SY and the data from this year's group of students. We will meet in grade level teams of teachers to conduct a mid-year and end of year reflection on the

targeted Danielson Competencies. The administrators provide actionable feedback to teachers based on formal and/or informal observations using the Danielson Framework for Teaching.

2. School-Wide Inquiry Team is an organizational structure that facilitates building capacity and to ensure a coherent approach in supporting teacher effectiveness. The team meets a minimum of twice a month beginning in fall 2013. Staff developers, instructional leads and or administrators attend professional development sessions spearheaded by CFN 210 regarding the implementation of the Ready Gen literacy program, protocol for looking at student work and the Danielson's Framework for Teachers. During the school-wide meetings, staff member(s) turnkey to lead teachers who then turnkey to their grade-wide teams of teachers. Our goal is to build the capacity of teachers and to empower them to become future school leaders. The team members include the administrative team, staff developers, including ELL lead teachers and SWD staff developer, a representation of teachers for the lower grades, and a representation of teachers for the upper grades and special education teachers and bilingual teacher. Teacher teams will log onto ARIS to record minutes. Our units of study have been revised to include differentiation strategies (based on UDL principles) for ELLs and SWDs as a result of identified surface gaps. Our teacher teams have analyzed student work samples for all students, including ELLs and SWDs; rubrics have been created to measure progress from pre-assessment to post-assessment. Our school wide professional development plan is aligned to our collaborative inquiry work, and citywide instructional expectations. We have analyzed student data to identify implications for instruction. Recording sheets are filled out during intra-visitations.
3. Teacher teams will meet with the Staff Development Team to regularly look at student work during common preparatory periods. Teams of teachers will use the Danielson Framework for Teaching to identify best practices to meet the needs of all students including SWDs and ELLs. Teachers will also use an established protocol to analyze current student work, identify points of alignment and surface gaps between current and desired states of student thinking; and consider implications for teacher planning and preparation during collaborative inquiry at least three times a week beginning fall 2013: grade team meetings, inquiry and common prep meetings. This will result in lessening the gap between current and desired student thinking for all our students with a particular focus on our English Language Learners and Students with Disabilities, as evidenced by student work. The staff development team meets with untenured teacher meetings every Thursday before school for ½ hour. These meetings are differentiated to meet the needs of the new teachers and probationary teachers who have several years teaching experience.

B. Key personnel and other resources used to implement each strategy/activity

1. The Staff Development Team, funded with Title I, Contract for Excellence, and Children First Network Support monies, will provide professional support to every teacher in our school building on a weekly basis. Professional development is based on the principles outlined in the Danielson Framework. All of our teachers are provided with common preparation periods during which the team engages teachers in collaborative inquiry. The Staff Development Team provides job-embedded professional development for all teachers, including teachers of ELL students and Students With Disabilities. This support is provided through workshops, demonstration lessons, co-teaching, and one-on-one coaching - focusing on support for ELL students and SWD incorporating Universal Design for Learning principles including multiple entry points for lessons and units of study, explicit teaching of vocabulary, scaffolding – including instructional practices and use of graphic organizers. Embedded in the professional development is using protocols to provide a focus and a framework to analyze student work to monitor and revise instruction and teacher support.
2. Grade level lead teachers, SWD staff developer and ELL lead teachers turnkey information from the School-wide Teacher Team to their grade level and/or teachers in their specialty.
3. The Staff Development Team, funded with Title I, Contract for Excellence, and Children First Network Support monies, will provide professional support to every teacher in our school building on a weekly basis. All of our teachers are provided with common preparation periods during which the team engages teachers in collaborative inquiry. The Staff Development Team provides job-embedded professional development for all teachers, including teachers of ELL students and Students With Disabilities. This support is provided through workshops, demonstration lessons, co-teaching, and one-on-one coaching - focusing on support for ELL students and SWD incorporating Universal Design for Learning principles including multiple entry points for lessons and units of study, explicit teaching of vocabulary, scaffolding – including instructional practices and use of graphic organizers. Embedded in the professional development is using protocols to provide a focus and a framework to analyze student work to monitor and revise instruction and teacher support.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers will use the Danielson Framework to reflect and refine their teaching practice. Teachers will meet with the staff development team during professional development periods to determine what evidence of effective and highly effective teaching practices “looks like.” Teachers will use the template from the New Teacher Evaluation System and the Danielson Framework for Teaching to norm their understanding of the rubric.
2. Use of protocols to analyze student work and determine implications for instruction
3. Inter-visitations to exemplary teachers classrooms to further the understanding of effective and highly effective practices, participation in and evaluation of weekly professional development as well as actionable feedback from formal and informals observations.

D. Timeline for implementation and completion including start and end dates

1. During initial planning conferences in September and October 2013, with the administration, each teacher met to self reflect on their teaching practices using the rubrics from Danielson's Framework for Teachers for Competencies 1c: Setting Instructional Outcomes, 1e: Designing Coherent Instruction, 2b: Establishing a Culture for Learning, 2d: Managing Student Behavior, 3b: Using Questioning and Discussion Techniques, 4a: Reflecting on Teaching, and 4c: Communicating with Families. All teachers will revisit the rubric and reflect on their teaching practices in January and May of 2014. All teachers will participate in mid- year and end of year reflection of their teaching practice using the Danielson Framework in these targeted areas.
2. nning in the fall of 2013, teacher teams will meet at least 3 times per week to look at student work and determine implications for instruction. Teachers will use an established protocol to analyze current student work, identify points of alignment and surface gaps between current and desired states of student thinking; and consider implications for teacher planning and preparation during collaborative inquiry.
3. In June of 2014, grade level lead teachers will revise the PS 108K curriculum pacing calendars to base on the findings of the analysis of student work from the 2013-2014 school year. Additionally, teams of teacher will meet to reflect and revise instruction for the 2014-2015 school year, based on these findings.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. All of our teachers are provided with common preparation periods during which the team engages teachers in collaborative inquiry and/or professional development based on best practices as identified in the Danielson Framework for Teaching. All teachers will be provided with an opportunity to participate in mid- year and end of year reflection of their teaching practice using the Danielson Framework.
2. We have an S.B.O to ensure that the teachers participate in collaborative inquiry on Wednesdays from 2:20-3:10.
3. Schedules for Grades Pre-K - 5 have been organized so that all grades have common preps to facilitate regular common grade team meetings with the staff development team. We also have an ELL teacher team and a SWD teacher team for grades K-2 and grades 3-5. These teams meet bi-weekly. Our AUSSIE consultant, , funded by NYS Language RBE-RN at New York University, provides job-embedded professional development for all teachers, including teachers of ELL students and SWD students.

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).

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

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community.
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School Parent Compact.
- providing opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report
- scheduling additional parent meeting, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions.
- inviting parents/guardians into the classroom on a monthly basis to provide them an opportunity to actively participate in their child's classroom.
- Distributing awards for recognition of Student-of-the-Month and Athlete-of-the-Month during PTA meetings to increase attendance.
- scheduling performances during PTA meetings at least three times a year to increase attendance.
- providing training/workshops to help parents work with their children to improve their achievement level, e.g., literacy, and math
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
- providing assistance to parents in understanding City, State and Federal standards and assessments
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
----------	---	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

The Staff Development Team, funded with Title 1, Contract for Excellence, and Children First monies, will provide professional support to every teacher in our school building on a weekly basis. Our AUSSIE consultant, funded by NYS Language RBE-RN at New York University, provides job-embedded professional development for all teachers, including teachers of ELL students and SWD students.

Goal and Action Plan #4

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

Annual Goal #4

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

Teacher Development:

By June 2014, the Professional Development Team will plan for the use of professional development time to support implementation of school's curricula, specifically GO Math! and Ready Gen starting September 2013 through June 2014 as measured by the 2013-14 Professional Development Plan. PS 108K believes that providing teachers with professional development leads to improved student achievement. As a school community, our goal is to align our expectations with the CCLS and the NYC Citywide expectations for 2013/14

Comprehensive Needs Assessment

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

In 2012/13, 24.7% of students scored at level 3 or 4 on the NYS ELA Assessment. The Percentage of Students at 75th Growth Percentile or Higher as follows. 71.8% of ELL students, 70.0% of Lowest Third Citywide, 64.4% of Self-Contained/ICT/SETTSS, and 63.9% of Black and Hispanic Males in Lowest Third Citywide.

In 2012/13, 30.8% of students were on or above grade level n the NYS Mathematics Assessment. Percent at 75th Growth Percentile or Higher: 69.6% of the ELL students, 72.3% of the Lowest Third Citywide, 72.9% of the Self-Contained/ICT/SETTSS, 75.0% of Black and Hispanic Males in the Lowest Third Citywide.

PS 108K believes that providing teachers with professional development leads to improved student achievement. As a school community, our goal is to align our expectations with the NYC Citywide expectations for 2013/14 SY and the CCLS.

In the fall of 2013, to support shifting teacher practice, we implemented a [new system of teacher evaluation and development](#). This will allow us to understand and support teachers' growth in a more nuanced, differentiated way. This change is critical because high-quality teaching is the most powerful tool for helping students reach these higher standards by the end of the 2013/2014 school year.

The simultaneous transition to a new set of standards and a new system of teacher evaluation and development will require hard work and new learning for our entire staff.

We have begun our work towards closing curricular gaps during spring and summer 2013. We opted to implement the Ready Gen Program

for literacy and GoMath! Program for mathematics. We have provided our teachers with dedicated time, resources, and support for reviewing and revising curricula, using [Universal Design for Learning](#) to ensure access for all learners. Teachers began receiving professional development in the summer of 2013. Administration, The Staff Development Team, and teachers participated in an overview of these programs in an all day training. Lead teachers on each grade have begun attending meetings and will continue throughout the year and turn key information to their colleagues. Teachers will attend weekly professional development that will allow them to revise and plan using this information to inform instruction. To further support our teachers we will provide support through frequent classroom visits, actionable feedback, coaching, and professional development aligned to Danielson's *Framework for Teaching*, the Common Core, and other content strands.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. To ensure that all teachers meet Citywide Expectations and to enhance teacher development we have embedded professional development periods into the weekly schedule. Schedules for grades Pre-K-5 have been organized so that the teachers have common preps to facilitate common grade team meetings to ensure opportunities for teachers to collaboratively develop and plan Ready Gen and Go Math! quality units of study and to analyze resulting student work to inform instruction. Staff developers model, co-teach, observe and plan lessons, in alignment with the curriculum maps, with the teachers in order to improve pedagogical practice and increase student achievement and strengthen the instructional core.
2. The Staff Development Team, Funded with Title 1, Contract for Excellence, and Children First Network Support monies, will provide professional support to every teacher in our school building on a weekly basis. All of our teachers are provided with common preparation periods in which the team engages in collaborative inquiry.
3. We have an SBO that ensures that teachers participate in collaborative inquiry on Wednesdays from 2:20-3:10
4. Schedules for grades Pre-K-5 have been organized so that all grades have common preps to facilitate regular common grade team meetings with the staff development team.
5. Our AUSSIE consultant, funded by NYS Language RBE-RN at New York University, provides job embedded professional development for all teachers.

B. Key personnel and other resources used to implement each strategy/activity

1. The Staff Development Team will provide professional development weekly. Schedules for grades Pre-K-5 have been organized so that the teachers have common preps to facilitate common grade team meetings to ensure opportunities for teachers to collaboratively develop and plan Ready Gen and Go Math! quality units of study and to analyze resulting student work to inform instruction. Staff developers model, co-teach, observe and plan lessons, in alignment with the curriculum maps, in order to improve pedagogical practice and increase student achievement and strengthen the instructional core.
2. The Staff Development Team, Funded with Title 1, Contract for Excellence, and Children First Network Support monies, will provide professional support to every teacher in our school building on a weekly basis. All of our teachers are provided with common preparation periods in which the team engages in collaborative inquiry.
3. We have an SBO that ensures that teachers participate in collaborative inquiry on Wednesdays from 2:20-3:10.
4. Schedules for grades Pre-K-5 have been organized so that all grades have common preps to facilitate regular common grade team meetings with the staff development team.
5. Our AUSSIE consultant, funded by NYS Language RBE-RN at New York University, provides job embedded professional development for all teachers.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. The Staff Development Team provides job embedded professional development for all teachers. This support focuses on workshops that include the Universal Design for Learning, principles including multiple entry points for lesson and units of study, scaffolding – including instructional practices and use of demonstration lessons, co-teaching, and one-to-one coaching. Embedded in the professional development includes looking at student work to monitor and revise instruction and teacher support.
2. The Staff Development Team, Funded with Title 1, Contract for Excellence, and Children First Network Support monies, will provide professional support to every teacher in our school building on a weekly basis. All of our teachers are provided with common preparation periods in which the team engages in collaborative inquiry.
3. We have an SBO that ensures that teachers participate in collaborative inquiry on Wednesdays from 2:20-3:10.
4. Schedules for grades Pre-K-5 have been organized so that all grades have common preps to facilitate regular common grade team meetings with the staff development team.
5. Our AUSSIE consultant, funded by NYS Language RBE-RN at New York University, provides job embedded professional development for all teachers.

D. Timeline for implementation and completion including start and end dates

1. The Staff Development Team will provide professional development weekly. Schedules for grades Pre-K-5 have been organized so that the teachers have common preps to facilitate common grade team meetings to ensure opportunities for teachers to collaboratively develop and plan Ready Gen and Go Math! quality units of study and to analyze resulting student work to inform instruction. Staff developers model, co-teach, observe and plan lessons with the teachers in order to improve pedagogical practice and increase student achievement and strengthen the instructional core. Professional development will be ongoing throughout the 2013/ 2014 school year. We have a professional development plan.
2. The Staff Development Team, Funded with Title 1, Contract for Excellence, and Children First Network Support monies, will provide professional support to every teacher in our school building on a weekly basis. All of our teachers are provided with common preparation periods in which the team engages in collaborative inquiry.
3. We have an SBO that ensures that teachers participate in collaborative inquiry on Wednesdays from 2:20-3:10.
4. Schedules for grades Pre-K-5 have been organized so that all grades have common preps to facilitate regular common grade team meetings with the staff development team.
5. Our AUSSIE consultant, funded by NYS Language RBE-RN at New York University, provides job embedded professional development for all teachers.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. The Staff Development Team will provide professional development weekly. Schedules for grades Pre-K-5 have been organized so that the teachers have common preps to facilitate common grade team meetings to ensure opportunities for teachers to collaboratively develop and plan Ready Gen and Go Math! quality units of study and to analyze resulting student work to inform instruction. Staff developers model, co-teach, observe and plan lessons with the teachers, in alignment with the curriculum maps, in order to improve pedagogical practice and increase student achievement and strengthen the instructional core. Professional development will be ongoing throughout the 2013/ 2014 school year. We have a professional development plan. All of our teachers are provided with common preparation periods in which the team engages in collaborative inquiry.
2. The Staff Development Team, Funded with Title 1, Contract for Excellence, and Children First Network Support monies, will provide professional support to every teacher in our school building on a weekly basis. All of our teachers are provided with common preparation periods in which the team engages in collaborative inquiry.

3. We have an SBO that ensures that teachers participate in collaborative inquiry on Wednesdays from 2:20-3:10.
4. Schedules for grades Pre-K-5 have been organized so that all grades have common preps to facilitate regular common grade team meetings with the staff development team.
5. Our AUSSIE consultant, funded by NYS Language RBE-RN at New York University, provides job embedded professional development for all teachers.

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).

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

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community.
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School Parent Compact.
- providing opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report
- scheduling additional parent meeting, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions.
- inviting parents/guardians into the classroom on a monthly basis to provide them an opportunity to actively participate in their child's classroom.
- Distributing awards for recognition of Student-of-the-Month and Athlete-of-the-Month during PTA meetings to increase attendance.
- scheduling performances during PTA meetings at least three times a year to increase attendance.
- providing training/workshops to help parents work with their children to improve their achievement level, e.g., literacy, and math
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
- providing assistance to parents in understanding City, State and Federal standards and assessments
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
----------	---	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

The Staff Development Team, funded with Title 1, Contract for Excellence, and Children First monies, will provide professional support to every teacher in our school building on a weekly basis. Our AUSSIE consultant, funded by NYS Language RBE-RN at New York University, provides job-embedded professional development for all teachers, including teachers of ELL students and SWD students.

Goal and Action Plan #5

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

Annual Goal #5

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

By June 2014, PS 108K will share evidence of student progress with families at least five times a year. To ensure families are aware that all students are being challenged with rigorous and robust lessons aligned to the CCLS for the 2013-2014 school year and to encourage families to support their children in rising to this new challenge.

Comprehensive Needs Assessment

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

In 2012-2013, 24.7% of students were on or above grade level on the NYS ELA Assessment. Percent at 75th Growth Percentile or Higher: 71.8% of the ELL students, 70% of the Lowest Third Citywide, 64.4% of the Self-Contained/ICT/SETTS, 63.9% of Black and Hispanic Males in Lowest Third Citywide

In 2012-2013, 30.8 % of students were on or above grade level on the NYS Mathematics Assessment. Percent at 75th Growth Percentile or Higher: 69.6% of the ELL students, 72.3% of the Lowest Third Citywide, 72.9% of the Self-Contained/ICT/SETTS, 75.0% of Black and Hispanic Males in Lowest Third Citywide

Based upon the 2011 Quality Review next steps it stated, "Broaden parent understanding of school-wide goals and the increased rigor of the Common Core Standards to ensure broad based support and goal attainment." Also, "Enhance the system for evaluating the grading policy; sharing student information with families, teacher designed tasks aligned to Common Core Learning Standards so that highly effective protocols inform school needs."

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Family Fridays are scheduled on the last Friday of every month. During Family Fridays parents/guardians are invited to their children's classroom to actively participate with their children as they engage in CCLS lessons.
2. Parent Teacher Conferences are held in November and March, progress reports will be sent home to parents/guardians in January and May, and final report cards will be distributed on the last day of school in June.
3. Extended Parent Teacher conferences are scheduled during the school day and after school with staff developers, guidance counselor, and Dean to inform parents/guardians of students that received either a 1 or 2 on the NYS ELA and/or the Math Assessments.
4. PPT meetings are scheduled for students who are not making adequate progress.

B. Key personnel and other resources used to implement each strategy/activity

1. Parent Coordinator, funded with Tax Levy Parent Coordinator funds
2. All administrators, teachers, and service providers
3. The Staff Development Team, funded with Title I, Contract for Excellence, and Children First Network Support monies
2. The Parent Coordinator, funded with Tax Levy Parent Coordinator funds, The Guidance Counselor funded with Title I SWP, TI Rs Mandated Counseling. The Dean funded with Tax Levy Fair Student funds
4. Data Specialists funded with Title I – SWP monies and Tax Levy Fair Student Funding.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Parent sign in sheets are collected from Family Friday.
2. Parent sign in sheets are collected from Parent Teacher Conferences. Teachers collect signed Progress Reports and keep them in their data binder.
3. Parent coordinator documents appointments for support staff. A binder of extended parent conferences with agenda, parent signature, and documented notes are kept after conferences.
4. Data Specialist and classroom teachers.

D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014
2. November 2013, January 2014, March 2014, May 2014 and June 2104
3. October 2013 through June 2014
4. September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Parent Coordinator funded with Tax Levy Parent Coordinator funds.
2. Teachers funded with Tax Levy Fair Student Funding
3. Funding from Tax Levy Parent Teacher Conference will be used for extended parent teacher conferences.
4. Data Specialists funded with Title I – SWP monies and Tax Levy Fair Student Funding.

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).

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

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community.
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School Parent Compact.
- providing opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report
- scheduling additional parent meeting, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions.
- inviting parents/guardians into the classroom on a monthly basis to provide them an opportunity to actively participate in their child's classroom.
- Distributing awards for recognition of Student-of-the-Month and Athlete-of-the-Month during PTA meetings to increase attendance.
- scheduling performances during PTA meetings at least three times a year to increase attendance.
- providing training/workshops to help parents work with their children to improve their achievement level, e.g., literacy, and math
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
- providing assistance to parents in understanding City, State and Federal standards and assessments
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
---	----------	---	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

The Staff Development Team, funded with Title 1, Contract for Excellence, and Children First monies, will provide professional support to every teacher in our school building on a weekly basis. Our AUSSIE consultant, funded by NYS Language RBE-RN at New York University, provides job-embedded professional development for all teachers, including teachers of ELL students and SWD students.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	<p><u>PROGRAMS</u></p> <p>My Sidewalks on Reading Street, Wilson, F&P Intervention, Read 180, System 44, Voyager, and Great Leaps</p> <p><u>STRATEGIES</u></p> <p>Use of research based methodology in the following areas: phonemic awareness, phonics, fluency, vocabulary, and comprehension.</p>	<ul style="list-style-type: none"> • Small group 	<ul style="list-style-type: none"> • During the 50 minute program Monday and Tuesday. • Extended day program Monday and Tuesday. • Saturday program • During the day • Title 3 program after school Thursday and Friday
Mathematics	<p><u>STRATEGIES</u></p> <p>Use of Centers, manipulatives, and differentiated instruction based on research and based on methodology.</p>	<ul style="list-style-type: none"> • Small group 	<ul style="list-style-type: none"> • During the 50 minute program Monday and Tuesday. • Extended day program Monday and Tuesday. • Saturday program • During the day • Title 3 program after school Thursday and Friday
Science	<p>Differentiated instruction using the scientific process.</p>	<ul style="list-style-type: none"> • Small group 	<ul style="list-style-type: none"> • During the day
Social Studies	<p>Differentiated instruction using strategies in determining important information</p>	<ul style="list-style-type: none"> • Small group 	<ul style="list-style-type: none"> • During the day
At-risk services (e.g. provided by the Guidance Counselor, School)	<p>Differentiated instruction using strategies, skills and coping</p>	<p>Individual/Small Group/Whole classroom instruction</p>	<p>During regular school hours (Day)</p>

Psychologist, Social Worker, etc.)	techniques, which address child's needs. Strategies/Coping Techniques:		
---	---	--	--

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>100.0% of our teachers are fully licensed and permanently assigned to P.S. 108K. 61.3% are teaching for more than two years at this school. 42.7% are teaching for more than five years. 72.0% have a Masters Degree or higher. 94.2% core classes are taught by "highly qualified" teachers (NCLB/SED definition). Any teachers who are not highly qualified are referred to a certification specialist. Teachers who are not highly qualified are informed of options available possibly including tuition reimbursements to help them become highly qualified.</p> <p>We involve a variety of staff in our new teacher interview process. Candidates are required to go through an interview and to conduct a demonstration lesson that is observed by a team consisting of classroom teachers, staff developers, and administrators. This team collaborates to choose the most highly qualified candidate. Once a teacher is chosen to join the PS 108K family, they are provided with a mentor, support of the administration and lead teacher.</p> <p>The staff development team meets with untenured teacher every Thursday before school for ½ hour. These meetings are differentiated to meet the needs of the new teachers and probationary teachers who only have several years teaching experience.</p> <p>We have a very extensive professional development plan to ensure all pedagogical staff is provided with strategies for high quality instruction designed to enable all students to meet the expectations of the common core. The staff development team, funded with Title I, Contract for Excellence, and Children First monies, will provide professional job-embedded support to every teacher in our school building on a weekly basis. All of our teachers are provided with common preparation periods during which the team engages teachers in collaborative inquiry. We also provide all of our teachers with ongoing support through professional development. This support is provided through workshops, demonstration lessons, co-teaching, and one-on-one coaching - focusing on support for ELL students and SWD incorporating Universal Design for Learning principles including multiple entry points for lessons and units of study, explicit teaching of vocabulary, scaffolding – including instructional practices and use of graphic organizers, explicit focus on text structure and features, use of Native language to enhance reading and writing.</p>

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
The staff development team, funded with Title I, Contract for Excellence, and Children First monies, will provide professional support to every teacher in our school building on a weekly basis. All of our teachers

are provided with common preparation periods during which the team engages teachers in collaborative inquiry.

Our AUSSIE consultant, funded by NYS Language RBE-RN at New York University provides job-embedded professional development for all teachers, including teachers of ELL students and SWD students. This support is provided through workshops, demonstration lessons, co-teaching, and one-on-one coaching - focusing on support for ELL students and SWD incorporating Universal Design for Learning principles including multiple entry points for lessons and units of study, explicit teaching of vocabulary, scaffolding – including instructional practices and use of graphic organizers, explicit focus on text structure and features, use of Native language to enhance reading and writing.

Our bilingual teachers funded with Title III monies, and our SWD staff developer provide bi-weekly staff development to teachers of ELLs and SWDs focusing on analyzing student work to support for ELL students and SWD incorporating Universal Design for Learning principles including multiple entry points for lessons and units of study, explicit teaching of vocabulary, scaffolding – including instructional practices and use of graphic organizers, explicit focus on text structure and features, use of Native language to enhance reading and writing.

In June 2013, the staff chose an S.B.O. to provide time for collaborative inquiry on Wednesdays from 2:20 – 3:10. Additionally the programming team, organized teachers’ schedules to facilitate common planning time. Additionally, the staff development team, funded with Title I, Contract for Excellence, and Children First monies, will provide professional support to every teacher in our school building on a weekly basis.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Outreach efforts, services and supports are coordinated by Administrators, Parent Coordinator, Teachers, Pupil Accountant Secretary, Family Assistant, nurse, and School Counselor. Students in Temporary Housing are closely monitored by the Parent Coordinator, Pupil Accountant Secretary and School Counselor.

Students in Temporary Housing receive the following:

- -At risk counseling Services (on a needed basis)
- -Resource list/Community Organizations
- -Clothing (uniforms, t-shirts, jackets, and winter coats)
- -Books/Notebooks (i.e. other school supplies)
- -Money for Field Trips

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

At P.S. 108K our goal is to provide our Pre-K families and students with a positive academic learning experience.

The transition plans used to assist preschool children from early childhood programs to the elementary school program are as follows:

- Registration.
- Summer welcome letter informing the parents/guardians with their child’s assigned class and

teacher.

- Parent orientation in the fall.
- Parents are invited to stay with students on their first 2 days of school for a smooth transition.
- Family Fridays on the last Friday of each month.

Teachers collaboratively curriculum planning aligned to common Core State Standards.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers decided to implement the Ready Gen and Go Math curriculum. The assessments are embedded into these programs.

Teachers decided to utilize the Fountas and Pinnell Assessments instead of ECLAS several years ago because we use the Fountas and Pinnell levels to communicate with the families and to track, monitor and revise the progress of our students.

After piloting READ 180 in a select, few classrooms, and the resulting improved outcomes, the school community slowly implemented READ 180 into all third, fourth and fifth grade classes as well as second grade classes which serve ELLs and SWDs. System 44 is also used as intervention. The assessments embedded in READ 180 and System 44--SRI and SPI-- are analyzed to track and monitor the progress of our students.

Teams of teachers create grade-wide assessments in science and social studies. They use the standards to design assessments.

All assessments are analyzed by the administration, data specialists, AIS coordinator, staff developers and teachers to identify current student thinking vs. desired student thinking. Implications for instruction is determined. Horizontal sharing takes place during grade-wide teacher teams and vertical sharing takes place during school-wide inquiry. In the fall, teachers had one-to-one conferences with the administration regarding the progress of their students and the effectiveness of their instruction.

Teachers created goals to address the needs of their students based on the data analysis. At interim benchmarks, the data is collected and analyzed--October, January and May.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- distribute K-5 progress reports in January and May to communicate with parents between report cards to help parents support their students; learning
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 19	Borough Brooklyn	School Number 108
School Name Sal Abbracciamento		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Constance Hahn	Assistant Principal Gilda Galassi
Coach L. Geraci	Coach J. Persaud
ESL Teacher N. Raza/ESL	Guidance Counselor R. Jimenez
Teacher/Subject Area R. Parker/ESL	Parent R. Harrigan
Teacher/Subject Area J. Jimenez/Bilingual Teacher	Parent Coordinator J. Garcia
Related Service Provider type here	Other D. Pavlic/AIS Coordinator
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	6	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	893	Total number of ELLs	104	ELLs as share of total student population (%)	11.65%
--	------------	----------------------	------------	---	---------------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>	1	1	1	1	1	1								6
Freestanding ESL														
Push-In	2	2	2	2	2	2								12
SELECT ONE														0
Total	3	3	3	3	3	3	0	0	0	0	0	0	0	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	104	Newcomers (ELLs receiving service 0-3 years)	101	ELL Students with Disabilities	12
SIFE	9	ELLs receiving service 4-6 years	3	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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language	72	7	0	1	0	0	0	0	0	73
ESL	29	2	10	2	0	2	0	0	0	31
Total	101	9	10	3	0	2	0	0	0	104

Number of ELLs who have an alternate placement paraprofessional: 6

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish	22	3	11	11	23	5	2	21	5	27	10	18							73	85
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	22	3	11	11	23	5	2	21	5	27	10	18	0	0	0	0	0	0	73	85

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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
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): 40 Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 3 Asian: 3 Hispanic/Latino: 79
 Native American: 0 White (Non-Hispanic/Latino): 0 Other: 0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	5	3	1	3	5								22
Chinese		1		1		1								3
Russian														0
Bengali	1													1
Urdu														0
Arabic		1	1	1										3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1	1								2
TOTAL	6	7	4	3	4	7	0	0	0	0	0	0	0	31

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	3	1	0	2	7	3								16

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	7	6	1	2	4	3								23
Advanced (A)	8	18	2	2	4	6								40
Total	18	25	3	6	15	12	0	0	0	0	0	0	0	79

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	3	0	0	10
4	12	2	0	0	14
5	8	4	2	0	14
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4	2	3	1	1	0	0	0	11
4	1	5	9	2	0	0	1	0	18
5	2	7	2	3	2	0	0	2	18
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	5		2		1		3		11
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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)	4	23	0	0	1	40	0	0
Chinese Reading Test								

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 will this data help inform your school’s instructional plan? Please provide any quantitative data available to support your response.

We use Fountas and Pinnell to assess early literacy skills. The data shows that our students need a lot of vocabulary development and Phonetic practice. ELL students in 2nd grade are also administered the EPAL test in the spring.

Assessment Analysis:

The following chart shows a breakdown of results for ELL students as of June 2013 on the Fountas and Pinnell Reading Assessment.

	Level I	Level II	Level III	Level IV
K	13	3	8	0
1	12	6	9	1
2	16	9	1	0

In Kindergarten, 24 students were assessed. 13 students were Level 1, 3 were Level II, 8 were Level III, and none were Level IV. In 1st grade, 28 students were assessed. 12 were Level I, 6 students were Level II, 9 were Level III, and 1 was Level IV. In the 2nd grade, 26 students were tested. 16 were Level I, 9 were Level II, 1 student was Level III, and none were Level IV. The data shows that most ELL students in the lower grades are below grade level in English Language Arts. These students receive small group instruction with UDL and ESL strategies.

These students will also receive AIS support during the 50 minutes sessions on Mondays and Tuesdays. Teachers will provide targeted instruction to address the strengths and next learning steps of the students. The students will be grouped based on language proficiency. The teachers will use authentic literature, story cards, and non-fiction magazines as well as other resources and materials.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

NYSESLAT

The data from the 2013 NYSESLAT indicates that our students continue to show growth in the four modalities.

On the chart the Proficiency levels reflect the NYSESLAT scores for our present students in grades 1-5 and our fifth graders from 2013 who just graduated. This year's NYSESLAT results show that there are 13 Beginners, 20 Intermediates, 34 Advanced and 61 became Proficient.

Proficiency Level		2013					
		Kgn	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
B	n/a	3	1	0	2	7	3
I	n/a	7	6	1	2	4	3
A	n/a	8	18	2	2	4	6
P	n/a	10	9	20	9	9	4

This year on the NYSESLAT 61 students attained proficiency. Based on the results we will continue to provide students in grades 3 to 5 instruction that is tailored to their needs with either the READ 180 or System 44 technology based programs which provide instruction in listening, speaking, reading and writing. These programs generate data for the teachers so they can monitor the students’ progress. They can analyze the information and point out the students’ needs and strengths. In grades K-2 we will be using the Treasure and Tesoros Leveled Libraries. Beginner students are also given AIS services through the My Sidewalks Programs.

LAB-R

Fall 2013 LAB-R results for kindergarten students: 49 students were tested. There are 16 Beginners, 9 Intermediates and 2 Advanced. 22 students were deemed to be English Proficient. We have purchased new early reader literacy books for guided reading instruction. During their literacy centers they will be using living books and other audio-visual materials. There are 5 Beginners in grades 2-5.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))

Across the grades, students become proficient or advanced in the Listening/Speaking modalities within 1-2 years. The data shows that it takes them longer to approach proficiency in Reading/Writing. In student reading and writing responses, there was a lack of connection to the texts. We decided to change our instructional focus and align it with the Common Core Shifts. Our instructional goal is to develop students' abilities to use evidence in argument in their writing and during group discussions. Students will now be guided to refer to events, facts, ideas and arguments presented in the text.

The Bilingual Staff Developer and the technology specialist gather and analyze the data for the AMAo. The principal, assistant principal and members of the cabinet discuss the results and develop an action plan that targets the ELL's needs. The AMAo is used as a guide for teachers and administrators to provide targeted differentiated instruction to the ELL students.

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The Proficiency levels reflect the NYSESLAT scores for our present ELL students in grades 1-5.

Dual Language

In the Dual Language, 11 students are beginners, 11 are intermediate, 25 are advanced and 23 students became proficient.

ESL

In ESL, 2 students are beginners, 9 are intermediate, 8 are advanced and 26 students became proficient.

In both programs, the beginner students were either newcomers and/or SWD.

Comparing how ELLs performed in English as compared to the Native Language.

In the 3rd grade, students who took the Math exam in their native language performed at the same level as those taking it in English.

In

the 4th and 5th grade, the students who took the Math exam in English scored higher than those students who took it in their native language. Many of our 4th and 5th grade ELLs were SIFE so that was a major factor in why they didn't fare as well as the other ELLs

Dual Language

- ELLs in Dual Language grades 3-5 took the ELA and the ELE exams. 21 ELLs took the ELA. In the 4th grade 6 students scored a level 2 or higher, while 8 third graders scored a level 2 or higher. On the ELE, 27 students took the exam. 23 scored at quartile 2 and only 4 students scored quartile 1.

ESL

- ELLs in the ESL program in grades 3-5 took the ELA. 14 students took the test. 2 scored at level 2 and 12 scored a 1. Seven of these students are ELLs with disabilities who are in self-contained classes.

ELL Periodic Assessment

Teachers and the school leadership analyze the results of the ELL Periodic Assessment to drive their planning and instruction for ELLs, ensuring that all ELL students are actively engaged in rigorous, standard-based curriculum.

The administration and staff developers use the data from the periodic assessments to formulate targeted professional development for all teachers of ELLs whether in Dual Language or ESL.

The results of the ELL Periodic Assessment show that ELLs are stronger in Speaking, Listening and Reading, but they need to improve

their writing skills. The results are a prediction of the students' overall performance on the NYSESLAT. The school leaders put structures in place for the 2013-14 school year to assess the ELLs using the ELL periodic assessment in fall 2013 instead of waiting for

the spring so that the teachers can use this data as formative assessments to drive their instruction in preparing the students for the NYSESLAT 2014. The ELL periodic assessment will also be administered in the spring to monitor progress. The ELL periodic assessments are analyzed to identify strengths, next learning steps and implications for instruction. ESL teachers push-in to assist during the Literacy Block. Bilingual paraprofessionals are also assigned to work with special needs ELL students throughout the day

to provide targeted instruction in specific reading strategies and skills.

Native Language support is used to enhance and scaffold instruction for ELLs. Students use bilingual glossaries, technology and picture

dictionaries. Native language is strategically incorporated into English instruction to help clarify, build prior knowledge, extend comprehension and bridge experiences for students.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)

RTI

We use multiple indicators such as Fountas and Pinnell and teacher observation to accurately assess students' academic deficiencies and/or source of difficulty. The findings guide us to provide tailored support for the student's individual needs. RTI students receive intensive small group intervention. The progress of students receiving RTI is monitored on an ongoing basis so that instruction can be continuously adjusted to meet the needs of each student.

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

6. How do you make sure that a child's second language development is considered in instructional decisions?

All instructional decisions about ELLs start with careful analysis of the LAB-R /NYSESLAT scores. Specific attention is paid to how students performed on each of the modalities, to see which areas need to be improved, be it Speaking, Listening, Reading or Writing.

For example, teacher observations and other informal assessments are used to determine whether a student needs more vocabulary development as opposed to using evidence from the text in writing responses.

7. 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?

Assessment of EPs in the Dual Language Program

Our English Proficient Students in grades 3-5 are assessed in Spanish with the ELE. 41 EP students took the ELE exam. 1 scored at quartile 1, 40 scored at quartile 2. After five years of Spanish as a second language, half of the EPs who were tested scored in the second quartiles, showing that they are starting to be functionally bi-literate. Many of these students are former ELLs.

EPs taking the 2013 ELA

In 4th grade 11 EPs took the ELA. 2 scored at level 2, 6 scored at level 3, and 3 scored at level 4. In 3rd grade 15 students took the test. 2 scored at level 1, 8 scored at level 2, and 5 scored at level 3. EPs continue to make significant progress on the ELA.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of our Dual Language and ESL programs by analyzing the results of the NYSESLAT, growth in reading levels

as evidenced by Fountas and Pinnell scores, and by how the ELL students perform on State and City assessments.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

During the registration process, our Bilingual Secretary ensures that the parent receives the HLIS in their home language. There are various pedagogues available through out the day to assist the parents in filling out the HLIS. This team includes an assistant principal, two ESL teachers and the testing coordinator.

As the parent completes the HLIS, the Bilingual Secretary contacts the ESL teachers to perform an informal interview of the student and the parents in both English and their native language. The ESL teachers speak Spanish and French. When a parent speaks a language other than Spanish or French, we contact the Translation Unit and have the HLIS interview conducted by teleconference.

If according to the HLIS and the informal interview it is determined that the child speaks another language other than English and speaks little or no English, then the child is eligible to be administered the LAB-R and the parents are informed.

Once the LAB-R is administered by an ESL teacher or the testing coordinator, the test is hand-scored and the results are kept in the ELL documentation binder. Students' eligibility is determined by the LAB-R cut scores. Based on the LAB-R scores, if the student needs to be administered the Spanish LAB, they are tested by the ESL teachers. The parents are informed of the child's eligibility or non-eligibility for ESL and bilingual instruction. The ESL teachers send out entitlement letters to parents of eligible ELLs.

Parents of new ELLs receive an orientation workshop, within the first ten days of school, where they are shown the video on ELL programs. At this time they are also given the Parent Surveys and the Program Selection Forms. After the video, the placement options available for their child are discussed and the parents fill out the Survey and choose a program for their child. If the parents choose a program not available at our school (such as Transitional bilingual program), the parents are referred to other local schools which offer the selected program or to the district office. These children are placed in the Dual Language program and their names are placed on a waiting list for the Transitional Bilingual Program. If there are at least fifteen parents on the same grade level or consecutive grades, who request a Transitional Bilingual Program, we would open a Transitional Bilingual class. Brochures about services for English Language Learners are provided in the parents' native language.

After students are tested, the ESL teachers fill out the information on the ELPC screen for each new student who was administered the LAB-R.

Once the parent signs the parent survey letter that indicates their choice of program, the student is placed in the program indicated by the parent. A placement letter is sent home and the parent survey letters as well as the HLIS are kept on file by the ESL teachers in the ELL Documentation binder and a copy is placed in the students' cumulative folder. The parent coordinator reaches out to parents who do not attend the parent orientation sessions. She ensures that an appointment is made for the parent to come in, view the video, discuss program options and choose a program for their child. Parents who fail to return the Parent Choice Survey are told that their child will be placed in the default bilingual program, which in our school is the Dual Language Program.
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.

In September, ESL teachers send out entitlement letters inviting parents of new ELLs to orientation workshops where they are shown the video on ELL programs. Parents are apprised of the three ELL Programs offered in the NYC school system: Transitional Bilingual, Dual Language and English as a Second Language, and specifically of the programs offered in our school. These workshops are offered in September, once during the school day and once during the evening so that parents who work have the option to attend the evening session. At this time they are also given the Parent Survey and the Program Selection Forms.

After the video, the placement options available for their child are discussed and the parents fill out the Survey and choose a program for their child. If the parents choose a program not available at our school (such as Transitional bilingual program), the parents are referred to other local schools which offer the selected program or to the district office. These children are placed in the Dual Language program and their names are placed on a waiting list for the Transitional Bilingual Program. If there were at least fifteen parents on the same grade level or consecutive grades, who request a Transitional Bilingual Program, we would open a Transitional Bilingual class. Brochures about services for English Language Learners are provided in the parents' native language. This information is downloaded from the Office of ELLs DOE website.

The parent coordinator reaches out to parents who do not attend the parent orientation sessions. She ensures that an appointment is made for the parent to come in, view the video, discuss program options and choose a program for their child. Parents who fail to

return the Parent Choice Survey are told that their child will be placed in the default bilingual program, which in our school is the Dual Language Program.

The LAB-R testing, Parent Orientation Workshops, and parent program selection are done within 10 days of the student's admittance.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

The ESL teachers use the RLER, the RADP and the HLIS to cross-reference student information and determine which students need to be administered the LAB-R. After the test is administered, ESL teachers send out entitlement letters to parents of eligible ELLs. Non-entitlement letters go out to parents of those students who passed the LAB-R. Copies of these letters are kept on file by the ESL teachers. The parent survey letters as well as the HLIS are kept in the student's cumulative folder and the copies are kept on file by the ESL teachers in the ELL Documentation binder. The parent coordinator reaches out to parents who do not attend the parent orientation sessions. She ensures that an appointment is made for the parent to come in, view the video, discuss program options and choose a program for their child. Parents who fail to return the Parent Choice Survey are told that their child will be placed in the default bilingual program, which in our school is the Dual Language Program.

Continuous Entitlement and No-Longer Entitled letters

A letter is sent to parents, informing them of the results of the NYSESLAT and their child's continued entitlement. A copy of the letter is kept on file by the ESL teachers. Parents of students who passed the NYSESLAT are also informed through a No-Longer Entitled letter. A copy is also kept on file.

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.

At the orientation meeting, parents view the video in their language and then fill out the parent survey and selection form. Once the parent signs the parent survey letter that indicates their choice of program, the student is placed in the program selected by the parent. A placement letter in the parents' native language is filled out. A copy is kept on file by the ESL teachers and the original is sent home. The parent survey letters as well as the HLIS are kept in the student's cumulative folder and copies are kept on file by ESL teachers in the ELL Documentation binder. The bilingual parent coordinator reaches out to parents who do not attend the parent orientation sessions. She ensures that an appointment is made for the parent to come in, discuss program options and choose a program for their child. For parents who speak a language other than English or Spanish, the parent survey is explained by an interpreter from the Translation and Interpretation Unit via phone conference. PARENTS who fail to attend orientation are informed that their child will be placed in the default bilingual program, which in our school is the dual language program.

After students are tested, the ESL teachers fill out the ELPC screen for each new student who was administered the LAB-R.

Transfer Students

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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

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

After the results of the NYSESLAT are reviewed, it is determined which students continue to be entitled to the Bilingual/ESL programs. A letter is sent to the parents informing them of the results of the NYSESLAT and their child's continuation to entitlement. Parents of students no longer entitled are also informed of the NYSESLAT results and these former ELLs continue to

receive sheltered support through the READ 180 program. Parents of FELLs are also informed that their children will continue to receive the extended time modification during the NYS/ NYC standardized examinations for the following two years. The ESL teachers together with the test coordinator, ensure that every teacher who instructs the English Language Learners in the different programs, is aware that these students receive modifications such as extended time, use of glossaries and separate location.

6. 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.) 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. 

Trends in Program Selection

Based on our review of the Program Selection Forms which were completed by parents of new admits, we noticed the following trend: over the past 7 years, the trend has been for parents to request ESL or Dual Language placement. Most parents seem to prefer both of these options over the Transitional Bilingual program. The program models offered in our school is aligned with parent requests. If the parents choose a program not available at our school (such as Transitional bilingual program), the parents are referred to other local schools which offer the selected program or to the district placement office. These children are placed in the Dual Language program and their names are placed on a waiting list for the Transitional Bilingual Program. If there were at least fifteen parents on the same grade level or consecutive grades, who request a Transitional Bilingual Program, we would open a Transitional Bilingual class.

Aligning Program models with Parent Request

As per the trend on parent surveys, Dual Language is offered from grades K-5. Due to our demographic make up, we are able to offer the following choices: Dual Language and push-in ESL.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

-ELL Programming

A. Programming and Scheduling Information

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

Dual Language Program:

There is one Dual Language class in each grade. Classes are mixed heterogeneously across proficiency levels. Each teacher holds

a Common Branch license and a Bilingual Extension license. English Language Learners and English Proficient students are enrolled

in all of our Dual Language classes.

We have 85 EPs or English Proficient students in the Dual Language Program.

- 3 African-American, 3 Asians, and 79 Latinos.

There are 73 ELLs in the Dual Language Program.

The Dual Language breakdown is as follows:

Kindergarten – 22 ELLs and 3 EPs

1st grade – 11 ELLs and 11 EPs

2nd grade – 23 ELLs and 5 EPs

3rd grade – 2 ELLs and 21 EPs

4th grade -- 5 ELLs and 27 EPs

5th grade – 10 ELLs and 18 EPs

ESL Program:

ELL students receive the necessary ESL and ELA instructional units as required by Commissioner's Regulations Part 154.

Students are

grouped according to their language proficiency. Instruction is provided using a Push-in model by certified ESL teachers who push

in for the necessary amount of minutes as determined by the student's level of proficiency.

There are 31 students in the ESL Program.

Kindergarten - 5 Spanish speakers and 1 Bengali

1st grade - 5 Spanish speakers, 1 Chinese and 1 Arabic

2nd grade - 3 Spanish speakers and 1 Arabic

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

4th grade – 3 Spanish speakers and 1 Bengali

5th grade - 5 Spanish speakers, 1 Chinese and 1 Nepalese

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)?

Dual Language

Instruction in the Dual Language classes alternate between Spanish and English. Guided reading in the primary grades is provided in the Native Language of the student with the exception of those students who have demonstrated the ability to learn to read in both languages or who have demonstrated the need to learn in one language. Students receive the required periods of NLA, ELA and ESL based on their NYSESLAT or LAB-R scores. Beginner and Intermediate ELLs receive 360 minutes of ESL instruction per week. Advanced ELLs receive 180 minutes of ESL and 180 minutes of ELA instruction per week. Beginner ELLs receive an average of 90 minutes a day of NLA instruction, Intermediate students receive a minimum of 60 minutes and

Advanced students receive 45 minutes of Native Language Arts.

ESL

The ESL teachers support the classroom teachers during guided reading. Our third, fourth and fifth grade students receive 90-minute reading instruction using the technology-based reading program READ 180 with specific strategies to support ELL students. The program's curriculum and instruction is aligned with the Common Core Learning Standards for ELA, NLA and ESL, as well as the content areas such as mathematics, science, and social studies. Content Area instruction is delivered in English using content rich books, visual aides and manipulatives. Beginning and Intermediate ELLs receive 360 minutes of ESL instruction per week. Advanced ELLs receive 180 minutes of ESL and 180 minutes of ELA instruction per week. Teachers of ELLs in monolingual classrooms also incorporate lots of UDL and the use of second language acquisition strategies throughout the day. ESL students use Spanish-English glossaries for all content areas. These ESL students participate in the same school wide guided reading and Math programs.

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 foster language development and meet the demands of the Common Core Learning Standards.

Dual Language- In the Dual Language classrooms, content area subjects are taught in both Spanish and English, using second language acquisition strategies and the use of content rich visual aides. For 2013-2014, we are implementing a new technology-based program, GO Math. Students will receive targeted instruction based on their needs and next learning steps. Our school is using this Math program from grades K-5. We specifically use Harcourt Ciencias and McGrawHill Estudios Sociales textbooks to address the needs of bilingual students in the Content Areas. Spanish-English glossaries are available in Math, Science and Social Studies to all ELL students.

The science specialty teacher is Bilingual and provides science instruction in both English and Spanish. Social Studies instruction is provided by the classroom teacher. Social studies is integrated within the literacy block. Social studies instruction is provided in English and in Spanish. UDL is provided through multiple means of presentation of new vocabulary and concepts.

ESL- Content Area instruction is delivered in English using UDL, content rich books, visual aides and manipulatives. All classes in grades K-5 use the Go Math technology-based program. Teachers of ELLs in monolingual classrooms incorporate lots of second language acquisition strategies throughout the day, even when teaching content area subjects. ESL students use Spanish-English glossaries for all content areas. ESL teachers also use supplemental materials such as the Oxford Content Area Picture Dictionary. They also incorporate non-fiction social studies and science books as part of the Guided Reading curriculum. Bilingual glossaries are used to support instruction for ELLs who speak Spanish, Chinese Arabic and Bengali.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
The English Language Learners in the Dual Language classes are assessed with EI Examen de Lectura en Espanol or ELE. This test is administered to ELLs and EPs in grades 3-5. Some ELLs in the Dual Language Classes are assessed in Spanish for Math, Science and Social Studies.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
We administer the ELL periodic assessment in the fall and in the spring to monitor the progress of our ELLs. Throughout the year informal assessments of the four modalities are done by the Bilingual and ESL teachers. Reading and Speaking are tested quarterly with Fountas and Pinnell benchmark assessments. Listening is tested through the Read 180 reading Program and the Writing is assessed through the NYS ELA Performance Tasks.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Plan for SIFE

Our 3rd, 4th and 5th grade SIFE students receive the support of Bilingual and ESL teachers during the 50 minutes extended day program. SIFE students are pulled out during the school day to receive small group instruction in NLA and ESL. They also attend the after school program, which meets on Mondays and Tuesdays 3:10 to 4:40pm. 3rd, 4th and 5th grade SIFE students attend the Saturday Academy Program which provides ESL instruction with Native Language support in Mathematics and the Content areas. The purpose of

these supplemental programs is to provide ESL and NLA instruction as well as the academic and content language support that these students lack. These classes are taught by certified bilingual teachers.

Plan for ELLs in School less than 3 years/Newcomers

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

Plan for ELLs in school 4-6 Years

ELLs with 4 to 6 years of service receive ESL instruction according to their proficiency level. Beginner and Intermediate students receive 360 minutes of ESL, while Advanced students receive 180 minutes of ESL and 180 minutes of ELA instruction. ESL and Dual Language students receive reading instruction through the READ 180, Ready GEN and System 44 programs. The SETSS teacher also provides small group instruction for some of these students. Most of these ELLs participate in our After School, afternoon tutorial and Saturday Academy programs. Some of these students receive additional small group support through the Fountas & Pinnell Intervention reading program, throughout the school day.

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

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

FELLs or Former ELLs

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

7. 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?

Plan for ELL Students with Special Needs/ Disabilities

Twelve of our ELLs are students with special needs. Five of these students are in the 5th grade, two are in the 4th grade, two are in second and three are in the first grade and there aren't any ELLs with disabilities in the 3rd grade. Eight students are in self-contained Special Education classes, while the rest of the students are in ICT classes. Some of our ELL students with IEPs are in general education classes. The ESL teachers push in to work with all of these students. In addition, the upper grade students use the technology based System 44, READ 180 and Ready GEN reading programs which focus on phonemic awareness, vocabulary development, comprehension and self-correction. ESL teachers provide ESL support to Special Education teachers by sharing ESL strategies and materials.

Native language Materials

Dual Language classes use the Treasures and Tesoros Series for guided reading. They also use Spanish textbooks for Go Math, Science and Social Studies.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The AIS coordinator and one Paraprofessional provide push-in support for identified at-risk English Language Learners during the school day. The SETTS teachers and the Bilingual Speech teachers provide SETTS and speech services to entitled ESL and Dual Language students. These teachers meet the diverse needs of our ELL students with disabilities in various ways: A push-in model of instruction is followed in order to maximize the time ELL students with IEPs spend along side their non-disabled peers. Lessons are planned using information from the students IEPs that are aligned with the CCLS. The Universal Design for Learning (UDL) is used to develop instruction that addresses the needs of our ELL students with disabilities. Self contained ELLs are mainstreamed into general education classes whenever appropriate.

In our school, SWDs in self-contained and ICT classes, receive instruction in English, with Native Language support provided by alternate placement paraprofessionals. They also have the use of bilingual glossaries for ELA and all Content Areas.

Courses Taught in Languages Other than English 

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

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

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

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

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

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

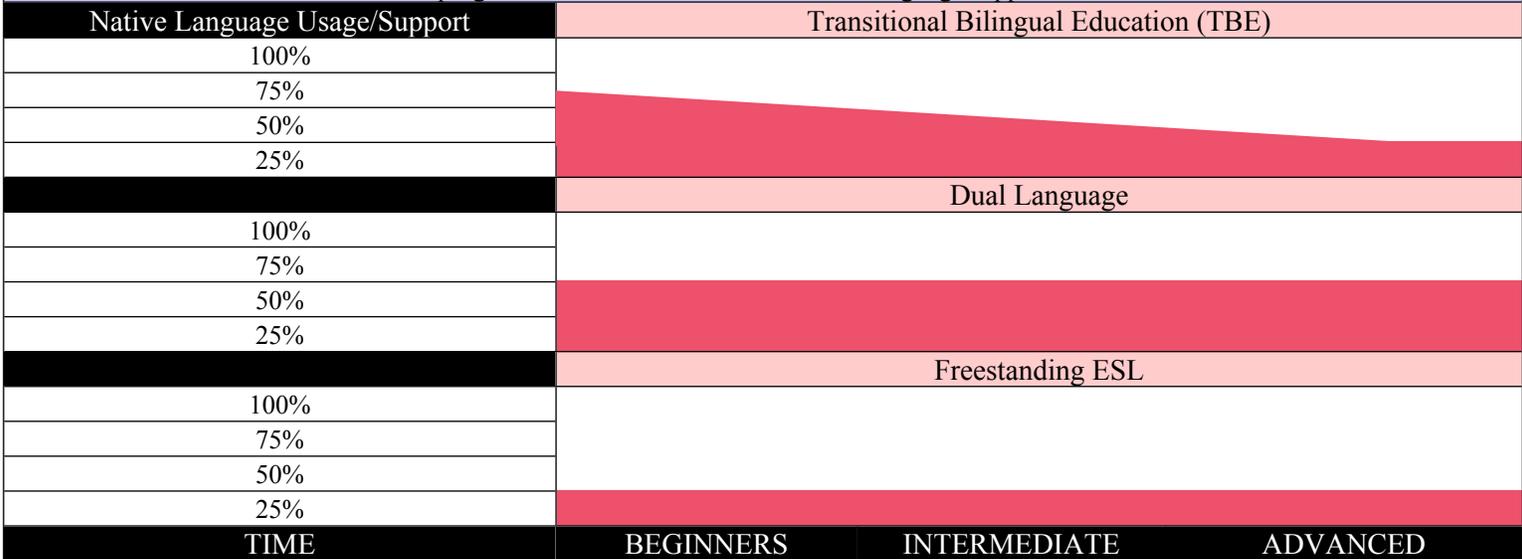
	Beginning	Intermediate	Advanced
--	-----------	--------------	----------

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

9. 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.

ELA Intervention/Support

ELA: The following interventions programs offered in English for ELLs in ELA are as follows:

READ 180—This intervention is for Intermediate and Advanced levels of language proficiency. The READ 180 program has a native language component which allows students to preview a 5 minute clip of the upcoming unit on their laptops in Spanish, French and several different languages.

- System 44—This intervention is for Beginners and/or ELLs with disabilities who are unable to blend sounds and who score BR on the SRI assessment.
- Ready Gen Scaffold Instruction—For Beginners, Intermediate and Advanced.
- Ready Gen ELL intervention –For Beginners, Intermediate and Advanced.
- Targeted small-group instruction during guided reading—For Beginners, Intermediate and Advanced.
- Small-group instruction during 50- minute after-school program on Mondays and Tuesdays—For Beginners, Intermediate and Advanced.
- Extended Day Program on Mondays and Tuesdays—after school—For Beginners, Intermediate and Advanced.
- Title III Program on Thursdays and Fridays—after school –For Beginners, Intermediate and Advanced.
- Saturday Academy—For Beginners, Intermediate and Advanced.
- Bilingual paraprofessional provides at-risk, push-in, support during the school day using F & P LLI program and/or My Sidewalks—for ELLs who are not making adequate progress. Progress is monitored by the AIS coordinator.
- AIS coordinator provides at-risk, push-in, support during the school day using F & P LLI program and/or My Sidewalks—for ELLs not making adequate progress.
- ESL teachers provide support to students in the Dual Language Program who are recently arrived ELLs. These students receive intensive ESL instruction which is focused on vocabulary development across the four modalities.

NYS ELA Assessment Results for 2011-12 SY:

- 60.8% of ELLs scored at the 75 percentile or higher

ELA Performance Task Data for English Language Learners for the 2012-13 SY:

Grade 5 Total Students ELLs 28
Grade 5 ELLs Progress in Evidence 24
% ELLs Progress in Evidence 86%

Grade 4 Total Students ELLs 29
Grade 4 ELLs Progress in Evidence 22
% ELLs Progress in Evidence 76%

Grade 3 Total Students ELLs 27
Grade 3 ELLs Progress in Evidence 25
% ELLs Progress in Evidence 93%

Grade 2 Total Students ELLs 57
Grade 2 Students Progress in Facts and Details 31
% Students Progress in Facts and Details 54%

Grade 1 Total Students ELLs 33
Grade 1 ELLs Progress in Information 25
% ELLs Progress in Information 76%

Kindergarten Total Students ELLs 22
Kgn ELLs Progress in Ideas and Purpose 22

% ELLs Progress in Ideas and Purpose 100%

Grades 3-5 Total Students ELLs 84
Grades 3-5 ELLs Students Progress in Evidence 71
Grades 3-5 % ELL Students Progress in Evidence 85%

Grades K-2 Total Students ELLs 112
Grades K-2 ELLs Students Progress in Evidence 78
Grades K-2 % ELL Students Progress in Evidence 70%

PS 108K Total ELL Students 196
PS 108K ELL Student Progress in Evidence 149
PS 108K % ELL Students Progress in Evidence 76%

Mathematics Intervention/Support:

- The Go Math! Program is the core curriculum used for all students, including English Language Learners. Intervention is embedded in the program, including the use of technology. In Dual Language classes, instruction is delivered in English and Spanish.
- Targeted small-group instruction during mathematics—For Beginners, Intermediate and Advanced students who scored a level 1 or 2 on the NYS mathematics in grades 4 and 5.
- Targeted small-group instruction during mathematics—For Beginners, Intermediate and Advanced students who are not making adequate progress in grades K, 1, 2 and 3.
- Small-group instruction during 50- minute after-school program on Mondays and Tuesdays—For Beginners, Intermediate and Advanced.
- Extended Day Program on Mondays and Tuesdays—after school—For Beginners, Intermediate and Advanced.
- Title III Program on Thursdays and Fridays—after school —For Beginners, Intermediate and Advanced (instruction offered in English and Spanish).
- Saturday Academy—For Beginners, Intermediate and Advanced.

NYS Mathematics Assessment for 2011-12 SY:

- 56.7% of ELLs at the 75 percentile or higher

Math Performance Task Data for English Language Learners for 2012-13 SY:

Grade 5 Total Students ELLs 29
Grade 5 Students Progress in Reasoning and Proof 23
% Students Progress in Reasoning and Proof 76%

Grade 4 Total Students ELLs 25
Grade 4 Students Progress in Reasoning and Proof 19
% Students Progress in Reasoning and Proof 79%

Grade 3 Total Students ELLs 25
Grade 3 Students Progress in Reasoning and Proof 22
% Students Progress in Reasoning and Proof 88%

Grade 2 Total Students ELLs 31
Grade 2 Students Progress in Reasoning and Proof 22
% Students Progress in Reasoning and Proof 71%

Grade 1 Total Students ELLs 27
Grade 1 Students Progress in Reasoning and Proof 24
% Students Progress in Reasoning and Proof 89%

Kindergarten Total Students ELLs 21
Kindergarten Students Progress in Reasoning and Proof 19
% Students Progress in Reasoning and Proof 90%

Grades 3-5 Total Students ELLs 79
Grades 3-5 Students Progress in Reasoning and Proof 64
Grades 3-5 % Students Progress in Reasoning and Proof 81%

Grades K-2 Total Students ELLs 79
Grades K-2 Students Progress in Reasoning and Proof 65
Grades K-2 % Students Progress in Reasoning and Proof 82%

PS 108K Total Students ELLs 158
PS 108K Students Progress in Reasoning and Proof 129
PS 108K % Students Progress in Reasoning and Proof 82%

Science:

- Science instruction is provided by a bilingual, science cluster teacher for the Dual Language classes in both English and Spanish.
- Science teachers provide small-group instruction and intervention based on student needs. Please note that the ELA performance tasks were science and social studies based.
- NYS Science Assessment: 85% scored between levels 2-4, 65% scored between levels 3-4 and 20% scored level 4.

Social Studies: Dual Language teachers provide social studies instruction in both Spanish and English. Classroom teachers provide social studies instruction in English for ELLs in monolingual classes. Please note that the ELA performance tasks were science and social studies based.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our Dual Language and ESL programs continue to be effective. Out of 134 students who took the NYSESLAT, 61 students became proficient. 80 students moved up at least one proficiency level. An increasing number of students have acquired near native fluency as evidenced by the NYSESLAT results. The majority of students have made the shift from Basic Interpersonal Communication Skills (BICS) to CALP (Cognitive Academic Language Proficiency).

In the Content Areas, students are given pre and post tests for each unit in Science, Social Studies and Math. In ELA they are assessed continuously with Fountas and Pinnell and READ 180. Teachers use the data from the pre-assessments and benchmarks to plan and differentiate instruction to meet the needs of students.

Upon analysis of the ELL periodic assessment from spring 2012, it is evident that the results are a prediction of the students' overall performance on the NYSESLAT as well as their performance for the reading, writing and listening components. The school leaders put structures in place for the 2013-14 school year to assess the ELLs using the ELL periodic assessment in fall 2013 instead of waiting for the spring so that the teachers can use this data as formative assessments to drive their instruction in preparing the students for the NYSESLAT 2014.

The school leaders have put structures in place to provide the time for teachers of ELLs to meet with the lead, bilingual teachers as well as the ESL teachers for collaborative inquiry. The ELL periodic assessments are analyzed to identify strengths, next learning steps and implications for instruction.

The ELL periodic assessment will be administered in the fall and spring to monitor progress.

The progress of all students, including ELLs, are monitored several times a year at set benchmark dates using multiple sources of data such as, but not limited to, System 44 SPI results, READ 180 SRI results, Fountas and Pinnell, math benchmarks, ELA performance tasks, math performance tasks, and science performance tasks.

We have an S.B.O to ensure that the teachers participate in collaborative inquiry on Wednesdays from 2:20-3:10. Additionally, schedules for Grades Pre-K - 5 have been organized so that these grades have common preps to facilitate regular common grade

team meetings. These meetings ensure opportunities for teachers to collaborate, develop and plan the performance tasks and quality units of study. Teachers analyze the resulting student work, to inform and guide instruction. As an elementary school, we have an eight period day, so each teacher team is assigned one professional activity period per week, which is used for team meetings with the Staff Development Team.

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

2013 NYSESLAT Results are as follows:

Grades	Average Growth
Grade 5	0.6
Grade 4	1.1
Grade 3	1.2
Grade 2	1.8
Grade 1	1.3

*Growth of 1.0 or greater indicates advancement of at least one proficiency level.

For Dual Lang classes: For NYS ELA: In third grade, 55% of the EPs achieved Levels 1 and 2 and 45% of the EPs achieved Levels 3 and 4. In fourth grade, 25% of the EPs achieved Levels 1 and 2 and 75% of the EPs achieved Levels 3 and 4. In the fifth grade, 100% of the EPs achieved Levels 1 and 2 and 0% of the EPs achieved Levels 3 and 4.

For NYS Mathematics: In third grade, 64% of the EPs achieved Levels 1 and 2 and 36% achieved Levels 3 and 4. In fourth grade, 50% of the EPs achieved Levels 1 and 2 and 50% of the EPs achieved Levels 3 and 4. In the fifth grade, 100% of the EPs achieved Levels 1 and 2 and 0% of the EPs achieved Levels 3 and 4.

For Dual Lang classes: For NYS ELA: In third grade, 100% of the ELLs achieved Levels 1 and 2 and 0% of the ELLs achieved Levels 3 and 4. In fourth grade, 100% of the ELLs achieved Levels 1 and 2 and 0% of the ELLs achieved Levels 3 and 4. In the fifth grade, 71.5% of the ELLs achieved Levels 1 and 2 and 28.6% of the ELLs achieved Levels 3 and 4.

For NYS Mathematics: In third grade, 100% of the ELLs achieved Levels 1 and 2 and 0% achieved Levels 3 and 4. In fourth grade, 87.5% of the ELLs achieved Levels 1 and 2 and 12.5% of the ELLs achieved Levels 3 and 4. In the fifth grade, 89% of the ELLs achieved Levels 1 and 2 and 11% of the ELLs achieved Levels 3 and 4.

For all classes: For NYS ELA: In third grade, 100% of the ELLs achieved Levels 1 and 2 and 0% of the ELLs achieved Levels 3 and 4. In fourth grade, 100% of the ELLs achieved Levels 1 and 2 and 0% of the ELLs achieved Levels 3 and 4. In the fifth grade, 83.3% of the ELLs achieved Levels 1 and 2 and 16.7% of the ELLs achieved Levels 3 and 4.

For NYS Mathematics: In third grade, 91% of the ELLs achieved Levels 1 and 2 and 9% achieved Levels 3 and 4. In fourth grade, 15% of the ELLs achieved Levels 1 and 2 and 85% of the ELLs achieved Levels 3 and 4. In the fifth grade, 86.6% of the ELLs achieved Levels 1 and 2 and 13.3% of the ELLs achieved Levels 3 and 4.

11. What new programs or improvements will be considered for the upcoming school year?

New for 2013

For 2013-2014, we are implementing two new technology-based programs, Ready GEN for ELA and GO Math for Mathematics. Students will receive targeted instruction based on their needs and next learning steps. READ 180, Ready GEN and System 44 will be part of the literacy block. All Dual Language and ESL classes are using the Close Reading strategy in order to develop students' abilities to analyze and comprehend more complex passages and tasks. Our school is using the Math program GO Math from grades K-5. This program is strongly aligned to the instructional shifts required by the Common Core standards: it focuses deeply on a narrower set of key topics for each grade, clearly connects students' learning across grade levels, and ensures students have the opportunity to both practice skills and apply their thinking to real-world problems.

For English Language Arts, we selected Pearson's ReadyGen for grades K-5, which could be used by a school as a stand-alone

curriculum or paired with the Foundations phonics program. This program is aligned to the Common Core’s instructional shifts: it includes a balance of rigorous fiction and non-fiction texts, builds students’ academic vocabulary and knowledge across content areas, and engages students in using evidence from texts to make oral and written arguments.

12. What programs/services for ELLs will be discontinued and why?

Everyday Math for grades K-3 and EnVision Math have been discontinued for all students, including ELLs, and has been replaced with Go Math! because the NYC DOE believes that the program is strongly aligned to the instructional shifts required by the Common Core standards: they focus deeply on a narrower set of key topics for each grade, clearly connect students’ learning across grade levels, and ensure students have the opportunity to both practice skills and apply their thinking to real-world problems.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Equal Access to all Programs

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

- The entire student population, including ELLs, receive Ready Gen Scaffold Instruction.
- Small-group instruction during 50- minute after-school program on Mondays and Tuesdays–For Beginners, Intermediate and Advanced.
- Extended Day Program on Mondays and Tuesdays—after school–For Beginners, Intermediate and Advanced.
- Title III After School Program on Thursdays and Fridays.
- Saturday Academy–For all ELLs in grades 3-5.
- AIS coordinator provides at-risk, push-in, support during the school day using F & P LLI program and/or My Sidewalks—for ELLs not making adequate progress.
- The Go Math! Program is the core curriculum used for all students, including English Language Learners. Intervention is embedded in the program, including the use of technology. In Dual Language classes, instruction is delivered in English and Spanish.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Instructional materials including technology

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

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

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

Instructional materials in Content Areas

ELLs in grades K-5 use the new GO Math program. All Dual Language classes use Science and Social Studies textbooks in Spanish and English. These textbooks include Harcourt’s Ciencias and Estudios Sociales. The Oxford Picture Dictionary series supports Science and Social Studies vocabulary development.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native Language Support

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

Dual language students.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

All required services and resources correspond to ELLs ages and grade levels. All students have access to technology as an integral part of their instruction on a daily basis. Beginners, Intermediates and younger students benefit from more manipulatives, visuals and hands on activities. Advanced and older students are given more challenging texts and tasks which encourage them to back up their arguments and opinions with evidence from the text.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Activities for newly enrolled ELLs

A Staff Developer and Parent Coordinator offer workshops in late spring for incoming students, including English Language Learners. At the workshop they share strategies that parents/guardians of ELLs can use to assist their children in school even if they cannot speak English. The workshop also addresses grade-wide expectations and school policies.

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

18. What language electives are offered to ELLs?

n/a

19. For schools with dual language programs:

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

We have one Dual Language class on each grade from Kindergarten through Fifth grade. Each teacher has a bilingual license and provides instruction in all content areas in English and Spanish. EPs and ELLs are integrated for literacy, science, math, social studies, physical education, and the Arts. Science and math are taught in both English and Spanish.

The literacy block is taught in English and Spanish with the exception of guided reading. Guided reading is when students receive small-group instruction for intervention based on their strengths and next learning steps. Thus, guided reading instruction may be in Spanish only newcomers as well as some Beginners.

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

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Professional Development and Support for School Staff

Professional Development

The focus of our professional development plan for the 2013-2014 school year is to strengthen student work and teacher practice by continuing to examine and implement the Common Core Standards and the Danielson Framework for Teachers. Our goal is to strengthen student work by refining classroom instruction with teacher effectiveness.

Professional development is provided to every teacher in our school on a weekly basis by the professional development team. The following school personnel receive professional development along with the teachers: paraprofessionals, psychologist, guidance counselor, occupational/physical therapists, speech therapists, secretaries, school aides and the parent coordinator. The entire staff participates in special inquiry teacher teams where the needs of all our students, including ELLs and students with disabilities, are analyzed. All of our teachers are provided with common preparation periods during which the Staff Developers engage teachers in study group activities. The needs of our ELL students are addressed during these work-sessions and team meetings. This staff development team provides additional professional development to all teachers including teachers of English Language Learners through demonstration lessons, in-class assistance and inter-visitations. We have two ELL Teacher Teams, one for K-2 teachers and one for teachers in grades 3-5. These teams meet on alternating weeks.

Teachers of ELLs in Dual Language and Monolingual classes attend weekly professional development sessions. These workshops will cover the following topics:

- Scaffolding close reading for ELL students.
- Analysis of teacher practice, assessment data, and student work for ELLs and FELLs, to strengthen teacher instructional capacity and promote the implementation of the CCLS to ensure increase student achievement
- Strategies for struggling readers during guided reading
- Promoting instructional shifts with Go Math!
- Analysis of ELA and Math performance tasks: Identifying grades/class, ELL, SWD, and gender trends, to determine implications for instruction.

ELL Teacher Staff Development schedule

New Dual Language Teachers-Thursdays: 7:30 – 8:00 am.

ELL Teacher Team meeting for Grades K-2 - Wednesdays: 8:45 - 9:30 am.

ELL Teacher Team meeting for Grades 3-4 - Mondays at 8:00 - 8:45 am.

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

Content Area PD

- * Science teachers meet weekly with staff developers to discuss curriculum and strategies to support ELLs and SWDs
- * Social Studies and Math professional development is given to all classroom teachers during weekly grade wide team meetings.

The ESL teachers attend periodic ESL meetings facilitated by the Children's First Network, CFN #210 ESL specialists. The information from the meetings is turn-keyed to the professional development team and pedagogical staff. Our Assistant Principal and the Staff Development team also provide our Dual Language and ESL teachers with professional development in Literacy, Mathematics, and ESL strategies. Differentiated Instruction for students who are English Language Learners is embedded in all lesson planning and workshops.

Throughout the school year, training is provided to the school guidance counselor, staff and fellow teachers of ELLs and bilingual students. Training is provided during professional development days, faculty conferences as well as new teacher workshops. All staff

is aware of the importance of providing support to the children that attend our school and their families.

The school guidance counselor provides individual, group and or whole classroom counseling services to address the academic, social emotional and behavioral needs for our English Language Learners and Bilingual Students. Some of the workshops conducted by the guidance counselor include bullying prevention and child abuse. In addition, during these sessions/presentations, students learn about transitioning from one grade to another, or transitioning from elementary to middle school via Middle School Articulation, Middle School Fair, P.T.C., Parent Teacher Association, Workshops and/or Parent Outreach (via-calls, via-mail, via-letters)

The School Based Support Team and ELLs

The Bilingual Guidance Counselor provides information and materials which address various social issues faced by ELLs. This information is differentiated according to their ages and grade levels. She has an open door policy for all ELL students in which she helps them with social, behavioral and personal challenges. In addition, she guides parents and students through the transition from elementary to middle school by facilitating the selection and application process for choosing a middle school which best meets their child's needs. She aides the students in writing their personal essays and guides them into evaluating their own interests and abilities. As with any student at PS 108K ELLs receive counseling, crisis assistance and peer mediation from the guidance counselor whenever necessary. The ELL students benefit from the ability to communicate in either English or Spanish which facilitates productive sessions with the students.

The Bilingual Parent Coordinator and the Bilingual Guidance counselor work together to provide information and workshops to the parents of ELL students at PS 108K. Workshops are scheduled regarding appropriate discipline methods, transition from elementary to middle and between grades, child abuse prevention and development of coping strategies for ELL parents and their children. PTA meetings are held on a monthly basis. These workshops are done in both languages (Spanish and English) to accommodate parents. Parents are encouraged to share concerns and maintain an open communication with the school. The availability of support from school staff is emphasized at meetings.

There is an open communication between parents, the Parent Coordinator and the Guidance Counselor such as phone calls, letters, appointments and home visits, if necessary. The Parent Coordinator in conjunction with school staff holds "Family Friday's" for the parents on the last Friday of every month. During this time community agencies are invited to make presentations at the meetings to provide information and support to parents of ELL students.

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

Jose P. Mandated Training

All of our new teachers will receive the 7.5 hours of ELL training as per Jose P. mandate throughout the year. New special education teachers receive 10 hours of training. The Jose P. training will be held in the fall. The sessions will be a combination of after school and school day trainings. The after school sessions will be held on Thursdays from 2:30-4:00 pm, starting on October 10th, 2013. Sessions will be conducted by the ESL teachers and the Bilingual Staff Developer. During these meetings teachers will be informed about compliance issues, the identification process for ELL students as well as testing accommodations and strategies for differentiating and supporting ELLs in their classrooms. Attendance, agendas and completion certificates will all be kept on file.

D. Parental Involvement

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

Parental Involvement

Our goal is to encourage families to be actively involved in the learning community of our school. Our Bilingual Parent Coordinator in conjunction with the staff development team, provide a plathora of workshops throughout the year to engage parents in the education of their children. Some of these workshops explore the Common Core Learning Standards, State and City assessments, and school expectations. These workshops are provided in English and Spanish.

Parents of newly enrolled ELL students are provided with two orientation sessions in September. The sessions provide information about the ELL programs we offer: ESL and Dual Language. These orientation sessions are separate and apart from regularly scheduled parent meetings and are conducted by the ESL teachers, the Parent Coordinator and the Assistant Principal.

We occasionally invite community based organizations to send in special speakers and offer their services to our parents.

PS 108 partners with Cypres Hills Community Development Corp. This community based organization provides GED, and ESL classess as well as hold informational sessions about job fairs, health care and other services.

We also partner with New York Psychotherapy and Counseling Center. This organization provides workshops and assistance to parents. When these workshops are offered at our school building, the Parent coordinator ensures that the information is translated in both English and Spanish.

The Parent Coordinator evaluates parental needs by having parents fill out surveys indicating the types of workshops and/or services they would like us to offer. For example, ARIS training is offered to our parents at the beginning of the school year. The Parent Coordinator also provides and accepts the Parent Concern Form which was created as a communication method between parents/guardians of ELLs and Bilingual Students.

PTA Meetings are held on the third Wednesday of each month from 4:30 – 5:30 pm. These meetings are conducted in both English and Spanish. At this time, special student achievement is celebrated , such as perfect attendance and student and athlete of the month are recognized.

Based on the needs assessment analysis of the parent concern forms and parent surveys, the following activities and workshops are being offered for this school year.

- * Bullying Prevention
- * Common Core State Standards
- * State and City assessments
- * "Grade Expectations"- These are monthly workshops which provide parents with the school's expectations for each grade
- * Family Fridays- The last Friday of every month has been designated as Family Friday. At this time parents are invited to visit the classroom while instruction is going on so that they can experience the education we provide for their children.
- * Field Day- The school holds two special field days at Highland Park, where the parents are invited to attend, promoting school spirit and community involvement.

A bilingual monthly calendar, as well as a school newsletter is sent to each of our students' home in an effort to keep parents informed of current activities and upcoming events in the school.

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

E. 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.

ELL Program Success

Upon reviewing the most recent NYSESLAT scores , we can see that our students are progressing through the hierarchy of modalities as expected. The overall proficiency levels continue to rise across the grades. On the Spring 2013 NYSESLAT, we had a total of 80 students who advanced one proficiency level or more. There were 32 students who tested Intermediate or higher on their first NYSESLAT. We also had 61 students become proficient.

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

Part VI: LAP Assurances

School Name: 108		School DBN: 19K108	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Constance Hahn	Principal		11/1/13
Gilda Galassi	Assistant Principal		11/1/13
Joana Garcia	Parent Coordinator		11/1/13
R. Parker/N. Raza	ESL Teacher		11/1/13
R. Harrigan	Parent		11/1/13
J. Jimenez	Teacher/Subject Area		11/1/13
	Teacher/Subject Area		11/1/13
J. Persaud	Coach		11/1/13
L. Geraci	Coach		11/1/13
R. Jimenez	Guidance Counselor		11/1/13
	Network Leader		11/1/13
D. Pavlic	Other <u>AIS Coordinator</u>		11/1/13
	Other		11/1/13
	Other		11/1/13
	Other		11/1/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 19K108 School Name: PS 108

Cluster: 2 Network: 210

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

Part A: Needs Assessment Findings

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

Looking at our language surveys, 44% of our students' households speak a language other than English. The vast majority speak Spanish, therefore, the communication between the school community and the parents, including monthly school calendars and notices, are sent home in Spanish and English. A few of our parents speak Bengali, Arabic, and Chinese, as well as English. We distributed the New York City Parent Language Cards which help the parents to tell us the language they speak. We also use the Home Language Report on ATS to track any new languages that are used in our school community.

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

The greatest need for translation service occurs during parent teacher conferences, PTA meetings, workshops, and conferences. For this purpose, we are using the funds to give per session pay to any of our Bilingual personnel who provide these services. These services consist of translations and oral presentations. The availability of translation services is announced at PTA and School Leadership Team meetings, through school newsletters, and posted announcements in the general office. Language identification cards from the Office for Family Engagement and Advocacy, are distributed to Parents/guardians who speak another language other than English. The cards identify the parents/guardians language so that staff members are made aware of the parent's translation needs. All of our written communication to the parents is in English and Spanish: letters to parents, calendars, newsletters, etc. In addition, when parents speak languages other than Spanish, French or English, the parent coordinator requests translation services from the Translation Unit. The parent coordinator sends out a memorandum to teachers explaining how to submit requests for over-the-phone interpretation services. We use the UPPG report in ATS and the HLIS forms, to determine the translation and interpretation needs at our school. Our enrollment is 893. The following subgroups of parents/guardians need written translation: 508 Spanish, 4 Chinese, 6 Arabic, 8 Bengali, 3 French and 4 Nepali. The following subgroups need oral translation: 504 Spanish, 4 Chinese, 6 Arabic, 8 Bengali, 2 French and 4 Nepali.

Part B: Strategies and Activities

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

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

Any type of material which is distributed by the school community: teachers, guidance counselors, administration, etc., will be translated into the dominant language of the school community. Translated items include parent and student handbooks, school calendars of activities and notices.

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

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

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

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

Part C: Professional Development

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

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

Begin description here:

Rationale:

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

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

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

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

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

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

Part C: Professional Development

of the program to analyze student data and to make any necessary changes to the plan.

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

Part D: Parental Engagement Activities

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

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

Begin description here:

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

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

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

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

Part D: Parental Engagement Activities

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

Refreshments will be served during the parent-school sessions.

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

Part E: Budget

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

Allocation Amount: \$17812

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

Part E: Budget

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

Allocation Amount: \$17812

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