



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS 108Q CAPTAIN VINCENT G FOWLER SCHOOL

DBN (i.e. 01M001): 27Q108

Principal: MARIE BIONDOLLILO

Principal Email: MBIONDO@SCHOOLS.NYC.GOV

Superintendent: MICHELE LLOYD-BEY

Network Leader: DIANE FOLEY

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
Marie Biondillo	*Principal or Designee	
Patricia Klein	*UFT Chapter Leader or Designee	
Moreine Fontenelle	*PA/PTA President or Designated Co-President	
Gilda Quijje	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ranjit Singh	Member/ Chairperson- Teacher	
Anita Harinarain	Member/ Parent	
Meraci Feliciano	Member/ Parent	
Asha Ramnath	Member/ Parent	
Farzana Haque	Member/ Parent	
Elaina Figueroa	Member/ Staff	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	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 teachers and administrators will work collaboratively to embed all Four Domains of the Danielson Teacher Evaluation System, to develop a common understanding of instructional excellence as related to teacher effectiveness and student outcomes. This will be evidenced by on-going feedback teachers receive from observations and on-going attendance at professional development.

Comprehensive Needs Assessment

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

In order to successfully implement all components of the new State Teacher Evaluation System: Danielson Framework, there is a need to ensure that the entire staff are familiar with these new expectations. The development of a comprehensive action plan is needed to address all 22 components of the framework within the Common Core expectations and to meet the needs of all students. A review of our recent 2012-2013 Progress Report shows slight improvement in student progress and performance, but further analysis of teacher data shows there is a need to provide teachers with continued differentiated professional development.

Instructional Strategies/Activities

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

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

1. Over the last several years we have developed a Google *School Webpage* www.ps108q.com, which allows us to better communicate with the staff. Using G-mail accounts teachers can share information, share ideas and resources. It has given our large staff the chance to effectively communicate with their colleagues on and across the grade. Our school web page also hosts *A Teacher Resource Corner*, which includes specific teacher forms such as: Teacher Development Plan (Danielson Framework) which includes their teachers' short & long term goals for the year, teacher videos, Curriculum Maps in all content areas, Power-point Smart Board lessons, Danielson Framework, CCLS, and other teacher resources.
2. During IPC meetings in September, administrators meet with all staff members setting short and long term goals using all components of the *Danielson Framework, we refer to this document as their Teacher Development Plan (TDP)*. The TDP mirrors all 22 components of the Danielson's Instructional Framework. There will be two meetings (IPC) with teachers this year: September/May. During the initial September meeting, together, the teacher and administrator review and reflect on last year's observations, with a specific focus on the areas of 'recommendations' to springboard the discussion for setting their short and long term goals for the school year. The May meeting will allow teachers and administrators to monitor progress on the continuum through Teach Boost and Advance.
3. In September the *Administrators Handbook* is posted on our school website for teachers review and reference. The Handbook is divided into several sections, with a section dedicated to DOE Instructional Initiatives, Teacher Development Plan, Curriculum Maps, CCLS and Instructional Expectations: Danielson Framework. The Handbook allows us to clearly delineate a common shared language and vision for the school year.
4. The September *Faculty conference* & PD days, provides time for administrators to meet with the entire staff to discuss school initiatives, specifically, our school wide instructional focus surrounding: Our continued implementation of all 22 components of Danielson. Several Faculty conferences held during the year allows for continual and common dialogue to be established.
5. *Teacher Inquiry Teams* will meet each Friday afternoon to engage in collaborative Inquiry work. This work will include providing teachers with multiple opportunities to identify to practice effective and high effectively teaching techniques using the Danielson rubric as a guide. Meetings are held from 2:00-2:50

each Friday, (SBO Vote). During these sessions (as well as weekly common planning time) teachers review on-going student assessment data captured on our school website: whole class, individual, and sub-groups. In addition teachers can access their teacher effectiveness as a result of their students' outcomes.

6. Teacher Talks meeting will be held once a month on Fridays (2:00-2:50). Meetings will be facilitated by teachers on topics of interest as identified in surveys. All topics are aligned to the Danielson Framework.
7. Funds were allocated to continue our partnership with our *Aussie Literacy Consultant- Generationready*, who will align her support with school wide initiatives and provide purposeful feedback aligned to teachers short and long term goals. Funds were also allocated for Professional Development during the school year.
8. In June 2013, teachers worked together to develop *Curriculum Units* aligned to the Common Core Standards. Teachers incorporated components of Expeditionary Learning into maps, Close reading strategies, as well as elements from ReadyGen into writing lessons. The on-going collaborative development of these units affords teachers the chance to create lesson plans that focus on developing essential questions within the unit and designing tasks that generate a higher level of student engagement and enthusiasm.
9. *Grade Planning Meetings* are scheduled once a week, using Circular Six. Teachers review student work, revisit curriculum plans-tweak as needed and share their experiences. Meeting minutes are recorded on our school website, so all teachers within the grade and across the grade have access to the suggestions and discussion highlights.
10. *Inter-visitation* and *Model lessons* are scheduled weekly. Teachers complete their personal Peer Inter-visitation form outlining what they observed and how they will incorporate them into their teaching. Administrators use information from observations to group teachers together who need similar support, pairing them with colleagues who are effective or highly effective in those areas. Administrators also provide professional development designed to address issues evidenced in the documents noted above.
11. Teacher teams continue to work on Common Core aligned curriculum maps and develop rigorous performance based tasks that monitor student growth. Maps are fluid and adjusted as needed to address individual student needs.
12. All teachers have developed goals and objectives aligned to the Danielson Framework. Their goals are posted on Teach Boost, which is a site we use to track teacher observations. This system allows teachers to see in real time when and if they are meeting their goals.

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

1. All staff members will attend weekly grade meetings and PD sessions
2. Administration will provide on-going professional development.
3. Aussie Consultant coming 5x times a month to provided one-to-one and group professional development.
4. Coaches and AIS staff also provides teachers will on-going support.

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

1. Initial IPC meetings outline teacher goals for the year. On-going observations (all staff members choose 6 informal observations) will provide specifics areas of need for teacher.
Teach Boost software allows administrators and teacher to track their observation feedback. Teacher goals are aligned to the appropriate Danielson component and

uploaded to the site. After each observation we are able to track teachers' progress towards meeting their yearly goals.

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

1. September 2013 – June 2014
2. Professional development is weekly, during grade conferences and Fridays 2:00-2:50.
3. Inter-visitation is on-going (weekly)

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

1. All grades have common planning time to meet once a week during lunch
2. Funds were allocated for Aussie consultants. This year additional days were added to further support teachers.
3. SBO provides time for teachers to meet weekly for 50 minutes.

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).

Parents were informed at Meet the Teacher in September & Parent Teacher Conferences regarding the new teacher evaluation system and teacher expectations. Parents are updated periodically.

Budget and Resource Alignment

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

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

Title 1 Funds used to hire Aussie Consultants for a minimum of 50 school days.

Funds allocated for teachers to attend conferences aligned to components of Danielson throughout the year (costs include the hiring of Subs for the day and cost of conference)

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.

To increase literacy achievement of all Students with Disabilities (SWD) in grades K-5 by using Close Reading protocols. By June 2014 twenty-five 25% of students with disabilities will demonstrate 1 years growth in reading as measured by the Founts & Pinell Assessment System.

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.

A review of State Assessment data in English Language Arts shows students with disabilities have underperformed, as compared to students in the general education.

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

- Students are benchmarked three times a year using Fountas & Pinnell Assessment System, and grouped appropriately.
- Student portfolios from the previous year follow students to ensure continuity of instruction.
- With an increase in our SWD population, we need to create comprehensive Professional Development support for teachers to differentiate instruction for our most at risk students.
- Students meet a minimum of 5 times a week (once daily) for Guided Reading. Using Close Reading strategies
- Close Reading Protocols: First Read: students focus on the most important elements of a text (Key Ideas & Details CCLS 1-3), Second Read student focus on how the text works (Craft & Structure CCLS 4-6) and Third Read students focus text dependent questions (integration of Knowledge and Ideas CCLS 7-9)

- Triads: Diverse (High, Medium, Low) student groupings for independent practice targeting the first 9 standards of the CCLS, (as noted above). Each student within the triad is assigned a role to ensure equal student engagement. Titles include: Recorder, Reporter & Coordinator. During the Triads, teachers provide written and verbal cues requiring students to support their thinking and reasoning using textual based evident, quoting accurate information from texts as indicated in CCLS 1.
- Close Reading is embedded in all content areas and practiced during Shared Reading/Independent Reading and differentiated center work where students receive multiple opportunities to practice Close Reading strategies.
- AIS Teachers have been trained in Close Reading protocols and use push-in model to provide one-to-one and small group instruction.
- All components of our core reading program, Treasures, have been revisited, adapted and modified to include Close Reading strategies. Teachers meet weekly during common grade planning to create text dependent questions to use during daily reading of the main text selections. The second and third Close Reading provides time for students to interact within triads using Accountable talk. By digging deeper into the text students will use multiple lenses.
- Weekly teacher meetings allow opportunities to reflect on on-going student progress and performance and adjust instructional strategies as needed.
- Teachers and students work together to develop short term and long-term goals aligned to CCLS. Content areas student teacher conferences ensure students are on target to achieving their goals.
- Aussie Consultants- provide on-going professional development to staff, using a school –wide approach to teacher support.
- After-school programs for at-risk students meet three times a week to build upon Close Reading strategies aligned to instructional maps.
- We currently have 100% of Highly Qualified personnel. When vacancies occur due to teacher retirement, administrators attend Hiring Fairs to add new highly qualified members to the staff.
- Continued partnership with HR to ensure that any new hire that is not highly qualified receives a qualified mentor assignment.
- On-going opportunities for differentiated in-house professional development to meet their specific needs, as identified in observations and instructional snapshots.
- Dedicated Assistant Principals for Special Needs teachers provides targeted professional development.

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

- All K-5 Classroom and Clusters
- Dedicated Assistant Principal
- AIS, ESL, Speech, OT, PT and IEP Teacher (when applicable),
- Literacy Coach
- CFN Support Staff
- Aussie Consultants

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

- Diagnostic assessments are administered as outlined in Curriculum Maps.
- Fountas & Pinnell Benchmarks administered three times during the school year.
- On-Going: Teacher Guided reading conference/independent reading/writing notes. Progress monitoring through unit assessments administered twice a month and Performance Tasks administered three times a year (Baseline/Midline/End-line.) All Unit Assessment data is scanned and immediately uploaded and shared on Google Docs. Parents have personal access to their child’s progress with On Course System, which is entered weekly by teachers.
- Monthly: Hands on Project Based Unit of study activities that include research based assignments, student feedback and reflection.

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

1. In spring 2013, teacher’s teams began working on embedding Close Reading strategies into our current Literacy program. This work transitioned into the summer with teachers on each grade working on CCLS curriculum maps. Effective September 2013, materials, curriculum maps and professional development were in place to begin this work. This approach as noted above is fully embedded into daily teaching and is an integral part of instructional approach through June and beyond into the new school year.

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

Funds were allocated in June for the following items in order to attain our goal for the 2013-2014 school year:

- Contract for Excellence Funds & Fair Student Funding will be used to reduce class size (reducing teacher to student ratios) from 32 students in the upper grades to 28 students.
- Fair Student Funding will be used to pay for the additional teachers needed for CTT classes (two teachers per class). We have 10 ICT classes with 2 teachers per class equaling 20 teachers needed for ICT classes.
- Funds-Title 1 and Fair Student Funding will be set aside to purchase the necessary materials to support additional AIS support in literacy.
- Funds were allocated to retain highly qualified literacy experts to provide children with additional support.
- Funds were allocated for Professional Development to support teachers through a continued partnership with the AUSSIE Consultants: one in literacy/mathematics and one in technology/data collection.
- Title 1 Funds were allocated for After-school programs, such as remediation in Literacy and Mathematics for at risk students (Level 1 & 2) grades 2-5.
- Title 1 & Tax Levy Funds were used: to hire additional staff to create Collaborative Team Teachers across all grades, to hire an additional Assistant Principal, a Literacy Coach, AUSSIE Consultants, after-school programs and to purchase materials.
- Teacher Per Session After-school

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).

- In September parents are invited to meet school administrators and visit their child's classroom. At this meeting parents are informed about school policy including academic expectations, common core standards, and to share grade curriculum maps/Units of Study.
- Monthly P.T.A meetings are attended by school administrators.
- Monthly SLT meetings
- Parent Letters (numbered) highlight school policies.
- Each parent receives a personal password to On Course- which provides on-going, updated timely information on their child's progress and performance.
- Our School website www.ps108q.com provides timely information for parents, and includes several links for parents and students.
- Our Parent Coordinator holds weekly parent workshops aligned to school instructional goals, as well as feedback from parent surveys.
- Monthly Family Night celebrations provide time for the entire family to come to school for special events.
- We continue our partnership with Adult GED, three times a week they hold classes in the school for parents.
- SBST and RTI Team work to provide on-going guidance and support for the parents of Special Needs children.

Budget and Resource Alignment

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

X	Tax Levy		Title IA	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.

Title 1 and Title III (ESL) funds are used for After-school programs (teacher per session) for Level 1 & 2 & ELL's)

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 raise NYS ELA scores by a minimum of 2% for all students. This will be achieved by incorporating multiple ELA initiatives aligned to the Common Core to motivate, engage and challenge all students.

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.

An analysis of Progress Report Cards over the last two years indicates students' are making small gains on State Assessments. In-house assessments show a greater positive trend than state assessments. A review of students F & P gains over the year show growth of 3+ reading levels, but there are some challenges with the mastery of language in reading and writing.

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

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

1. We will provide numerous opportunities for *children to demonstrate mastery* of the Common Core Standards through Literacy Exit Tickets, Culminating Reading/Writing activities, Unit Assessments & Performance Tasks designed to provide accurate details on students' progress and performance.
2. Teacher developed *Pre & Post Writing Assessments* will be administered during each Unit of Study, with in-depth teacher analysis of individual student results. This analysis will provide detailed next steps for creating small group and on-to-one instruction.
3. Teacher developed *Base, Mid & End Line assessments aligned to Expeditionary Learning (Engage NY)* in reading and writing, will help to effectively track students on-going performance.
4. *CLOSE Reading strategies* will be incorporated into all content areas, as outlined in Expeditionary Learning modules.
5. Students will learn and *use annotation of the text* via text dependent questions/essential questions to drive student learning.
6. We will include components from *Engage NYC Modules by Incorporating Protocols* such as: Fist to Five, Anchor charts, Mid & End Unit assessments, Entrance and Exit Tickets.
7. To further develop ownership of learning and foster authentic *Accountable Talk, students will routinely work in Triads groups*, pulling evidence from the text to support their thinking, to learn how to revisit the text, to build background knowledge about the topic, learn how to expand on colleagues' ideas and thoughts.
8. Teachers and administrators will create comprehensive *instructional toolkits* in writing to help guide and support the student as a writer. This is help to provide concrete small group and one-to one support for students who need specific scaffolding with conventions of writing.
9. Teachers and administrators have developed a focused *guided reading toolkit* in order to provide concrete feedback for students. Students use this tool as a

reference when reading independently.

10. **Students set goals** for the year in September and work towards achieving throughout the year. Goals are adjusted and modified throughout the year.
11. Teacher Teams will continue to meet weekly to **modify and adjust curriculum maps** to ensure there's a variety of non-fiction information text embedded in lessons, with a focus on text complexity and advanced vocabulary, aligned to the CCLS and challenge students thinking and increase their level of engagement.
12. An in-depth data analysis of **ARIS** and our **school-wide comprehensive data** on PS108q.com will be used to identify levels of all children. Students will be monitored using performance and progress data. We will continue to analyze year to year growth as with an emphasis on their progress and performance as reflected by the school report card.
13. Teachers will continue to work collaboratively in **Weekly Collaborative Team Meetings** embedding the Close Reading routines into the 'Treasures', reading program.
14. We will promote **Alternative Assessments** as a means to evaluating student mastery. The integration of technology using Pod Casts, I Movies, and Nooks, IPADS, SKYPE, PowerPoint Presentations, as well as student performances and exhibits in all content areas.
15. Implementation of the **Fountas & Pinnell Benchmarking** system across all grades K-5 to ensure the accuracy in students' benchmarks. Teachers benchmark students three times a year. Student bookmarks were created for each student to identify the benchmark level for the grade, and allow them to set goals for the year.
16. The creation of **Spirit Days** throughout the school will help to motivate students' performance. Events will include, dress up like a favorite literary character, crazy hat day, Cultural Day, crazy Hair Day, Patriotic Day and Celebrate School Color Day. We will also continue our initiative to honor two students from each class in grades 3-5, one student who receives the highest performance rating will receive a \$75 gift card and the student who has made the most progress will receive a \$50 gift card.
17. **Assembly Programs** provide opportunities for children to participate in the following activities: School Wide Spelling Bee, Oral Speech Presentations, Monthly Town Hall Meetings, ELL Spelling Bee, and a Talent Contest.
18. Students in Grades 4-5 participate in our **Peer Tutoring** Program. After eating lunch, they assist Kindergarten students with one-to-to one or small group reading and writing support.

19. **Literacy tracking sheets** are exported to our Google school site, which archives all student assessment data. Data is sorted and displayed in a variety of ways: line graphs, charts, and subgroups... The tracking sheets provide detailed information on student progress and performance. **On Course Grade Book** also provides detailed information regarding students' progress and overall performance for parents. Information is updated bi-monthly.

20. **Enrichment after-school programs** will be established to allow for deeper exploration into the Arts, Dance, Science and Sports.

21. **I-Ready Adaptive Diagnostic Online Instruction** will be used in K-5. The online blended program is aligned to the CCLS and pinpoints individual progress, designing individual programs for students. Comprehensive reports are generated for teachers and administrators.

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

1. Purchase F & P Assessment System.
2. Common planning time is built into the weekly schedule for all teachers to meet on and across grades.
3. SBO was approved for teachers to meet Fridays 2:00-2:50 for Professional Development with a focus on looking at student work.
4. Mentor text and materials have been purchased to provide each teacher with the necessary tools to hold quality student conference.
5. Renewal of On Course site for parents to view their child's progress.
6. Aussie Consultants were hired to provide teachers with additional support implementing Close Reading strategies and components of Expeditionary Learning.
7. Novels were purchased to ensure students had the materials to fully engage with modules.

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

1. On-going assessments to include: Entrance & Exit tickets to modules.
2. Weekly assessments on using Close Reading strategies with a variety of text (most informational)
3. Daily writing activities aligned to CCLS focus on Opinion writing.
4. Center work, which includes a variety of software programs such as RAZ KIDS, A-Z Learning, Discovery Learning and Peebles.com .

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

1. September 2013 to June 2014

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

1. Common planning time- weekly
2. Materials for all components noted above
3. Funds allocated to hire PD consultants (Aussie), Per session of After-school and joint planning

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).

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

Budget and Resource Alignment

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

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

- A. Strategies/activities that encompass the needs of identified subgroups**
- 1.
- B. Key personnel and other resources used to implement each strategy/activity**
- 1.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- D. Timeline for implementation and completion including start and end dates**
- 1.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

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
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.

- A. Strategies/activities that encompass the needs of identified subgroups**
- 1.
- B. Key personnel and other resources used to implement each strategy/activity**

1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

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
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	<ul style="list-style-type: none"> • We use Treasures reading program which is aligned to CCLS. Within the program we have used the Close Reading Strategy which includes reading the text 3 times: student reads independently, teacher reads and the third read is a focused read looking for text dependent evidence in the text. Students work in Triads (interactive) looking for text based evidence related to essential questions designed to promote critical thinking. We have incorporated components of Expeditionary Learning into our curriculum maps. • Modeled writing is incorporated daily. Elements from ReadyGen have also been included into lessons, giving children time to reflect and write independently. • After-school is available for grades 2-5 at risk students 	<p>Small group is provided daily during guided reading lessons in all classes and as needed per lesson though one-to-one if necessary. ICT provide parallel teaching to ensure all students' needs are met. AIS teachers push in to classrooms to provide additional one-to-one and small group support.</p>	<p>Service is provided during the school day and during after-school (3 times a week) for ELA.</p>
Mathematics	<ul style="list-style-type: none"> • GO MATH has been implemented in all grades. The intervention component in the program is used by AIS push-in staff. Additionally, the math 	<p>The workshop model is used daily: teacher model, partner work/independent work. Teachers meet with at risk students in small groups (4-5) and one-to-one when necessary.</p>	<p>Service is provided during the day-during the Math Block 80 minutes daily and during after school twice a week.</p>

	after-school program utilizes COACH Math workbooks as re-teaching tool.		
Science	We have 2 science clusters who service grades K-5. They have a common link period built into their programs to provide additional services to children in need of more support. CCLS aligned Science text books, plus additional supplemental materials for hands-on activities. Teachers incorporate the same Close Reading strategies as classroom teachers.	Science teachers push-in to classes and provide small group instruction. Materials such as: National Geographic, Weekly News, Discovery.com, Learning A-Z and a variety of websites are used as instructional resources. This is addition to the science core materials. A science hands-on After-school program meets 2x a week.	Services are provided during the school day and afterschool twice a week.
Social Studies	Social studies text is covered within the literacy block- using non-fiction text, and in-depth unit studies on social studies based topics. Materials are aligned to CCLS using Close Reading strategies.	Small group instruction.	Services are provided during the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	We have two Guidance Counselors who provide At-Risk services to children during the school day. The Guidance Counselor utilizes a variety of behavior intervention strategies in her sessions: Anger Management ‘Fast Track’, Reading Books such as, Scripto-Graphic Series-Building character, and Anger Management. Conflict Resolution & Peer Mediation using the Defamation Manual and Monthly Town Hall Meetings. This year we’ve implemented a School Motto: <i>“The PS108 student does the right thing at the right time because it’s the right thing to do, regardless of who is watching”</i>	Depending on the individual situation, students meet in either a one-on- one session or in small groups. Monthly Town Hall Meetings are held throughout the school year.	Services are provided during the school day.

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

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *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"> • We currently have 100% of Highly Qualified personnel. When vacancies occur due to teacher retirement administrators attend Hiring Fairs to identify new highly qualified members to the staff. • A continued partnership with HR to ensure that any new hire that is not highly qualified receives a qualified mentor assignment, they receive assistance completing all necessary documentation expected by the DOE and they receive in-house opportunities for professional development. • Structured differentiated professional development is available for all teachers.

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).
<ul style="list-style-type: none"> • Use Danielson's Teacher Framework Rubric as part of the interview process. • Mentors are assigned to all new staff. • Teachers are given opportunities to participate in shared leadership roles, such as, Grade Leader, PD Facilitator, and attend a variety of conferences and workshops to expand their level of expertise. • On-going opportunities for in-house opportunities for differentiated professional development to meet their specific needs, as identified in observations and instructional snapshots. • Dedicated Assistant Principals by grade and/or subject and sub-groups (Special Needs, ESL and Gifted & Talented) help to differentiate professional development. This ensures the PD is personal and purposeful, addressing teacher's individual needs.

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 <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
STH funds are allocated for all designated students. These funds are used to ensure students have all the necessary school materials to achieve academic success. A list is generated bi-monthly to ensure the accuracy of our data and tracked by the pupil accounting secretary.

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 currently have two ½ day pre-k programs (am/pm) with the maximum number of 18 students in each session, equaling 72 students. To ensure continuity from pre-k to K within the school, pre-k teachers collaborate with kindergarten students are aware of CCLS standards for incoming kindergartners. The assistant principal who provides professional development and supports of Pre-k also supervises kindergartners, in this way, there is built in continuity from early childhood to elementary. In addition, we work closely with CBO to ensure a smooth transition. This is achieved through inter-visitations to the school by children and families who are zoned of our school. Annual June orientation meetings with incoming kindergartners and parents, allows us to begin establishing a relationship and to outline clear goals and expectations. In September all kindergartners are accompanied to school on the first day with parents and are given the opportunity to visit the classroom for

the morning session. During Meet the Teacher week, usually held the second week in September, parents are provided with detailed information regarding instructional goals for the year and are introduced to the school support staff.

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.

- All teachers participate in weekly grade meetings reviewing student benchmark data and student portfolios to develop next steps.
- RTI Bi-Monthly meetings provide time for all constituents to meet monitor student progress and to adjust instructional plans as needed.
- Weekly Friday meetings (2:00- 2:50) provide time for teacher teams across all grades meet to reflect on student assessments, Base/Mid/End line performance tasks and F & P data to determine strategies moving forward.
- Weekly Inquiry Team Meetings/Teacher Team Meetings provide time for teachers and administrators look at student assessment data and teacher data, as a result curriculum maps are tweaked accordingly and targeted professional development is scheduled to support teachers in areas of need as per the data.
- Weekly Joint Planning Meetings: All Grades with a review of student data captured weekly provide time to teachers to review the data and reflect on next steps.
- Monthly Faculty & Grade Conferences

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.

Parent Involvement Policy (PIP) Template

***P.S. 108, Queens
The Captain Vincent G. Fowler School
www.PS108q.com
108-10 109th Avenue***

South Ozone Park, NY 11420

Telephone: (718) 558-2700 Fax: (718) 558-2701

Principal

Marie Biondollilo

Assistant Principals

Maureen Connelly

Mary Szczerba

Jennifer Iovine

Melissa Cerina (I.A.)

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to help develop parents, guardians, grandparents as educational partners.
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;
- inviting parents to participate in classroom activities such as: publishing parties celebrate students writing, classroom celebrations end of unit studies and parents reading to children.

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- To attend school regularly and arrive on time;
- To complete my homework and submit all assignments on time;
- To follow the school rules and be responsible for my actions;
- To show respect for myself, other people and property;
- To try to resolve disagreements or conflicts peacefully;
- To always try my best to learn.
- To adhere to the School Motto: "The PS 108 student does the right at the right time regardless of who is watching!"
- To follow guidelines outlined in the Student Handbook. .

**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 27	Borough Queens	School Number 108
School Name The Captain Vincent G. Fowler School		

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 Marie Biondollilo	Assistant Principal Mary Szczerba
Coach Susan Laporte	Coach type here
ESL Teacher Eugenia Garcia Irizar, ESL	Guidance Counselor Paige Sacks
Teacher/Subject Area Michelle Boudart, ESL	Parent type here
Teacher/Subject Area Maria Ortega-ELA/Math/SS/SCI	Parent Coordinator Esther Rosa
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) Diane Foley	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.	3	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	0	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	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1470	Total number of ELLs	59	ELLs as share of total student population (%)	4.01%
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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 checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained	2	2	0	0	1	0								5
Push-In	16	11	7	3	11	6								54
Total	18	13	7	3	12	6	0	59						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	59	Newcomers (ELLs receiving service 0-3 years)	54	ELL Students with Disabilities	9
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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										0
ESL	54		8	5		1				59
Total	54	0	8	5	0	1	0	0	0	59

Number of ELLs who have an alternate placement paraprofessional: 3

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	11	5	3	2	7	2								30
Chinese	1					1								2
Russian														0
Bengali	1		3			2								6
Urdu	2	1		1	2									6
Arabic	1	4			2	1								8
Haitian														0
French														0
Korean														0
Punjabi	1	3			1									5
Polish														0
Albanian														0
Other	1	0	1											2
TOTAL	18	13	7	3	12	6	0	59						

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)	5	0	1	0	2	1								9
Intermediate(I)	0	0	0	0	0	0								0
Advanced (A)	12	0	0	0	0	0								12
Total	17	0	1	0	2	1	0	21						

NYSESLAT Modality Analysis

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		7		1				10
4	2		2				1		5
5	4		1						5
6									0
7									0
8									0
NYSAA Bilingual (SWD)							9		9

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		1		3		1		5
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)	0						4		4

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:

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

All kindergarten students are screened before September in skills based on PreK Common Core Standards.

- Fountas and Pinnell Benchmarking Reading System is used school wide. Students are benchmarked three times a year: September, February and June, in order to track student growth over the school year.

- Teachers use the Treasures Reading Program which assesses students monthly in: letter recognition, sound recognition, sight words, phonics, and the Go Math Program which also assesses students monthly. Both of these programs are aligned to the Common Core Standards.

Teachers meet weekly to review, reflect and discuss student progress during grade meetings. In the lower grades, kindergarten to second grade, a review of Fountas & Pinnell data indicates Ell students are making comparable gains, averaging 3 levels from kindergarten to first grade. In the grades 3-5, our ELL'S continue make gains in their reading levels, but are faced with more challenging vocabulary and more difficult text complexity of non-fiction/informational texts. As a result, they are typically reading 2 levels below identified grade level. Assessments noted above provide teachers with concrete data regarding performance and progress. On-going assessments demonstrate students' growth, and provide teachers with a plethora of data to target areas of specific student academic need.

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

2. An analysis of NYSESLAT results from 2013 reflects the following breakdown:

- 15 Kindergarten students received the following: (4) students scored at Beginner level, (4) scored Intermediate level, (6) scored Advanced level, and (1) scored Proficient level.
- 8 First graders scored the following: (4) Beginner, (4) Intermediate, (0) Advanced and (0) Proficient.
- 3 Second graders scored the following: (0) Beginner, (0) Intermediate, (3) Advanced and (0) Proficient
- 11 Third graders scored the following: (0) Beginners, (8) Intermediate, (2) Advanced and (1) Proficient.
- 7 Fourth graders scored the following: (3) Beginner, (1) Intermediate, (3) Advanced and (0) Proficient.
- 11 Fifth graders scored the following: (3) Beginner, (2) Intermediate, (6) Advanced and (0) Proficient.

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

An analysis of LAB-R results from 2013 reflects the following breakdown:

- Kindergarten: Total 18 students (6) Beginners, (2) Intermediate, (10) Advanced
- First Grade: Total 13 students (3) Beginners, (4) Intermediate, (6) Advanced
- Second Grade: Total 7 students (4) Beginners, (2) Intermediate, (1) Advanced
- Third Grade: Total 3 students (0) Beginners, (0) Intermediate, (3) Advanced
- Fourth Grade: Total 12 students (3) Beginners, (7) Intermediate, (2) Advanced
- Fifth Grade: Total 6 students (4) Beginners, (0) Intermediate, (2) Advanced

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

P.S. 108Q is a pre-kindergarten through grade 5 elementary school located in South Ozone Park, New York. There are currently 1470 students enrolled, of which, 59 are English Language Learners. Two ESL teachers and one general education teacher with ESL certification service the students in a push-in/pull out Freestanding English as a Second Language Program. All three teachers are certified to teach ESL. The language breakdown is as follows: 30 students are Spanish speaking, 6 Bengali, 2 Hindi students, 6 Urdu, 8 Arabic, 2 Farsi and 5 Punjabi students. According to the LAB-R and the NYSESLAT results, 11 kindergarten students are at the beginning level. In grade 1, 2 students are 5 beginners, 2 are intermediates, and 2 are scoring at the advanced level. In grade 3: 2 students are intermediates, and 9 students are scoring at the advanced level of proficiency. In grade 4: 2 are beginner level, 2 student are intermediate, and 2 students are at the advanced level of proficiency. In grade 5: 3 students are beginning level, 1 intermediate, and 7 students are at the advanced level of proficiency. On average, the students improved in all four modalities across the proficiency levels and grades. The results of the NYSESLAT exams are broken down into the four modalities (listening, speaking, reading and writing) this helps drive instruction for the ESL and classroom teachers. Each student's individual results are analyzed by the ESL teacher, the classroom teacher and the administration in order to individualize instruction based on each child's needs. The results of the exams are used to plan the push-in/pull-out program to ensure that differentiating strategies are used to meet the student's individual needs.

3. 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](#))

In analyzing the reading/writing and listening/speaking modalities with our ESL teachers, we have seen a pattern that our students are weaker in reading and writing and score higher in the listening and speaking. In order to support their reading and writing skills we have incorporated Close Reading strategies, additional language experience learning, immersion vocabulary and phonic development, and utilizing on-line learning-A-Z Learning, PebbleGo.com, Discovery & RAZ Kids... We also progress monitor data to make educational decisions about changes in goals, instruction, and/or services; as well as whether to consider a referral for special education services. When progress is monitored, the expected rate of an ELL's progress takes into account language development and background. The student's progress is then compared with levels demonstrated by peers from comparable cultural, linguistic, and experiential backgrounds who have received the same or comparable intervention.

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?

The data collected from the Spring 2013 State ELA Exams indicates the following:

- In 3rd Grade - 9 students took the ELA: (7) Level 1, (1) Level 2, (1) Level 3
- In 4th Grade - 3 students took the ELA: (2) Level 1, (0) Level 2, (1) Level 3
- In 5th Grade - 6 students took the ELA: (5) Level 1, (1) Level 2, (0) Level 3

The data collected from the Spring 2013 State Math Exams indicates the following:

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

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

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

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

We do not administer the ELL Periodic Assessments from the DOE, as we have seen that the results of those exams do not provide us with any concrete data about students' mastery of their current learning. Instead, we use the Treasures Program which assesses the students monthly to assess their performance on specific skills and strategies. We scan our own tests and teachers are e-mailed the results the next day, which allows for timely feedback.

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](#).)

Progress monitoring data is used to make educational decisions about changes in goals, instruction, and/or services; as well as

whether to consider a referral for special education services. When progress is monitored, the expected rate of an ELL's progress takes into account language development and background. The student's progress is then compared with levels demonstrated by peers from comparable cultural, linguistic, and experiential backgrounds who have received the same or comparable intervention.

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

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?N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We have several systems in place to evaluate student progress:
 - a). An analysis of Fountas & Pinnell benchmarks administered three times a year.
 - b). Our Treasures Reading Program which assesses students monthly in: letter recognition, sound recognition, sight words, and phonics.
This Reading Program is aligned to the Common Core Standards.
 - c). Our Go Math Program which also assesses students monthly and aligned to the Common Core Standards.
In the Grades K-5 Writing and Math Baseline, Mid-year and End of Year Assessments
Bi-monthly skills and strategy assessments which are scanned, e-mailed to staff and uploaded to our school website for deeper discussion and analysis.

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](#).)
When students enter the building to register, we have clear outlined steps to identify those who may be English Language Learners. Our pupil accounting secretary, Elaina Figueroa, initially meets with the parent and the child when they register. She

provides them with all the paperwork, including the Home Language Identification Survey (HLIS). An ESL teacher is called to come to the office to assist the parents with the Home Language Identification Survey and to conduct an initial screening of the child. An informal interview is held with the parents and the child in their native language. Our ESL teachers speak Spanish and other staff members are called upon to assist for other languages. The ESL teacher is there to provide assistance to the parents as they fill out the HLS and other pertinent documents. Dr. Garcia-Irizar, ESL Certified Teacher, Michelle Boudard, ESL Certified Teacher and Maria Ortega, ESL Certified Teacher, conduct all the initial screening and formal initial assessments. They work together to review all of the Home Language Identification Surveys to determine who is eligible to take the LAB-R exam. ATS Reports such as, RLER, RNMR, and RLAT are generated to determine NYSESLAT eligibility. ESL teachers use a template to ensure all eligible students are tested in all four components. As each student is tested, the information is recorded on the sheet, including the date and who administered the test. This is continually reviewed by the Assistant Principal and the ESL teacher. Eligible students are tested immediately and are placed in the appropriate setting. Using a template, ESL teachers are able to track all students that need the LAB-R and administer this within ten days. The pupil accounting secretary informs the ESL teachers of students who register from another NYC public school as well. The teachers meet with the parents and students for an initial screening as well to determine correct placement. The pupil accounting secretary provides the ESL teachers with admission/discharge reports as well as additional ATS reports to help with ELL identification. The parent coordinator, Esther Rosa, plays an important role in this process as well. She works closely with the ESL teachers and the pupil accounting secretary to make sure all students receive the services they are entitled to and that the parents are properly informed. The LAB-R is administered to all identified students. Students who take the Spanish LAB-R (Spanish speaking students) are administered the Spanish LAB-R in all four components and all directions are given orally in their native language. NYSESLAT exam and LAB-R exam results are examined immediately by the LAP team. The data is used to determine the students' areas of weakness and they are grouped accordingly. We work carefully to place students in classrooms based on their proficiency levels to ensure that they receive the correct allocation of service.

2. 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.
As soon as the students are identified as English Language Learners, their parents are invited to the school for a parent orientation. During this meeting, the ESL teachers, and the assistant principal introduce and describe each of the program choices (Transitional Bilingual, Dual language, Freestanding ESL). The parents view a video outlining each one of the programs in detail. They are provided with information in their native language to assist them in understanding their options as a parent. After receiving all of the information, the parents are given the parent option letters to make a selection of the program they would like for their children. The parents are then notified of the program currently offered at P.S. 108Q, which is Freestanding ESL. The process is explained to the parents. If there is a trend in parent options where parents (15) are choosing a particular program, that program will be opened and offered for their child. A list of the schools offering Dual Language and Transitional Bilingual Programs are provided to the parents for them to choose if they wish. It is explained that they will be notified if their program choice becomes available in the future. Parent meetings are held often throughout the year as we get admit new students. Parent letters are sent in their native languages and assistance is provided to help make the process easier for the parents.
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 [\[see tool kit\]](#).)
Once the ESL teachers determine that a child is eligible for services as a result of the LAB-R, they send out entitlement letters along with an invitation for the parent orientation. All entitlement letters are backpacked home and parents also receive a call home using our automated School Messenger Service. Parents return the letter with their child, and ESL teachers visit classrooms to retrieve the letters. We use a master list to keep track of the letters sent and returned. If letters are not readily returned, our ESL teachers work closely with the parent coordinator to contact the parents (in English and in their native languages) by phone to have them come to the school with the letter. Similar procedures are in place for getting parents to attend parent orientations. During the meetings, the parents fill out the surveys and the program selection forms. If the parents fail to fill out the program selection form we count it towards Transitional Bilingual. We provide the parents with assistance throughout this process.:
4. 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.
The principal and the assistant principals work closely to identify general education classes on each grade for English Language

Learners. Once a child is identified as an ELL and the parent has made the choice for ESL instruction, a discussion takes place as to which class he/she should be placed. The LAP team looks at the student's proficiency level as determined by the LAB-R or NYSESLAT. The students are grouped according to their proficiency levels and their areas of weakness (listening/speaking, reading/writing). Parents are notified in their native language of the child's classroom placement. The ESL teacher assigned to the grade plans a push-in/pull out program to support the students. For those parents who select a TBE and/or DL program, contact ELL Program Transfers@schools.nyc.gov to request assistance in finding placement for those parents.

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.

Someone other than the student's teacher of English as a second language or English language arts administers and simultaneously scores the Speaking. The Listening, Reading, and Writing subtests are also administered by someone other than the student's teacher of English as a second language or English language arts. The Listening and Reading subtests are scored by a disinterested teacher. For the Writing subtest, all student responses to the constructed response questions are scored by a committee of teachers that are not the student's teacher of English as a second language or English language arts.

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.  The parent survey letters indicate that the parents prefer for their children to be in a mainstream class with the support of an ESL teacher in a push-in/pull out model. Parents are informed about the program choices through meetings held throughout the school year by the ESL teachers, the parent coordinator, and the administration. Letters go home in the families' native languages, and translators are available to meet with the parents to explain the different program choices. Ms. Rosa, the parent coordinator, works closely with the ESL teachers and the administration to plan meetings to inform and assist parents. This year 14 parents filled out the ESL survey, and all 14 parent chose Free Standing ESL. Four ESL parents are scheduled. The Parent Coordinator contacts the parents to ensure that they attend the Workshop and complete the form. :

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])?

The three ESL teachers work collaboratively to plan and schedule their programs with the assistance of the supervisors in order to make sure that each student receives the mandated services he/she is entitled to. The majority of the students are clustered in 2 classes per grade in order to allow for a majority of push-in periods. Explicit ESL is taught by an ESL teacher who services the students in Kindergarten and Grade 1 in a push-in/pull-out model. Two teachers service grades 2-5 in a push-in/pull out model. The beginner and intermediate students receive 360 minutes of instruction a week and the advanced students receive 180 minutes of instruction a week. The ESL teachers programs are scheduled so the majority of the time they service students is in a push-in model. All students who are required to receive ESL are being serviced according to the mandated times. The students throughout the school are heterogeneously grouped with the exception of one gifted class per grade (grades K-5). The students identified as English Language Learners are grouped in general education classes based on their proficiency levels. There are approximately 2-3 classes per grade with ELL students being serviced in the classroom by an ESL teacher. Students are grouped by proficiency levels, as well as, areas of need in specific performance strands: writing, reading and listening.

2. 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)?

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

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

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

4. The Language Allocation Policy Team is working collaboratively to devise a plan in order to continue to enhance the

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

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

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).

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

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

(c). All students falling into this category (receiving service 4 to 6 years) receive Academic Intervention Services from our literacy and mathematics coaches. They push-in to classrooms and provide extra support scaffolding student learning. Students are also invited to attend an after school program with a focus on enhancing language acquisition using materials that are aligned to their individual

needs. Using benchmark reading assessments, we are able to differentiate student instruction, with small groups and one-to-one conferencing to support and scaffold student learning.

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

(e) For former ELL students years 1 and 2 after testing proficient, are continually monitored and ahd their student data analyzed. If needed we provide the following support: AIS - (Academic Intervention Services), Coaches in literacy and/or math using the push-in model which differentiates student instruction and support.

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?

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

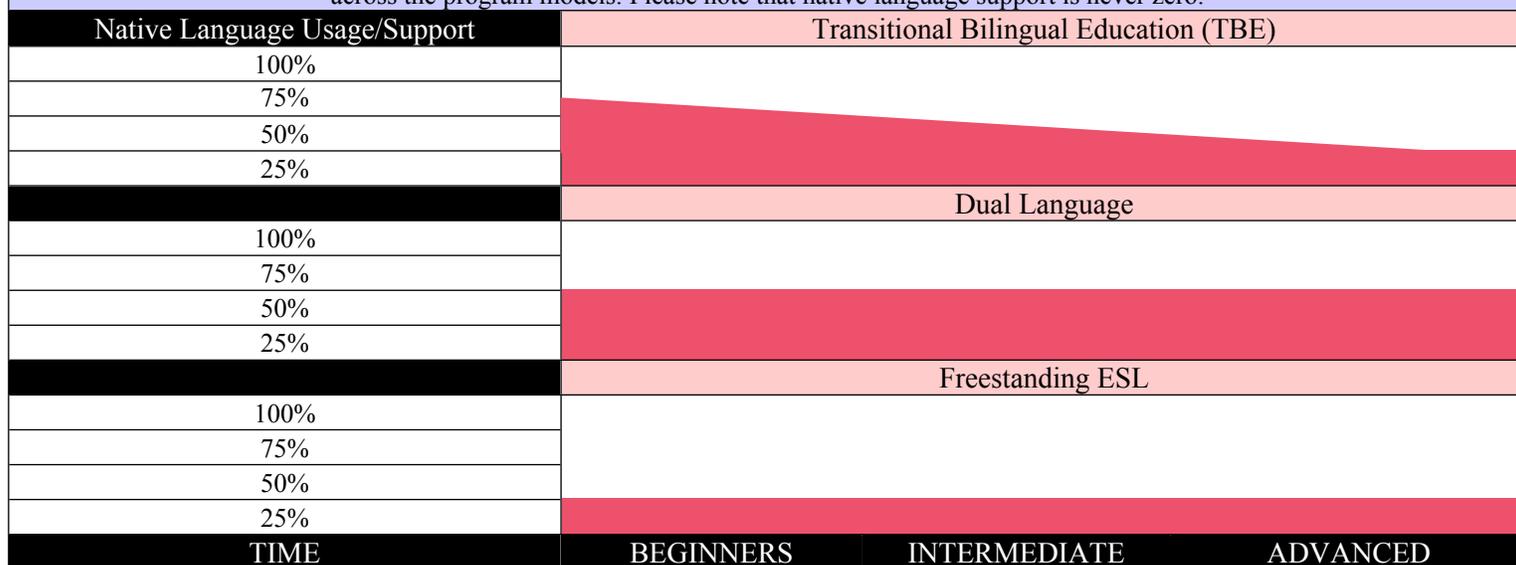
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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.

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

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

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

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

We are continually reflecting and re-evaluating our instructional programs and last year, we purchased a new reading program; Treasures, for grades K-5, and have seen student progress. We hope to include Music as an afterschool program in Spring 2014 if funds are available.

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

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

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

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

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

The ESL teachers and the classroom teachers have a wide variety of materials to use across the curriculum areas. There are two book rooms in the school for the ESL teachers to borrow big books, books on tape, leveled books and picture books. Each classroom received new independent and guided reading books aligned to literacy unit themes. There are a variety of books across the genres on all different levels. Kindergarten and grade 1 teachers use the Treasures Program in the literacy block to help teach the students phonics and reading strategies. Early childhood teachers use Foundations, 'Reading Street' Intervention Program and RAZ-Kids in their classrooms to enhance learning and language development. Upper and lower grade students are using the A-Z computer software. A reading program called 'Treasures' is used in grades K-5. The intervention reading program called 'Triumphs' is used in after-school. The teachers have access to ELA packets with materials to use across the genres according to the skill of the week. The teachers use these materials to plan effective lessons following the Balanced Literacy Prototype. The teachers use the leveled books in the bookrooms for the guided reading lessons. The classroom teachers and the ESL teachers

have worked together to create reading and writing curriculum plans across the grade levels, aligned to the Common Core Standards.

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

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

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

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

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.

Presently, we have a special orientation for newly enrolled Kindergarten students that include ELL students held in May. This allows us to meet and greet parents and students and to assess their needs and develop a support plan to meet their needs in September. During the school year, we provide an ESL after-school program three (3 days) a week to all ELL children in grades 2 to 5. Teachers who teach these reading/math programs are ESL certified. In addition, we have other after-school programs in which ELL students can participate: Dance/Movement, Basketball, Science, and Art.

18. What language electives are offered to ELLs?

None

19. For schools with dual language programs:

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

NA

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

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

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

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

- NYS-ESL standards alignment to core curriculum
- Best approach methodologies, instructional strategies, and ESL prototypes
- Data analysis and comprehensive needs assessment
- Parent involvement
- Preparing students for the NYSESLAT
- Maximizing the NYCDOE Workshop Model
- Strategies for Differentiated Instruction

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. PS 108Q is dedicated to increasing parental involvement of our ELL students. The administrative team, the Parent Coordinator and the ELL teachers are active in promoting parent involvement. Parents receive weekly flyers about upcoming parent workshops. Continued weekly workshops for parents are offered during the school day. Workshops address literacy as well as other areas of the curriculum and/or concerns. The Parent Coordinator provides workshops and parent outreach on a consistent, on-going basis as well as support the needs of the school's parents at district-wide parent forums and training sessions. ESL teachers, literacy and math coaches, the parent coordinator, and additional staff members provide interpretation services for our parents who do not speak English and help translate all written communications sent home with students. NYCDOE translator service is used to translate all pertinent documents for parents of all ELL students.
 2. Parents are given the opportunity to engage in family activities as well as modes of education where they can feel a sense of belonging. PS 108Q is a school that actively works with Community Based Organizations, such as EPIC, which offers parent workshops dealing with parenting skills, home/school relationships, advocacy skills, and reading partnerships. The Learning Leaders' Program gives parents the opportunity to become active volunteers at their leisure. It gives parents the opportunity to share their knowledge and cultures with others. This is very important because we are a diversified school. The New York City Department of Education for Adult Education has facilitated GED and ESL classes for parents during the school day. The GED program has helped the parents to improve their education and get secure employment. The ESL classes for parents help them to gain confidence and become actively involved in their children's education. Cornell University offers parent workshops in the school on Nutritional Values. Parents not only learn about nutrition, but also get the opportunity to make nutritious and delicious meals. Cornell University also offers parent workshops regarding daily health. Parents also engage in family activities where parents and children participate in activities in school at night or go on excursions during the weekends.
 3. The administration works closely with the Parent Coordinator and the teachers to assess the needs of the parents. The Parent Coordinator surveys parents at the beginning of the school year using a Parent/PTA survey, which asks parents to highlight workshops they would like during the school year. We have a school website in which parents have access to e-mailing administrators and teachers. During Parent Teacher Conferences parents are asked to jot down suggestions and place them in our suggestion box in the main office. Our Parent Coordinator reaches out to the parents to discuss workshops and programs they think would be beneficial to them. The GED program and the ESL classes for adults have helped them to enhance their language skills and better their education. We also use the results of our Learning Environment Survey to evaluate the needs of our parents. Review of these results help us to determine what areas we need to improve upon and where we are successful in regards to communication with our parents.
 4. The parent involvement activities help to open up the lines of communication between the parents. The parents learn strategies to communicate effectively in English, they have the opportunity to work with other parents with similar needs, and they become active members of the school community. Several events are planned throughout the school year to promote collaboration between the parents and the school. :

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: The Captain Vincent G. Fowler

School DBN: 27Q108

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marie Biondollilo	Principal		11/4/13
Mary Szczerba	Assistant Principal		11/4/13
Esther Rosa	Parent Coordinator		11/4/13
Eugenia Garcia	ESL Teacher		11/4/13
	Parent		11/4/13
Michelle Boudart	Teacher/Subject Area		11/4/13
Maria Ortega	Teacher/Subject Area		11/4/13
Susan Laporte	Coach		11/4/13
	Coach		11/4/13
Paige Sacks	Guidance Counselor		11/4/13
Diane Foley	Network Leader		11/4/13
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN:

School Name: [The Captain Vincent G School](#)

Cluster: 2

Network: 204

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.

Our school determines within 30 days of enrollment, the primary language spoken by the parent of each student enrolled in the school, and if the language is not English, whether the parent requires language assistance in order to communicate effectively with the teachers and administration. We maintain a current record of the primary language of each parent. Such information must be maintained in ATS and on the student emergency card. Our school provides translation and interpretation services to all parents who require language assistance in order to communicate effectively. Some of our parents choose to rely on an adult friend or relative for language and interpretation services but minors under the age of 18 may not serve as interpreters for school staff and parents during any formal or informal meeting where student achievement or student conduct are discussed. Our school will contact the Department to provide interpretation services during regular business hours, to parents whose primary language is a covered language and who request such services in order to communicate with school staff and school officials regarding critical information about their child's education. Depending upon availability, interpretation services may be provided either at the location where the parent is seeking to communicate or by telephone. Our school will send important parent documents to the Translation and Interpretation Unit to be translated into the covered languages in a timely manner.

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.

We found that written translation should not be the only communication between ELL parent and the school community. Oral interpretation is more valuable and we found that partnering an ELL parent with a parent who can speak both the same language and English is very effective. For example, if our teachers notify the administration about an ELL student not completing assignments, the administration will ask the parent volunteer to call the ELL parent in the presence of the administrator and the parent volunteer will translate for both parties. The ELL teacher or the classroom teacher will notify the administration of any issues with the ELL students. During Open School Week in early September we hold

orientation meetings to discuss school policies and access parents needs. To prepare for the upcoming school year, new kindergartners in Mid-June are invited with parents to an orientation meeting. At that time we have an early assessment regarding language and translation needs of our new parents for September. We have approximately 25 parents who require translation assistance. We also inform our ELL parents at Registration - parents complete Home Survey regarding home language, ELL Orientation Meetings, PTA Meetings, School Leadership Team Meetings, Parent Teacher Conference, school website, and important school letters which are translated in different languages.

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.

Important school bulletins are either sent to the DOE for translations into the following languages: Arabic, Bengali, Punjabi, and Urdu. The parent coordinator does the Spanish translations. Bulletins and letters are sent to the DOE at least three weeks in advance to ensure that the letters are ready when needed. If the administration is aware of an ELL parent that does not usually read their school letters, they will ask the parent volunteer to contact them and inform them about the particular school letter. We also use School Messenger which can be programmed to send phone messages in different languages.

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.

Our school provides several Parent Workshops for ELL parents. These workshops include: What is expected of their child; The importance of parents and school partners, Literacy, Math, Writing, Science and Technology workshops, The Importance of Establishing Good Routines and Habits at home and at school. We also have staff and parent volunteers that help the school with translating to our ELL parents as needed. For example, if a student is not behaving in class, we set up a meeting with the parent and the translator, and develop a system where the parent is informed of the child's behavior each day. It is expected that once the child is aware of this system, the behavior will improve.

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>.

In addition to having important school letters that are usually student specific translated into Spanish, Bengali, Punjabi, Arabic and Urdu, we also translate letters that include the following: safety; health; legal or disciplinary matters; entitlement to public education or placement in any Special Education, English Language Learning or non-standard academic program. Our school makes use of the DOE translator when the parent coordinator, parent volunteers, or staff members are not available to translate. We provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We also post in the main entrance to the school a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. We include in the school's safety plan procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: P.S. 108Q	DBN: 27Q108
This school is (check one):	<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 30
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here:

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

Part D: Parental Engagement Activities

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

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

Begin description here:

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

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

Part D: Parental Engagement Activities

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

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

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

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

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

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