



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: ASSEMBLYMAN ANGELO DEL TORO EDUCATIONAL COMPLEX

DBN (i.e. 01M001): 04M108

Principal: GRYSSELE MACHICOTE

Principal Email: GMACHIC@SCHOOLS.NYC.GOV

Superintendent: ALEXANDRA ESTRELLA, IA

Network Leader: LUCIUS YOUNG

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
Grysele Machicote	*Principal or Designee	
Amanda Walsh	*UFT Chapter Leader or Designee	
Desiree Rodriguez	*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	
Joanna Aquino	Member/ Staff	
Kelly Ferguson	Member/ Staff	
Abigail Medina	Member/ Staff	
Laura Lugo	Member/ Parent	
Sophia Rodriguez	Member/ Parent	
Wendy Feliciano	Member/ Parent	
Debbie Turner	Member/ Parent	
	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	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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 June 2014, 90 % of teachers will plan and deliver CCLS aligned instruction that will decrease the number of students in Level 1 and 2 by 5% in grades 4-8.

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 individual student data profile sheets reviewed by our staff in Grades K-8, and comparing state ELA assessment scores Grades 4-8 from the 2013 school year, we will remain with this focus for our school.
- Reviewing individual, class and school as a whole data on ARIS, we are able to identify progress patterns needed in increasing our student's performance on the state ELA assessments.
- Reviewing individual student F & P levels and report card results to identify trends.
- Fall benchmark assessments results

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

- Grade level /Content Area teacher teams examine and analyze formative and summative assessment data to develop implications for practice while implementing the new common core curriculum with a focus on sub groups
- Implement Ready Gen(Grades K-2) and Expeditionary Learning (Grades 3-8)programs, monitor and revise units as needed and develop further the CCLS
- As per Chancellor's Instructional Expectations, conduct 'Looking at student Work' sessions with teachers, utilizing LASW protocols to: a) analyze student work and align to Common Core Learning Standards, identifying gaps in curriculum content and teaching practice, b) analyze student work of rich performance task (Literacy) and develop consistency of judgments utilizing CCLS aligned rubrics, c) analyze each grade's Literacy assessments for cognitive rigor to check for balance and range of higher order thinking skills being assessed
- Test Prep- implement more specifically common core aligned test prep as indicated by students' literacy skills needs and the implementation of iReady program
- Professional development for teachers Pre-K to 8 to focus on specific daily effective teaching practices that have multiple entry points for all learners
- Afterschool program to support the needs of the lowest third students in ELA through various cycles
- Saturday Academy program to support the needs of the lowest third students in ELA
- Align all Elementary School- Early Riser, Middle School- Extended Day after-school ,Saturday Academy groups to effective small group literacy instruction by:
 - a) Identifying students who are not at grade level standard
 - b) Develop organizational structures and communication processes to ensure tight alignment of classroom instruction with these students to before/after-school instruction, focused on specific text processing and text comprehending strategies as needed by each student.
 - Review students' performance on past ITAs
 - Review iReady data reports
 - View data from F & P levels, Conference notes, ARIS Item Analysis Tool (Lead by Instructional Leads/data specialist team)
 - Access Network Instructional Point member to support teacher team meetings, guidance to instructional leaders and in-classroom coaching

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

- Principal, AP, Literacy Coach
- Grade Level /Content Area teacher leads
- Network Instructional Point member to support teacher team meetings and provide guidance to instructional leaders and in-classroom coaching designated staff

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

- As per Chancellor's Instructional Expectations, conduct 'Looking at student Work' sessions with teachers, utilizing LASW protocols to: a) analyze student work and align to Common Core Learning Standards, identifying gaps in curriculum content and teaching practice, b) analyze student work of rich performance task (Literacy) and develop consistency of judgments utilizing CCLS aligned rubrics, c) analyze each grade's Literacy assessments for cognitive rigor to check for balance and range of higher order thinking skills being assessed
- Teacher made rubrics
- Conference notes

- iReady data reports for individual students, class and school

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

- September 2013-June 2014

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

- Implement new common core curriculum aligned to the Common Core State Learning Standards
- Implement the CIE 2013-14
- Offer high quality instruction in all content areas
- School leaders invite teachers to play a meaningful role in setting goals and making important decisions for this school.
- Teachers set high standards for student work in their classes
- Our school has a clear measure of monitoring progress for student achievement throughout the year
- Our school makes it a priority to help students develop challenging learning goals
- Use academic learning time more strategically
- Jeremy's Heroes' Afterschool program, NY Young Runners, New York Philharmonic Very Young Composers, GOAL afterschool program to enhance character, theatre arts & sports development

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).

- Collaborate with Learning Leaders to increase the number of trained volunteers at our school.
- Designate Thursdays as a Parent Engagement Day
- LeAp workshops and activities for our school community
- Provide materials and training to help parents work with their children to improve their achievement level.
- Encourage Parents to attend District 4 sponsored workshops
- Provide parents with the information and training needed to effectively become involved in planning and decision- making in support of the education of their children.
- Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.
- Provide assistance to parents in understanding standards and assessments.
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.

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	X	Title IIA	X	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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.

By June 2014, 90 % of teachers will demonstrate effectiveness in the use of assessment student data to inform and improve their teaching and student learning as evidenced by consistent growth and improvement on the Danielson Framework.

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.

- According to the 2012-13 Report Card our grade went from an C to a B so we will continue to focus on the use of Data to improve teaching which in turn will increase student learning
- According to the 2012-13 NYC Learning Environment Survey only 55% of our teachers felt that they were provided with professional development in their subject area, which supports the continued focus on Data to improve instruction
- Analyzing school as a whole, class and individual student data to create multiple entry points when creating lessons and rigorous units of work
- Analyzing the ELA, Math and NYSESLAT results to identify targeted students for AIS, Elementary Early Riser and Middle School Extended Day students as well as

afterschool groups

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.

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

- Implement on-going, data driven assessments to determine and communicate specific student’s needs and goals
- Schedule common (vertical and horizontal) planning, develop teacher reflective practices, and individual administrative conferencing that supports collaboration and measurable performance
- Implement Differentiated PDs to train staff on web based data sites like ARIS and iReady, engageNY and assessment Pro data
- Instructional Leads will attend PD sessions offered by the CFN408 Network.
- Plan weekly grade-level collaborations and bi-annual principal/teacher conferences that identify, monitor and assess instructional strategies that reflect academic rigor.
- Monthly data specialist team meetings (consisting of teachers, CCLS Point Staff, Admin.) are used to emphasize the best way to use data
- Monthly data specialist team meetings begin (Sept. 2013- June 2014)
- Data Specialist PDs (Sept. 2013-June 2014)
- Elementary Early Riser and Middle School Extended Day student assessments given every AIS Cycle in 2013-14 and recorded on student data profile sheets for data interpretation.

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

- Principal, AP, Literacy Coach
- Grade Level /Content Area teacher leads
- Classroom Teachers
- Network Instructional Point member to support teacher team meetings and provide guidance to instructional leaders and in-classroom coaching designated staff

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

- Student data is monitored through ARIS, iReady data reports, interim assessment, student conferences and class profile sheets.
- Monthly data specialist team meetings (consisting of Instructional lead teachers, Point Staff, Admin.) are used to interpret and develop further the best way to utilize the data

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

- September 2013-June 2014

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

- School Created Professional Development Plan
- CFN 408 Network Professional Development Workshops attended by P, AP, Coach and Instructional Leads

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).

- Provide workshop opportunities for parents to help them understand the accountability system, e.g., F & P student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report
- Continue workshops on ARIS, Common Core Standards and Jupiter grades for MS 108 Families as well
- Encourage Parents to attend District 4 sponsored workshops
- Continue Thursday Various Parent Engagement Workshops facilitated by school staff, PC and Learning Leaders Liaison and the LeAps program

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	X	Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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.

By June 2014, 99% of the parents responding to the NYCDOE Learning Environment Survey will be satisfied with understanding what their children are studying, as well as being satisfied with their level of understanding of the programs offered by our school.

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.

- According to the NYCDOE Learning Environment Survey 2012-13 the response rate for parents taking the survey increased by 3%(66%) as compared to (63%) in 2011-12
- According the NYCDOE Learning Environment Survey 2012-13 our overall scores out of 10 increased in the areas of Academic Expectations, Communication, Engagement and Safety and Respect as compared to last year's results and in comparison to other Citywide elementary and middle schools
Principal Conversations with parents and feedback shared with the Administrative team and staff throughout the year

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.

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

- Monthly Parent Association meetings
- Academic Meetings with staff as needed
- ELA, Math, ESL workshops throughout the year and across the grades in Pre-K through 8th
- Translate school documents and provide interpretation during meetings and events as needed
- Family Nights
- Curriculum Nights
- Parent teachers Conferences in November and March
- Parents as Reading Buddies/Learning Leaders
- LeAp workshops
- School Calendar
- Middle school Jupiter Grades
- School e-chalk website
- Electronic school messenger to inform parents about events and attendance status
- Encourage more parents to become trained school volunteers
- Support school-level committees that include parents who are members of the School Leadership Team. Provide technical support and ongoing professional development especially in developing leadership skills

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

- Principal, AP, Literacy Coach, Parent Coordinator
- Learning Leaders, LeAp staff
- Grade Level /Content Area teacher leads
- Classroom Teachers
- Network Instructional Parent Point member to support parent coordinator provide guidance to instructional leaders and in-classroom coaching designated staff

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

- Attendance Sheets from all parent meetings and workshops to track attendance record
- Compare the number of parent responses in the NYCDOE Learning Environment Survey from 2013-13 to 2013-14
- Parent workshop surveys

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

- September 2013-June 2014

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

- LeAp parent workshops
- Learning Leaders
- Jupiter online grade website
- eChalk school website

- District 4 parent workshops
- PA 2013-14 from PS 108

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).

- Celebrate parent participation through certificates at award assemblies
- Invitation to special grade assemblies (holidays, awards, etc.)
- Provide materials and training to help parents work with their children at home
- Provide school planners for regular written communication between teacher and the home in a format that parents can understand in Grades 3-8
- On-going, regular communication with families via the e-chalk website as well as Jupiter grades for the Middle School families
- Ensure that the Parent Involvement Policy is distributed and discussed with parents, students and staff
- Ensure and Active PA is facilitating parent engagement workshops and events for students and families

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	X	Title IIA	X	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based 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.

- **Strategies/activities that encompass the needs of identified subgroups**

1.

- **Key personnel and other resources used to implement each strategy/activity**

1.

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

- **Timeline for implementation and completion including start and end dates**

1.

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

6.

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).

Budget and Resource Alignment

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

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based 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.

- **Strategies/activities that encompass the needs of identified subgroups**

1.

- **Key personnel and other resources used to implement each strategy/activity**

1.

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

- **Timeline for implementation and completion including start and end dates**

1.

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

6.

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).

Budget and Resource Alignment

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

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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	Students in grades K-8 are provided this intervention using the workshop model with leveled readers and small guided reading groups, student word-study and beginning reading skills are reinforced.	In order to provide individualized instruction, these groups will consist of no more than 10 students for Gen Ed classes and no more than 5 for Special Ed classes.	Every AIS Cycle(3 times a year), the students are reassessed to monitor progress and need for continued services during the Elementary Early Riser(8:02-8:40) and Middle School Extended day(2:20-3:00) program.
Mathematics	Teachers support and work with small groups on computational error patterns, problem-solving strategies, integrating learning and testing, games and puzzles, in order to develop an understanding and appreciation of mathematics	In order to provide individualized instruction, these groups will consist of no more than 10 students for Gen Ed classes and no more than 5 for Special Ed classes.	Our teaching staff employs a wide variety of methods and approaches to improve the mathematics achievement of all our children during the Elementary Early Riser(8:02-8:40) and Middle School Extended day(2:20-3:00) program.
Science	Mathematics, English Language Arts, and Technology are infused throughout the Science curriculum.	Students read related nonfiction materials, explain observations, participate in discussions, record data and produce reports explaining their findings after they have researched a topic.	Our teaching staff employs a wide variety of methods and approaches to improve the Science achievement of all our children
Social Studies	Read Aloud, biographies, poetry, and nonfiction books will be used to introduce and reinforce both reading skills and social studies concepts.	Our teaching staff employs a wide variety of methods and approaches to improve the mathematics achievement of all our children	Our teaching staff employs a wide variety of methods and approaches to improve the Social Studies achievement of all our children
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At risk services are determined on a needs basis per child	At risk services are differentiated based on the needs per child	At risk services are differentiated based on the needs per child

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

2. All elements of the *All Title I Schools* section must be completed*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TAS 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.
<ul style="list-style-type: none"> • NYC DOE Mentoring Plan for new staff. • Differentiated PD for new/untenured and tenured staff. • Assigned 1 on 1 Admin/Coach team in addition to DOE assigned mentor for first/second year staff as needed. • Admin Staff will model and train Instructional Leads to build capacity in our school as we implement the CIE 2013-14. • Encourage staff to pursue Bilingual Certification and or Special Education Extensions and or Middle School Licensing to further our mission in increasing the number of HQT, especially in our Middle School

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).
Participation on various grade level and content area teacher teams to further build collaboration and communication with staff in unpacking the new Common Core Curriculum at our school in 2013-14.

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
In our efforts to ensure we are building communication with all of our constituents in our community, we have implemented the use of multiple forms of communication; letter, e-chalk website, school messenger, principal monthly events newsletter and an informational table located in the main entrance. Our Parent Coordinator, Mrs. M is conducting outreach and workshops that address the needs of our population in the community. We have implemented PBIS programs at our school to build positive school climate. We have Implemented the Asphalt green Recess Enhancement program at lunch to build positive social interactions. We are also conducting pre-school activities to assist the transition into elementary school.

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.).
. We are conducting pre-school activities to assist the transition into elementary school. Our Parent Coordinator, Mrs. M is conducting outreach to families to support and address the needs of our population in the community as needed.

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.
Our staff is invited to provide input in many of our decision making opportunities. Whether it is via our grade level or content area teacher teams, participating in the school wide implementation team focus group, at faculty conferences or in person with the Admin team. It is through this collaborative process that we are able to come together as a school community to reflect and refine our current programs or initiatives. This will then support the development of action plans for future implementation to further our school in achieving its mission.

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).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PS/MS 108 School-Parent Compact 2013-14

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

SCHOOL RESPONSIBILITIES 2013-14

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

PARENT RESPONSIBILITIES 2013-14

- Providing a quiet place that should be well-lit and well-equipped with pens/pencils, paper, ruler, crayons/markers, glue, dictionary, etc. to do homework
- Setting aside a specific time to do homework
- Reviewing homework assignments
- Being available to assist their child when needed
- Maintaining a Home/School communication folder and check it on a daily basis
- Encouraging daily attendance in school and monitoring school attendance
- Attending Parent-Teacher conferences

PARENT RESPONSIBILITIES 2013-14-con't

- Responding to school notes, letters, or telephone calls to a student's home on what kind of assistance they need to help them be more effective parents in assisting their children educationally
- Becoming involved in developing, implementing, evaluating and revising the School Parent Involvement Policy Plan
- Using or asking for technical assistance training that the school may offer on effective parent practices
- Supporting our school by working with their children on their schoolwork and reading to them and by having them read to us
- Sharing in the responsibility for improving our children's achievement in school
- Reading middle school student progress reports
- Actively participating in the Parents' Association for P.S./ M.S 108

STUDENT RESPONSIBILITIES 2013-14

- Asking the teacher any questions they may have about the homework
- Taking home the materials and information needed to complete assignments
- Completing homework in a thorough, legible, and timely manner
- Returning homework signed by parents
- Complying with school rules
- Attending school regularly
- Respecting the personal rights and property of others
- Showing the PS/ M.S. Parent Home/School communication agenda section on a daily basis
- Reading at least 30 minutes every day outside of school time.
- Giving my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day

TEACHER RESPONSIBILITIES 2013-14

- Providing quality teaching and leadership
- Assigning grade level appropriate homework
- Coordinating with other programs to make sure nightly assignments do not exceed time limits
- Giving positive corrective feedback
- Recognizing that students are accountable for every assignment
- Checking that homework has been completed on a daily basis
- Respecting cultural, racial, and ethnic differences
- Holding at least two parent – teacher conferences for the school year

PLEASE SIGN AND RETURN TO YOUR CHILD'S TEACHER

Date: _____

Child's Signature _____

Parent/Guardian Signature _____

Teacher's Signature _____

Title 1 Parent Liaison _____

Mrs. Machicote, Principal _____

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

**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 4	Borough Manhattan	School Number 108
School Name PS/MS 108		

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 Gryssele Machicote	Assistant Principal Diana Patino
Coach Alison Kearns	Coach type here
ESL Teacher Ramona Rovira	Guidance Counselor Claudia Belloso
Teacher/Subject Area Arabella Cintron	Parent Magdalena Sosa
Teacher/Subject Area Madeline Salazar	Parent Coordinator Adelina Murphy
Related Service Provider Abigail Medina, Bi-Li Sp Ed	Other Ivette Jimenez, Bi-Li Sp Ed
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.	1	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	1	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	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	697	Total number of ELLs	77	ELLs as share of total student population (%)	11.05%
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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 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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)	1	0												1
Freestanding ESL														
Pull-out	0	0	1	2	2	2	1	1	1	0	0	0	0	10
Push-In	0	0	0	0	0	0	1	1	1					3
Total	1	0	1	2	2	2	2	2	2	0	0	0	0	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	78	Newcomers (ELLs receiving service 0-3 years)	33	ELL Students with Disabilities	16
SIFE	1	ELLs receiving service 4-6 years	29	Long-Term (completed 6+ years)	16

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	11									11
ESL	22	1	2	29		8	16		6	67
Total	33	1	2	29	0	8	16	0	6	78

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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	3	18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	18
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	3	18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	18

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): 0 Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 8 Asian: Hispanic/Latino: 38
 Native American: White (Non-Hispanic/Latino): 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	3	8	6	4	10	8	14	10	9	0	0	0	0	72
Chinese														0
Russian														0
Bengali			1	1			1							3
Urdu														0
Arabic					1			1						2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1							1
TOTAL	3	8	7	5	11	8	16	11	9	0	0	0	0	78

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)		0	0	1	2	2	0	1	0					6

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)		3	7	1	3	2	4	3	1					24
Advanced (A)		5	0	3	6	4	12	7	7					44
Total	0	8	7	5	11	8	16	11	8	0	0	0	0	74

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	9	2	0	0	11
5	4	2	0	9	15
6	14	2	0	0	16
7	5	3	0	0	8
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	7	0	4	0	0	0	0	0	11
4	4	0	1	0	0	0	0	0	5
5	15	0	1	0	3	0	0	0	19
6	5	0	4	0	0	0	0	0	9
7	8	0	1	0	0	0	0	0	9
8	8	0	1	0	0	0	0	0	9
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	3	0	3	0	6
8	0	0	0	0	0	0	0	0	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)								
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 a variety of assessment tools to collect data and gain insight as to how we can improve the performance of our ELL students. Specifically, we assess their literacy skills by using ECLAS-2, Fountas and Pinnell levels using the TCRWP running records and comprehension tools as well as curriculum assessments from the ReadyGen K-2 and Expeditionary for Grades 3-8. In addition, we also use data from NYC periodic assessments and the NYSESLAT exams. The above data helps us determine the reading, comprehension, and writing skills of our ELL students. Using this data, teachers drive their instruction by setting/planning long and short-term goals to help make the students successful. They also refer to it when planning to differentiate instruction and modify lessons accordingly. This data can also be used in revising curriculum maps, implementing project based assignments, and assessments.

We believe the raised state standards and the change in format and scoring contributed to our ELLs scoring at levels 1 and 2. Our special education students were particularly affected by the changes in scoring as many of them received a level 1. Fortunately, our Math and Science scores were not greatly effected by the new raised standards and the majority of our students did very well scoring level 3s and higher.

Generally speaking, the students who enter our school in an early grade tend to test out of the ELL program very quickly. While we have many beginner and intermediate students in Kindergarten and first grade, all of our students become advanced or proficient in listening and speaking by the fifth grade. However, we have found that our Special Education ELLs struggle scoring Proficient on the NYSESLAT and generally are our Long term ELLs. In reading and writing, most of our students have achieved the intermediate level or above. These scores indicate that we have a strong ELL program grounded in sound ELL methodologies and strategies to promote student achievement. Ms. R and classroom teachers often collaborate to assess student progress. Ms. R also use data found on ARIS and Acuity as well as data from past NYSESLAT exams to formulate groups and drive instruction. Student profile sheets have been created to track yearly academic progress as well as to measure increased proficiency from grade to grade.

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

The data reveals that students were improving in the Listening and Speaking Modalities and struggling in the Reading and Writing portions of the NYSESLAT. Students in the Middle school moved from the intermediate levels to the Advanced levels on the 2013 NYSESLAT. Most students entering kindergarten are either testing out or testing in the advanced levels of the LABR. This can be attributed to students attending our Pre-K program which lays the foundation for basic language skills. Based on the 2012-2013 Progress Report our number of ELLs at 75 growth percentile or higher in ELA is 47.9%, Math 35.4%, students who have moved to least restrictive environments is 52.1%.

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](#))

Looking at the patterns across the NYSESLAT modalities, we make instructional decisions to improve the reading and writing skills of our ELLs. We accomplish this by implementing a wide variety of curricula, strategies, and methodologies. Our teachers use the modifications provided by the three literacy curricula in the various grade levels: ReadyGen in K-2 and Expeditionary in grades 3-5. In analyzing the NYSESLAT data, we realized that more emphasis needed to be placed on a writing program. We emphasized the writing programs in the above curricula to expose students to writing in a variety of genres. They also model the entire writing process from beginning to end and provide teachers with modifications to the lessons to support ELLs and SWD. The data yielded by the AMAO is used to focus on the progress toward achievement of proficiency of our ELLs, and design effective instructional programs and/or interventions for those students. Allows for an increased focus on ELL sub-population and provides the school with the names of AT-Risk students and allows teachers and school leadership to tailor interventions specifically to the child.

4. For each program, answer the following:

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

A. Our ELL students did not make as much progress as we would have liked on the on the NYS ELA assessments. On the NYS Math Test, of our ELL students who tested scored levels 3 and 4. On the NYS Science Test, of our ELL students who tested scored levels

3 and 4. None of our ELLs take the assessments in their native language.

B. We do not administer the ELL Periodic Assessments. However, classroom teachers and Ms. R group students and provide services based on their individual strengths and weaknesses. In addition, teachers differentiate lessons in the classroom and use ACUITY to assign individualized passages based on the students' needs and skills to practice in school and at home.

C. The Periodic Assessments allow us to gauge how the ELL students will perform on the NYS Exams. None take the tests in their native language.

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](#).)

Our school uses the data to guide our instruction within the RTI Framework for grades K-5 by providing instruction that has strong Tier 1 strategies. Teachers plan and implement lessons that are vocabulary rich, discussion based, and provide multiple entry points for expanding oral language by building background, asking open ended questions, and discussion based projects. Teachers have word walls, use both student and teacher generated charts, and seizes opportunities to make connections both the community and their home lives.

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

School leadership ensures that a child's second language development is considered in instructional decisions by encouraging teachers to log into ARIS to identify their ELL students in the beginning of the year. They collaborate with Ms. R to discuss what the child is struggling in and how Ms. R can address these areas in ESL class. Teachers are also asked to differentiate their lessons according to the resources provided in their new curriculums to allow for students to build their second language skills.

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?

English Language students are assessed in the second language using the ESTRELLITA program for grades K-1. As this is the second year of our Dual Language Program our students have not taken the state test.

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 program by monitoring the proficiency of our English Language Learners from year to year. Our goal is to have our ELL students achieve fluency and/or proficiency on the NYSESLAT within 5 years. The programs that are currently in place for our ELL students are highly successful. In addition, if a child entered our school in Kindergarten the majority have become advanced or proficient in all NYSESLAT modalities by the 4th grade. 10 students in grades 1-8 have tested out of ESL services and 20 of our ELL students moved up at least one level as per the 2013 NYESELAT. We attribute this success to having highly qualified teachers with a strong foundation in ELL teaching strategies and methodologies contribute to the success of our program.

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](#).)
P.S. 108 is an elementary/middle school serving students in grades K - 8. Students that are in the ESL program were initially identified at registration as potential ELLs with the use of the HLIS (Home Language Identification Survey). The certified ESL teacher, Ms. R is made available to work one-on-one with the parents of new registrants to facilitate the registration process, assist with the HLIS completion, and conduct both formal and informal assessments to determine eligibility. Then Ms. R, who speaks

spanish, conducts an informal interview to determine if the student is eligible to take the LAB-R. Depending on the results of this interview, if it is deemed the student may be eligible for ESL services. Ms. R will administer the LAB-R within 10 days of registration to determine entitlement for ESL services. When entitlement is verified, Ms. R holds a Parent Orientation Meeting with the parents/guardians of the newly enrolled ELLs. At the Parent Orientation, information is given on the programs available, state standards, assessments and expectations for their children. Parents/guardians choose the program that they feel will best meet their children's needs. Our school only offers a freestanding ESL program and Dual Language Program. Students are placed in the program selected by the parent/guardian. To determine continuing entitlement to ESL services, we use the NYSESLAT test, which is given annually.

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.

Within the 10 days of registration, when entitlement has been verified Ms. R holds a Parent Orientation, where information is given on the programs available, state standards, assessments and expectations for their children. Parents/guardians choose the program that they feel will best meet their children's needs. Ms. R then presents a NYC DOE video in the Parent's native language describing the different programs that are available for their children in the parent's home language. She explains the differences/benefits of each model so that the parents can make an informed choice. This choice is then inputted into ATS within 10 days of the registration. Each time a new student is registered Ms. R is present at the registration to facilitate the process and make both parents and students feel welcomed.

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 [\[see tool kit\]](#).)

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

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.

4) The NYSESLAT (New York State English as a Second Language Achievement Test) and LAB-R will be administered to all identified ELL students and potential ELL students. These tests are aligned with New York State English as a Second Language Standards and determines entitlement of services in addition to analysis of student English language proficiency. Students are classified as Beginner, Intermediate, Advanced, or Proficient students. They are then placed accordingly based on their scores. Our Parent Coordinator, Mrs. M and our ESL teacher Ms. R frequently communicate with parents via School Messenger, formal and informal meetings and letters home. Communication is generally presented in both English and Spanish, however when necessary, a translator service is occasionally utilized to communicate information to families.

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.

Identifying students eligible for taking the NYSESLAT is done through ATS reports such as the RLAT., RLER, and the RBPS. These reports are cross checked to ensure that all students identified as ELLs take the NYSESLAT. The NYSESLAT is administered in compliance with testing administration guidelines set forth by the state. A schedule detailing the administration is given to the staff during the testing window to ensure that all students eligible to test are tested. The four components of the test are administered on different days to ensure that all students take all components of the test in the allotted time. Test materials are separated and secured by Testing Coordinator, Ms. P, Assistant Principal and distributed the morning of test administration. Teachers must sign out and in materials each day. Materials are counted and any student who was absent the day that the test was administered is put on a make-up session list. Ms. R, ESL teacher, Ms. S, bilingually certified teacher, Ms. M, Bilingual Special Education certified teacher, and Ms. C, Bilingual certified teacher all administer the test for the grade band K-2, 3-5, 6-8 during the window allotted for test administration. Teachers must take attendance at each session of testing and students are tested within the make-up period allotted for the test. At the end of testing administration window, materials are counted and secured for pick up and delivery to borough offices.

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. 

After reviewing the Parent Survey and program selection forms, we determined that 100% of our parents with students in grades 1-8 choose our freestanding ELL program. In Kindergarten, we are finding that most parents are choosing the Dual Language program for their children. Parent Choice Surveys are placed in Cumulative Folder and copies are kept in a Master Binder. The program models at our school are aligned with parent requests.

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])?
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)?

Our school utilizes four teachers to meet the mandated time requirements of the ELL students. One full time certified Ms. R, Ms. C certified bi-lingual teacher who services the ELLs, and 2 NYC certified bi-lingual special education teachers who service ELLs from grades K-8. Ms. R services the bulk of the ELL students in grades 1-8, Ms. S. services the ELL students in K, Ms. J services services ELL students in grade 6, and Ms. Cintron supports in servicing ELL students in grades 3-5. This schedule has allowed that ELL students receive the mandated ELL instructional time according to their level. Beginner and Intermediate students receive 360 minutes of ELL instruction per week and Advanced students receive 180 minutes per week of ELL instruction.

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.

The content areas are taught in English using ELL methodologies. Teachers aim to help students acquire English Language proficiency in the areas of listening, speaking, reading, writing and critical thinking to scaffold content and language learning.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

We ensure that our ELLs are properly evaluated in their native language by reaching out to parents in the community, local Universities, The Department of Translation and Interpretation, as well as staff within the building to ensure that the students are reaching their highest potential.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The teachers who service ELLs ensure that they are evaluated in all four modalities of English acquisition throughout the year through formal and informal assessments. Teachers use the Fountas and Pinnell levels to track student reading levels.
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).

6) We currently have 1 SIFE student admitted at our school. We developed an action plan to meet the needs of this student by having the ESL teacher work intensively with the student in their native language. This plan will allow the child to begin to transfer second language acquisition. Role-playing, songs, picture books, and incorporating manipulatives in lessons will provide ample opportunities for the child to acquire basic skills in both native and second language. All teachers of this child will be informed of the best practices in ensuring that the student is successful. Outreach programs with community organizations to support the family in the transition to school.

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

content areas to work on projects, workshop, and research projects.

c. We continue to service our ELLs who have received service for four to six years by providing continuous support through our AIS programs such as Early Risers, Extended Day, and Saturday Academy. Teachers of ELLs focus on Reading comprehension skills and strategies throughout the day through differentiation. Teachers use Fountas and Pinnell levels to determine a child's reading level and have a very structures Independent Reading period where they conference with students individually and set appropriate goals for reading. Reading and Math workshops models allow teachers to differentiate content for ELLs in their classrooms. As ELLs are required to test after one year, they are exposed to focused test preparation, which includes simulations, lessons on how to answer extended response questions, and vocabulary enrichment. This allows ELL students to become comfortable and familiar with the test format. All ELLs receive extended time and testing modifications in compliance with Testing Administration guidelines. Teachers also group students using varied criteria throughout the day in the content areas to work on projects, workshop, and research projects.

d. We continue to service our ELLs who have completed six years of service by providing continuous support through our AIS programs as well as our extra curricular activities such as Early Risers, Extended Day, and Saturday Academy. Teachers of ELLs focus on Reading comprehension skills and strategies throughout the day through differentiation. Teachers use Fountas and Pinnell levels to determine a child's reading level and have a very structures Independent Reading period where they conference with students individually and set appropriate goals for reading. Reading and Math workshops models allow teachers to differentiate content for ELLs in their classrooms. As ELLs are required to test after one year, they are exposed to focused test preparation, which includes simulations, lessons on how to answer extended response questions, and vocabulary enrichment. This allows ELL students to become comfortable and familiar with the test format. All ELLs receive extended time and testing modifications in compliance with Testing Administration guidelines. Teachers also group students using varied criteria throughout the day in the content areas to work on projects, workshop, and research projects.

e. We continue to service our former ELLs in years 1 and 2 after testing proficient by providing continuous support through our AIS programs as well as our extra curricular activities such as Early Risers, Extended Day, and Saturday Academy. Teachers of former ELLs focus on Reading comprehension skills and strategies throughout the day through differentiation. Teachers use Fountas and Pinnell levels to determine a child's reading level and have a very structures Independent Reading period where they conference with students individually and set appropriate goals for reading. Reading and Math workshops models allow teachers to differentiate content for ELLs in their classrooms. Former ELLs receive extended time and testing modifications in compliance with Testing Administration guidelines.

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?

Our school examines the schedules to ensure that students receive the appropriate mandated instruction in ESL and their mandated services outlined in the IEP and avoid conflicts. Our special needs ELL students receive the mandated instruction for their level of English language proficiency as well as any mandated services/instruction as indicated on their IEP i.e. SETSS, Counseling, Speech, OT/PT. Our literacy programs (ReadyGen K-2, Expeditionary grades 3-8) and GoMath (K-5) CMP3 (6-8) come with supplemental resources for ELL-SWDs that simplify the material, build vocabulary, and provide context clues and background information. These materials are on grade-level. They incorporate vocabulary enrichment, reading comprehension, visual and audio support, as well as technological components that allow for ELL-SWDs to reinforce vocabulary skills and strategies taught by honing in on tactile, visual, and auditory learning styles. Teachers of ELLs incorporate the use of SmartBoards to make lessons interactive and meet the needs of visual learners.

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?

Aligning the Core Curriculum with the goals as set forth in the ELL-SWDs IEP helps meet their diverse needs. All students placed in an ESL (English as a Second Language) Program will receive instruction in English only, using intensive ESL methodology. Teachers utilize strategies such as: simplifying the input, providing context clues, drawing on prior knowledge, providing opportunities for group work, using materials for hands-on work, and assessing all students. Teachers of ELLs differentiate instruction to provide ELL students with the interventions they need during the day in content areas. The ELL students are invited to AIS programs that are held before/after the regular school day such as Early Risers (Elementary), Extended Day (Middle), After School, and Saturday Academy where small group instruction takes place. Students are given opportunities to socialize with non-disabled peer through recreational activities during school such as recess, gym. We currently have only one 6th grade ICT class . Students were placed in this class because of the mandates stated on their IEP.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

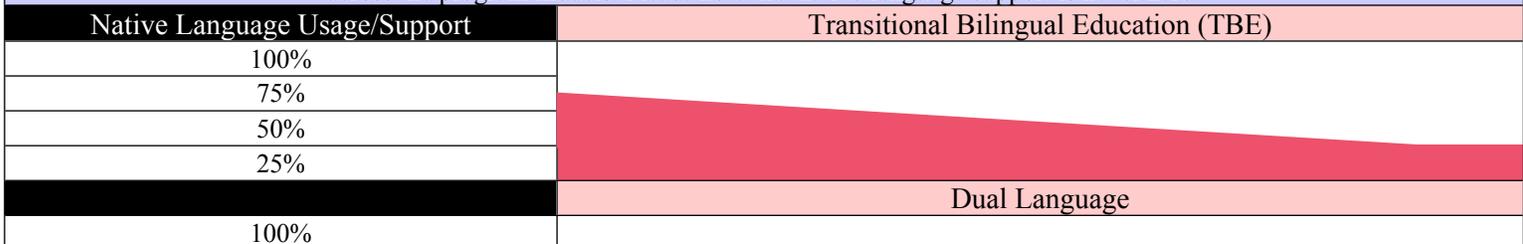
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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.

ELLs requiring additional academic interventions are invited to attend Before/Afterschool Interventions Programs, such as Early Risers, After School from Tuesday-Thursday from 8:02-8:40 and 2:20-3:00 respectively. The programs provide modified small group instruction. Programs run in 8-9 week cycles with content specific focuses i.e. writing, math, reading. English as a Second Language students receive instruction in English only, using intensive ESL methodology. These approaches utilize strategies such as: simplifying text, providing context clues, drawing on prior knowledge, providing opportunities for group work, using materials for hand-on work, and assessing all students. Teachers use guided and shared reading across the content areas to service ELLs.

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

For the beginner/intermediate students our program is meeting their needs by having the students pulled out for small group instruction focusing on language acquisition through ELL methodologies such as vocabulary development language development through cooperative learning, and building background. For the advanced ELLs the ESL teachers provides support in the classroom by providing additional support through close reading of passages for comprehension through the newly implemented Core Curriculum.

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

To support our ELLs have access to on-line programs such as Ticket to Read, Book Flix and True Flix, Brain POP/ Brain POP ESL iready, MobyMax that will enhance and support our ELLs and their families both at home and at school. They allow ELL students to reinforce skills and strategies taught in class in fun formats. Students are given the opportunity to work at their own pace building their vocabulary, reinforcing skills and strategies taught in class, having books read to them modeling fluency and expression. All grades have access to Mac Books that can be used to further differentiate lessons, provide enrichment or review for ELLs. These laptops allow students access to programs in class, as well as completing online assessments that are specific to the students' needs through Acuity, and GoMath.

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

N/A

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

ELL students requiring additional academic interventions receive invitations to all of our school programs aimed at providing intervention for struggling students, including Early Risers, Extended Day, and the Saturday Academy. Some of our Extended Day and Saturday Academy classes are also specifically designed to target our ELL students and are taught by the certified ESL teacher, Ms. R using proven ELL instructional methodology. All efforts are made to send notifications to parents in their native language. Our Parent Coordinator, Mrs. M, is made available to translate and explain if necessary. Our ELLs are invited through both written and verbal outreach. Most of our ELL students do attend these sessions these additional sessions.

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

Our school uses a variety of materials to modify instruction for ELLs. Each of our literacy programs (ReadyGen and Expeditionary) comes with supplemental resources for ELLs that simplify the material, build vocabulary, and provide context clues and background information. Ms. R also uses Words their Way to support Phonics and Decoding skills and strategies for ELL students. Additionally, every classroom in grades K-8 is equipped with a SMART board that provides interactive audio and visual support to the teachers and students. Through a RESO-A Grant ELLs in grades 3-8 have access to laptops as a tool to enhance learning. ELLs in Grade 8 also have access to laptops through iLearn and Special Education self-contained students in grades 5 and 8 have laptops carts that can be used to enhance and support their learning. 3 classes utilize document cameras to aid ELLs in instruction.

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

Native language support can be given in many ways in the different classrooms. Glossaries, dictionaries, and materials (electronic or hard copy) in the native languages represented by ELLs are available in the classrooms, teachers who are able to provide support to students during the school day in the content areas with translations, as needed, visuals, and ample opportunities for hand-on learning. Peer support with students of the same language for certain activities can also provide native language support.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
The required support services support and resources that are provided to ELLs are grade and age appropriate. Support services and resources are carefully chosen by the teachers and ESL teacher to ensure that students' needs are met across the grade levels and abilities. We use technology based programs to ensure that resources and support correspond to the age and grade level of the ELL students.
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.
P.S. 108 communicates with students and families in both English and Spanish to convey important information to them. Our Parent Coordinator, Mrs. M and ESL Teacher, Ms. R also host the workshops in the beginning of the year that will introduce the parents to our school and explains the various ELL school models available to them. Our Parent Coordinator, Mrs. M also works with the families in finding afterschool programs, medical/health support, outside counseling services, and ensures all students are provided with the basic supplies for school if the family is in need.
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)?
- a. The target language is used 50% of the time for EPs and ELLs in each grade.
b. EPs and ELLs are integrated 100% of the day. None of the content areas are taught separately.
c. Language is separated by time of day using the roller coaster model.
d. The Dual Language classes are self-contained classes.
e. The Dual Lanaguage class teach the emergent literacy simultaneously using a roller coaster model.

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.

1. At P.S. 108, we will conduct workshops for our teachers, service providers (counselors, OT/PT, speech, SETSS, S.A.T. members) administrators of ELLs. These staff members will be afforded opportunities to discuss current research, best practices, materials, NYS-ESL standards, instructional strategies and alignment to core curriculum and the application of Core Knowledge. Staff will be informed of Testing Modifications and best practices afforded to ELLs in efforts to ensure success. Teachers and service providers of ELLs will be exposed to the ELL Identification process and the importance of NYSESLAT Testing. The format and best practices will be discussed and explained so ELLs will have a better opportunity to move through the modalities with progress. Teachers are invited to attend Professional Development through the Office English Language Learners as well as NYCDOE ELL workshops and training

2. Teachers of ELLs will differentiate their lessons that will enable them to meet the needs of their ELLs. Professional development will be offered to assistant principals, all service providers i.e. speech, OT/PT, SETSS, SAT members, and all teachers of ELLs through monthly workshops with topics such as Data Collection, Creation of Student Data Profile Sheets, Establishing active learning projects and curriculum mapping, RTI strategies for ELLs. The teachers will work together to plan/design the curriculum topics and develop the instructional activities that best meet the needs of the ELLs. Training will be made available to all ELL staff.

3. In assisting our ELLs as they transition from elementary to middle school and middle school to high school we engage in formal and informal conversations and workshops that outline expectations as well as resources to support in this transition.

4. We will conduct workshops for our teachers, service providers (counselors, OT/PT, speech, SETSS, S.A.T. members) administrators of ELLs. These staff members will be afforded opportunities to discuss current research, best practices, materials, NYS-ESL standards, instructional strategies and alignment to core curriculum and the application of Core Knowledge. Staff will be informed of Testing Modifications and best practices afforded to ELLs in efforts to ensure success. Teachers and service providers of ELLs will be exposed to the ELL Identification process, the importance of NYSESLAT Testing and its impact on ELL-SWDs. The format and best practices will be discussed and explained so ELLs will have a better opportunity to move through the modalities with progress.

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?
 - 1) Parental Involvement is strong. Parents are encouraged to join class celebrations sharing their culture, foods, and talents. Parents are often seen participating in these celebrations as well as contributing to fund raisers and activities such as Spirit Day. Parent Association Activities such as the Harvest Festival provide a forum for ELLs as well as their parents to socialize and volunteer. Weekly parent workshops provide ELL families with support and resources to help them better understand the changes in education and how they can support at home. We offer Spanish speaking parents with opportunities to become active partners in their child's education and community.
 - 2) We work with Mt. Sinai, North Side Center, New York Public Library, and Union Settlement to name a few that assist parents with ESL classes, medical/health support, and afterschool programs encourage parents to use the various resources in the Library.
 - 3) We evaluate the needs of our parents informally through conversations after workshops. The Parent Coordinator, Mrs. M. is available at all Parent Workshops to answer any questions parents may have. Parents often come to school to share concerns about their child and learn how they can support at home despite the language limitations. These opportunities allow us to evaluate and plan workshops to address these concerns. We also use the results of the Learning Environment survey to guide us in our next steps.
 - 4) Our activities address the needs of our parents. We hold monthly PA meetings in the school to provide a forum for parents to voice concerns. We also hold weekly parent workshops in 2 sessions designed to address the concerns surfaced in our Learning Environment Survey as well as previous workshops. These workshops address topics ranging from outlining the Special Education Evaluation Process to the new Common Core Curriculum. These workshops provide a forum for parents to become comfortable with the changes in their child's education. We will continue to host our Principal's Roundtable as a forum to encourage Parental Input in a comfortable environment.

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.

Part VI: LAP Assurances

School Name: 108

School DBN: 04M108

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
G. Machicote	Principal		1/15/14
D.Patino	Assistant Principal		1/15/14
A.Murphy	Parent Coordinator		1/15/14
R.Rovira	ESL Teacher		1/15/14
M. Sosa	Parent		1/15/14
A.Cintron	Teacher/Subject Area		1/15/14
M.Salazar	Teacher/Subject Area		1/15/14
A.Kearns	Coach		1/15/14
	Coach		
C.Belloso	Guidance Counselor		1/15/14
	Network Leader		
Y.Jimenez	Other <u>Bi-Li Sp Ed Teacher</u>		1/15/14
A.Medina	Other <u>Bi-Li Sp-Ed Teacher</u>		1/15/14
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 04M108 School Name: 108

Cluster: 408 Network: Lucius Young

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

Part A: Needs Assessment Findings

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

PS 108 uses data collected from the HLIS and ATS as well as teacher surveys to determine the native language needs of the school. During parent teacher conferences we try to pair bilingual teacher with monolingual teachers for translation. We encourage teachers to use the DOE telephone translation services as well as google translate.

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.

PS 108 has found that the majority of our families speak Spanish, although we have a rising population of Bengali, Arabic, and Urdu families. The findings are shared with the community through school events such as PTA meetings, staff announcements and Faculty Conferences.

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.

Generally our school prints the translated notices from the DOE website to support us in disseminating important information. For school notices, Spanish written translation is generally done by bi-lingual staff. We will also look into utilizing the DOE vendor The Big Word. Google translations can also provide additional support for the small number of families with other languages. Our school website also provides a translation tool where families can access pertinent information in their home language.

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.

Whenever possible, school translations are done in-house with school staff. Our ELL population is predominantly Hispanic and we have a large number of staff members to assist teachers. Additionally, we also have a small number of Bengali students and teachers have the option to use the translation unit number to reach a translator.

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>.

PS 108 will provide parents with a copy of the Parents Bill of Rights and Responsibilities in their native language. We will also post in the main entrance a sign that downloaded from the DOE of the availability of translation and interpretation services. Posters and the number to the the Translation and Interpretation Unit will be provided to the Teachers so that they may utilize the service if they need to.

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: PS 108	DBN: 04M108
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 checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 95
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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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: 5
of certified ESL/Bilingual teachers: 5
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The supplemental program will include after school and Saturday instruction for ELLs in grades 3-8. This program will enable ELLs of different levels to build on skills and strategies that are taught throughout the day. It will also prepare the students to understand vocabulary and concepts necessary to perform on PBAs as well as help them with test taking strategies so they are able to show growth on the NYSESLAT test. The program will be taught by 4-5 certified bilingual teachers who will teach ELA and Math strategies to ELLs of different levels. The normal school day runs from 8:00-3:00 pm for grades Pre-K -8 Monday -Thursday and from 8:00-2:20 pm for grades 6-8 on Friday and 8:40 am-3:00 pm for grades Pre-K -5 on Friday. The afterschool program will held twice a week from 3:00-4:30 pm for students in grades 3-8 on:

January 22,23,29,30

February 5,6,12,13, 20, 26, 27

March 5,6,12,13,19,20

April 3,9,10,16

Students will be also invited to the Saturday ELA/Math Academy which will be held on January 26, February 2,9, 23, March 2,9,16, April 6, 13,20 during the hours of 9:00 am - 11:00 am. The language of instruction will be in English and students will be grouped by their NYSESLAT Proficiency levels Beginner, Intermediate, and Advanced in grade 3-5 and 6-8. Teachers will use a variety of materials to enhance the and build on skills and strategies needed for ELLs to be successful. Teachers will also use a variety of online resources specially targeting areas of improvement for ELLs, building on their Reading and Writing components to enable them to show growth on both NYS ELA and Math but on the NYSESLAT as well.

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

Part C: Professional Development

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

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

Month Topic of Professional Development Session

January-Establishing active learning projects and curriculum mapping

February-Data Review/Teacher observations of ELLs to Drive Instruction and differentiation

March- ESL/ELA –developing innovative strategies to engage the learner

April Instructional strategies linked to appropriate language acquisition stages.

May Establishing teacher reflections, use of portfolios to assess performance, modify assignments, provide opportunities for discussion and differentiation.

June Data Collection/ Planning for 2013-2014 school year.

Part D: Parental Engagement Activities

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

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

Begin description here: Parents are encouraged to join class celebrations sharing their culture, foods, and talents. Parents are often seen in participating in these celebrations as well as contributing to fund

Part D: Parental Engagement Activities

raisers and activities such as Spirit Day. Parent Association activities such as the Harvest Fall Festival provide a forum for ELLs as well as their parents to socialize and volunteer. Grade specific bilingual Parent Meetings are held to inform parents of school policy, activities, and grade level concerns.

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

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

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

Our Dual Language Kindergarten class will also host monthly Parent Engagement Workshops for parents. These workshops will cover topic ranging from how to use internet resources at home to family trips to discover the many resources in their community. The monthly workshops will celebrate diversity and give the parents an opportunity to become active in their child's education. These workshops will foster a long lasting relationship with parents and enable them to feel welcomed in the school.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

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