



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: P.S. 108 PHILIP J. ABINANTI SCHOOL

DBN (i.e. 01M001): 11X108

Principal: CHARLES SPERRAZZA

Principal Email: CSPERRA@SCHOOLS.NYC.GOV

Superintendent: ELIZABETH A. WHITE

Network Leader: BENJAMIN SOCCODATO

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
Charles Sperrazza	*Principal or Designee	
Denise Adamo	*UFT Chapter Leader or Designee	
Tania Piarulli	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Joanne Manfredonia	Member/ Parent	
Mona Ozkurt	Member/ Parent	
Tara McCrossan	Member/ Parent	
Gina Conti Jessica Torres	Member/ Parent Member/Parent	
Samantha Ponico Diana Riccio	Member/ Teacher Member/Teacher	
Susan Amore Jeanette Ferrari Stephanie Macagnone	Member/ Teacher Member/Teacher Member/Teacher	

**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.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 13 of the SCEP.

School Information Sheet for 11X108

School Configuration (2013-14)					
Grade Configuration	0K,01,02,03,04,05	Total Enrollment	592	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	12
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	1.4%	% Attendance Rate			94.1%
% Free Lunch	64.7%	% Reduced Lunch			12.5%
% Limited English Proficient	9.4%	% Students with Disabilities			11.7%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.2%	% Black or African American			10.1%
% Hispanic or Latino	46.2%	% Asian or Native Hawaiian/Pacific Islander			10.2%
% White	32.7%	% Multi-Racial			0.7%
Personnel (2012-13)					
Years Principal Assigned to School	6.34	# of Assistant Principals			1
# of Deans	N/A	# of Counselors/Social Workers			1
% of Teachers with No Valid Teaching Certificate	4.8%	% Teaching Out of Certification			8.3%
% Teaching with Fewer Than 3 Years of Experience	16.7%	Average Teacher Absences			8.2
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	35.1%	Mathematics Performance at levels 3 & 4			34.6%
Science Performance at levels 3 & 4 (4th Grade)	96.0%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	Yes	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	Yes	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	Yes	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
x	School Leadership Team Signature Page
x	The SCEP Overview
x	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP						
Describe the strengths of your school's 12-13 SCEP.						
SCEP addressed school specific needs as per SED and DOE reviews						
Describe the areas for improvement in your school's 12-13 SCEP.						
1. Improved academic performance of ELLs and SWDs						
2. Ensuring access for ALL learners, with a specific focus for ELLs and SWDs, teaching and learning						
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.						
Creating a collaborative community of learners which requires school leaders to leverage both human and financial resources that serve all students						
Describe the degree to which your school's 12-13 SCEP was successfully implemented.						
Instructional practice, aligned with the Danielson framework, and curriculum aligned to the CCLS, has improved						
Were all the goals within your school's 12-13 SCEP accomplished?				Yes	x	No
If all the goals were not accomplished, provide an explanation.						
Progress toward the 2013 goals is evident, however, change is slow and it takes time to embed new perspectives and methodologies						
Did the identified activities receive the funding necessary to achieve the corresponding goals?				x	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP				
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.				
Time to implement and coordinate the new demands of MOSL, MTP, CCLS				
List the 13-14 student academic achievement targets for the identified sub-groups.				
5% improvement in ELA and math for the lowest third, ELLs, and SWDs				
Describe how the school leader(s) will communicate with school staff and the community.				
Monthly staff meetings, monthly newsletter, grade meetings and subject area meetings				
Describe your theory of action at the core of your school's SCEP.				
The principal and his cabinet work to create a calm and respectful environment that fosters higher level of student and adult learning				
Describe the strategy for executing your theory of action in your school's SCEP.				
The school implements a standards based curricula, with attention to writing across the grades and content areas, which leads to increased student achievement; Grade level teams meet weekly to modify curriculum to increase access for all students.				
List the key elements and other unique characteristics of your school's SCEP.				
Specifically targets both administrative and teacher practice through ongoing professional development, consistent observation of teaching staff, modification of curriculum, strategic use of resources, reprogramming of staff, and expansion of teacher teams				
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.				
A cohesive leadership with a cabinet that meets regularly to review and refine the improvement plan.				

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
"Build upon the teacher observation and feedback process to ensure effective feedback and closer alignment to the common teaching framework to support teacher development."							
Review Type:	QR	Year:	2012-13	Page Number:	5	HEDI Rating:	D

Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
	2.2 School leader's vision		2.3 Systems and structures for school development
x	2.4 School leader's use of resources		2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, the principal and assistant principals will conduct a minimum of 6 informal or 1 formal/3 informal classroom observations and provide teachers with formative feedback and professional development to support improved practice in competencies across the Danielson framework.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<ul style="list-style-type: none"> ▪ Strategies/activities that encompass the needs of identified subgroups <ol style="list-style-type: none"> 1. School leadership will ensure instruction is aligned with the Danielson Framework that supports the implementation of the Common Core standards: 2. Supervisory staff will meet individually with staff to review student data and develop plans for improving individual student achievement. (Fall 2013) 3. Administrative and Instructional team members will work collaboratively to set up a schedule and observation protocols aligned with Danielson competencies. Attendance records, agendas, and minutes from weekly planning sessions and professional development activities will provide evidence of staff progress. <ul style="list-style-type: none"> ▪ Key personnel and other resources used to implement each strategy/activity <ol style="list-style-type: none"> 1. Principal, assistant principal, teachers 2. Principal, assistant principal, teachers 3. Principal, assistant principal, teachers <ul style="list-style-type: none"> ▪ Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity <ol style="list-style-type: none"> 6. By February, completion of two supervisory observations with associated lesson plans for each teacher will provide evidence of improved instructional practice. 7. By December, completion of the initial review of student data and the development plans for improving individual student achievement. 8. Defining a monthly quota of teacher observations based on both the level of teacher experience and need, samples of supervisory observations and lesson plans will provide evidence of staff progress. <ul style="list-style-type: none"> ▪ Timeline for implementation and completion including start and end dates <ol style="list-style-type: none"> 1. September to February 2014 2. September to December 2013 3. September 2013 to May 2014 <ul style="list-style-type: none"> ▪ Describe programmatic details and resources that will be used to support each instructional strategy/activity <ol style="list-style-type: none"> 1. Time for professional development, per session and per diem 2. Scheduled time during the school day for individual conferences with each teacher and an administrator 3. Scheduled time during the school day for individual conferences with each teacher and an administrator 4. Scheduled time during the school day teacher observation and pre- and post conferences

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.								
x	PF Set Aside		Tax Levy		Title IA	Title IIA	Title III	Grants

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

x	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	x	PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

"Teaching practices promote high levels of thinking and provide multiple entry points for all learners including ELLS and SWDs aligned to a school wide belief system."

*Note: No area for improvement was noted for Curriculum Development and Support on the 2012-2013 QR feedback.

Review Type:	QR	Year:	2012-13	Page Number:	5	HEDI Rating:	D
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

x	3.2 Enact curriculum	3.3 Units and lesson plans
	3.4 Teacher collaboration	3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, teacher teams will design and implement curriculum units in math, ELA, social studies and science which include rigorous tasks engaging students and in alignment with CCLS as evidenced by tasks, classroom observations and teacher-team evaluations. Curriculum units will contain multiple entry points ensuring access for ALL learners, with a specific focus for ELLs and SWDs.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. A supervisor will provide teachers will school-wide as well as individual student data in area of ELA and math. They will facilitate professional development activities on interpreting the data and utilizing the information to develop curriculum units which are aligned with the CCLS.
2. Educational Consultants and assistant principals will provide staff with the tools and strategies need to develop engaging unit plans and tasks in ELA, math, social studies and science which are aligned with the CCLS.
3. Supervisory Staff and teacher teams will meet during common planning time to plan and align curriculum
4. Teachers will utilize a "Looking at Student Work" protocol to gather information about student learning and inform revision of instructional units.

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

1. Supervisors, teachers
2. Educational consultants, assistant principal, teachers
3. Supervisors, educational consultants, teacher teams
4. Teachers, literacy coach

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

1. Completed data analysis for each student, observation of implementation of monthly professional development
2. Completed unit plans and tasks in ELA, math, social studies and science which are aligned with the CCLS
3. Minutes of weekly planning sessions detailing planning time
4. Observation of implementation of the LASW protocol during teacher team planning time

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

1. September to November 2013
 2. Quarterly, October 2013 to May 2014
 3. Weekly, October 2013 to April 2014
 4. Monthly, October 2013 to June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Per session for data analysis for after school meeting
 2. Per session for after school and per diem for PD coverage
 3. Scheduled time during the school day for common planning
 4. Scheduled time during the school day for teacher teams to master and apply the LSAW protocol, Meet and Eat meetings during teacher lunch periods for new teachers

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
Teaching practices promote high levels of thinking and provide multiple entry points for all learners including ELLs and SWDs aligned to a school wide belief system." *Note: No area for improvement was noted for Curriculum Development and Support on the 2012-2013 QR feedback.			
Review Type:	QR	Year:	2012-13
Page Number:	5	HEDI Rating:	D

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	x	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By June 2014, all students, including ELLs and SWDs ,will demonstrate progress toward achieving State standards as measured by a 5% increase in students scoring at Levels 3 & 4 on the NYS ELA assessment.	

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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	
To improve achievement in for all students, including ELLs and SWDs, the following professional development activities will be offered to staff to improve teacher effectiveness in delivering instruction in ELA and math: Assistant Principal for Special Education will facilitate workshops with the SWD teachers and classroom teachers to provide teachers with the skills and strategies necessary to deliver the ELA content to SWDs. Network Specialist will work with ELL/classroom teachers to provide	

teachers with the skills and strategies necessary to deliver the ELA content to ELLs.

- Supervisors will work directly with grade and subject area teams to ensure the integrated units are in alignment with CCLS and informed by data
- Network ELL specialist will assume the role of ELL coach and provide teachers with demonstration lessons and feedback regarding ELL strategies used in conjunction with the ELA and ELL curriculums. He will support teacher teams as they revise ELA units and tasks for ELLs.
- Assistant Principal for Special Education will facilitate PD activities for teacher of SWDs. Monthly activities will include the development of reading and writing strategies in alignment with the grade level ELA curriculum.
- Teacher programs include 5 periods per week of common planning time. In grade teams, teachers will analyze data obtained from summative and formative assessments to identify students in need of AIS or enrichment activities. Common planning will occur weekly from September to June

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

- Supervisors ELL teachers, SE teachers, classroom teachers
- Network ELL specialist, ESL and classroom teachers
- Assistant Principal for Special Education and SE teachers
- Educational Consultant, Supervisors and teachers

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

- Administrative observation of implementation of differentiation of instruction for ELLs and SWDs in general education classroom
- Units of study that exhibit Universal Design for Learning (UDL) precepts
- Improved performance of ELLs and SWDs in ELA as evidenced by interim assessments
- Improved reading and writing instruction as per teacher observation

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

- Monthly workshops and assessment, November 2013 to June 2014
- Monthly workshops and assessment, November 2013 to June 2014
- Monthly workshops and assessment, November 2013 to June 2014
- Monthly workshops and assessment, November 2013 to June 2014

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

- Common planning time for teachers to attend PD sessions
- Network ELL specialist, common planning time for teachers to attend PD sessions
- Common planning time for teachers to attend PD sessions
- Educational consultant, common planning time for teachers to attend PD sessions

Budget and Resource Alignment

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

x	PF Set Aside		Tax Levy	x	Title IA		Title IIA		Title III		Grants
----------	---------------------	--	-----------------	----------	-----------------	--	------------------	--	------------------	--	---------------

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

x	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

"The school is a safe place, which cultivates effective partnerships and students appreciate the high level of support they receive that fosters their personal and academic development."

Note the QR did not address Social emotional developmental Health							
Review Type:	QR	Year:	2012-13	Page Number:	4	HEDI Rating:	D

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	5.2 Systems and partnerships	x	5.3 Vision for social and emotional developmental health
	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
 By June 2014, the whole school attendance rate will improve by at least 3% as measured in the school's Annual Attendance Report.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students
2. Utilizing data and disaggregating data to monitor all systems that support student social and emotional health.
3. Effective use of school counselor and attendance teacher to address absence and lateness

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

1. Administrative staff
2. Administrators, guidance counselor
3. Administrators, guidance counselor, Attendance teacher

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

1. Report of all students deemed at-risk as per attendance and lateness
2. Define intervention(s) for all students deemed at-risk as per attendance and lateness
3. Guidance Counselor & Attendance teacher evidence (log) of contact hours with identified at-risk students

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

1. September 2013-October 2013
2. September 2013-June 2014
3. September 2013-June 2014

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

1. ATS and other attendance reports to be generated and analyzed
2. Scheduled team meetings of assistant principal and guidance counselor
3. Ongoing partnership with assistant principal, guidance counselor and attendance teacher to ensure targeted support for at-risk students

Budget and Resource Alignment

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

	PF Set Aside	x	Tax Levy		Title IA		Title IIA		Title III		Grants
--	---------------------	----------	-----------------	--	-----------------	--	------------------	--	------------------	--	---------------

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
x	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).							
“Build upon the classroom observation and feedback process to ensure closer alignment to the common teaching framework to inform professional development to promote teachers’ growth.” <i>Note the QR did not address Family and Community Engagement</i>							
Review Type:	QR	Year:	2012/13	Page Number:	5	HEDI Rating:	D

Tenet 6: Family and Community Engagement

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
	6.2 Welcoming environment	x	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
In the 2013-2014 NYCDOE School Survey Report, parental response rate will increase 10%

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).
A. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> 1. Planning and implementation of a Family outreach plan 2. New Parent Orientation/Family Night/Open House for Parents 3. Monthly implementation of parental offerings 4. Student recognition events, PTA initiated fundraisers, drives and social events, Parent outreach by the PTA through social media, e-mail blasts and flyers
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Principal, assistant principal, parent coordinator, selected teachers 2. Principal, assistant principal, parent coordinator, teachers 3. Parent coordinator 4. Principal, assistant principal, parent coordinator, selected teachers, Parent Teacher Association
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. Completed Family outreach plan 2. Attendance at Parent Orientation/Family Night/Open House for Parents 3. Parental attendance at parent offerings 4. Parental attendance at Student recognition events
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. August-June, ongoing 2. Fall, Spring 3. Day time workshops, breakfasts, evening events 4. Ongoing, September 2013-June 2013
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. Common planning time for Principal, assistant principal, parent coordinator, selected teachers 2. Staff attendance at New Parent Orientation/Family Night/Open House for Parents 3. Parent coordinator’s planning and hosting of parent offerings 4. Staff attendance at Student recognition events

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.											
x	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	x	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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"> • Rtl services provided for Tier 2 students on every grade level • Rtl services provided for Tier 3 students in Kindergarten • AIS before & after school programs • ESL afterschool program • Wilson Reading System provided to small groups K-5 	Small Group instruction	During the school day, after school
Mathematics	<ul style="list-style-type: none"> • Rtl services provided for Tier 2 students on every grade level • Rtl services provided for Tier 3 students in Kindergarten • AIS before & after school programs • ESL afterschool program 	Small Group instruction	During the school day, after school
Science	After school program	Small Group instruction	After school
Social Studies	After school program	Small Group instruction	After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • At-risk counseling • Lunch club 	Small groups, 1:1	During the school day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
School administration with work with DHR to ensure that all teachers are highly qualified, form partnerships with local colleges to identify new staff and attend Central borough wide hiring fairs.

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"> • Promote and facilitate CCLS aligned student work that reflects the implementation of current system-wide reform initiatives • Integrate professional development for monolingual and bilingual/ESL staff into the ongoing instructional activities of the school, for example, through multidisciplinary planning, common preparation periods, and locally designed professional support • Involve parents in their children's education through greater collaboration with teachers and other school staff, and increased engagement in the school's education program

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
As an SWP school, we have combined Title I funds with other federal, State, and local resources,; funds are used to benefit all students in the school, but a priority is to provide Academic Intervention Services to at-risk students

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.).
Outreach to local pre-K programs, engaging families & children.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers on the MOSL team have worked collaboratively to determine the selection of of appropriate multiple assessment measures, professional development has been provided to the entire staff.

TA Schools Only

Use of Program Resources

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

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).
NA

**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

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 11	Borough Bronx	School Number 108
School Name Philip J. Abinanti		

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 Charles Sperrazza	Assistant Principal Caren Shapiro
Coach Andrea Eisen	Coach type here
ESL Teacher Jennie Adler	Guidance Counselor Isabel Charap
Teacher/Subject Area type here	Parent Gina Conti
Teacher/Subject Area type here	Parent Coordinator Yvette Santiago
Related Service Provider Jillian Mainero	Other Vanessa Visners, A.P.
Network Leader(Only if working with the LAP team) Ben Soccodato	Other Lori Solano, A.P.

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	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	1	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)	591	Total number of ELLs	46	ELLs as share of total student population (%)	7.78%
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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														
Pull-out	11	12	5	6	1	2								37
self-contained			9											9
Total	11	12	14	6	1	2	0	46						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	16	Newcomers (ELLs receiving service 0-3 years)	41	ELL Students with Disabilities	11
SIFE	2	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	41	2	6	5	0	5				46
Total	41	2	6	5	0	5	0	0	0	46

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	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	5	5	7	4	1	2								24
Chinese	1													1
Russian														0
Bengali														0
Urdu														0
Arabic	5	5	3	2										15
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian	0	2	2											4
Other			2											2
TOTAL	11	12	14	6	1	2	0	0	0	0	0	0	0	46

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	3	3	1	2									14

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	9	5	3	1	0									18
Advanced (A)	3	8	3	0	0									14
Total	17	16	9	2	2	0	0	0	0	0	0	0	0	46

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			2						2
8									0
NYSAA Bilingual (SWD)									0

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

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

1) Our school uses a variety of tools to assess the early literacy skills of our ELL students. The students were administered the DRA in the Fall and the results were aligned with the Fountas and Pinnell levels to assist teachers in creating their small focus groups (guided reading). Every student was also administered running records and will continue to be monitored via this assessment until mastery is accomplished. The students are also given the Mondo assessments-Oral language, phonemic awareness, etc. Teacher use this data to inform instruction.

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

2) The Lab-R and the NYSESLAT indicate that the greatest rate of progress occurs with the younger students and in the areas of listening and reading.

The older students (3-5) progress at a slower rate and have remained at the same level ie intermediate for more than one year. There is a plateau effect in reading and writing as academic language becomes more sophisticated.

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](#))

We use AMO's to create goal setting for specific sub groups of students. These students are administered several bench mark assessments to monitor their progress. Their teachers then plan lessons to strengthen the areas of need. The lower grade teachers, especially those that have beginning ELL students, implement oral language lessons daily. The data reveals that more focus is needed for instruction in reading and writing for our ELL population. All teachers focus reading and writing skills and practice in the integrated units that are aligned with Social Studies.

4. For each program, answer the following:

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

The results on the ELL periodic assessment reflect similar data trends as in the NYSESLAT. The general trends we've noticed are that student performance on the reading sections of the ELL periodic assessment is developing.

Bilingual glossaries are provided to the students to use as needed.

b) Teachers use the ELL periodic assessments to form focus groups and to drive instruction for the student.

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

Our school has the Response to Intervention (RTI) framework across all grades. (K-5). The RTI teachers' data is shared amongst all teachers. This data identifies the students on all three Tiers as well as indicate weakness areas of each student. Tier 1 is implemented in each classroom by the classroom teacher based on the RTI data. The RTI team directly services the Tier 2 and Tier 3 students for intervention.

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

A child's second language development is carefully considered in instructional decisions. Independent reading books in different genres and on various Fountas and Pinell levels have been provided in many languages to ELL students. Additionally, translated versions of guided reading passages to develop reading skills have been offered to ELL students. Teachers provide scaffolding and ESL strategies to make content comprehensible to the students. In addition, teachers use adapted text to facilitate accessibility.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

Paste response to questions here:

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

We evaluate the success of the program in various ways. We analyze data from The New York State ELA, Math and Science Exams.

We also look at the Annual Measurable Achievement Objectives. (AMAO's) What does the data reveal? Our beginning students need assistance and time in English speaking environments to acquire and develop academic language in order to apply, process and synthesize knowledge into actual learning. The intermediate students struggle without scaffolds in writing and reading. Their receptive skills are stronger than their productive skills.

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](#).)

The Pupil Accounting Secretary, in collaboration with one of licensed ESL teachers, coordinates the administration of the Home Language Identification Survey. One teacher is a speaker of Albanian and there are several teachers that are Spanish speakers. For Spanish speaking parents, the parent coordinator or another translator is provided to support the pedagogue in the interview process. A pedagogue that speaks Albanian is available to translate for parents that speak Albanian. Over the telephone interpretations are available through the DOE Translation Unit for speakers of other languages. Parents sign and ate this legal document. The procedures we follow to identify our ELLS are initiated based on the responses to the HLIS and an informal oral interview of the student. There are eight questions on the HLIS. If one of the questions is marked as "other than English is spoken at home", and two questions are marked as other than English is spoken, for questions five through eight, the child is a potential ELL. Once the ELL teacher collects the HLIS from the parents and determines that a language other than English is spoken at the child's home, the ESL teacher administers the Language Assessment Battery-Revised (LAB)-R to that child within ten days of enrollment. Students that scored below proficiency cut score on the Lab-R are entitled to state mandated services. The Spanish Lab is administered if the student score below proficiency on the Lab-R and the home language is Spanish. For transfer students, some investigation is necessary if their complete records have not yet been transferred at the time of registration. If the student comes from a NYC public school, an exam history is run on ATS (RHSP) to determine if the student was previously assessed with the LAB-R. It is not permissible to administer the test more than once, even if the student has been out of the country for one year or more. Other ATS reports helpful in identifying ELLS are the RLAT. The RNMR and the RLER. The pupil accounting secretary requests the complete records of the student from the prior school, in particular the original HLIS and if applicable the original Parent Survey and Program Selection document. Entitled students (LEP/ELLs will take the New York State English as a Second Language Achievement Test (NYSESLAT) in the spring. The licensed ESL teacher administers this exam. The ELLS are assessed in the four modalities (Listening, Speaking, Reading and Writing) in order to measure their progress in developing English language proficiency. Once the student scores at the Proficient level on the NYSESLAT, the student enters the general education program, but as a former ELL continues to receive support for two years to assist him/her in the transitioning process. This includes , but is not limited to, being entitled to ESL testing accommodations.

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.

The licensed ESL teacher, with the parent coordinator and assistant principal/principal and translators as needed, conduct a parent orientation within the first few weeks of school, and schedule small group and one-one meetings with parents throughout the year as new students enroll. At the parent orientation meeting, The ESL teacher shows the ELL Parent Information Case (EPIC) video that is available in several languages. The three program choices offered by New York City are presented: Transitional Bilingual, Dual Language and Freestanding ESL. First an invitation that is translated into several languages is sent home to the parents. Attached to the invitation is the Guide for Parents of English Language Learners , that is translated into several languages as well. At the meeting, the parents are introduced to the staff and welcomed into the school. They watch the video in their native language that describes the three program options. They are given time to ask questions. They fill out a Parent Survey program Selection Form, where they indicate their program choice If a parent chooses to take the form home to complete, s/he returns it at a one to one meeting with the licensed ESL teacher.

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].)

3. The licensed ESL teacher hand scores the Lab-R (and Spanish Lab) to determine which students are entitled and need a parental Entitlement letter. If parents are unable to attend the first Parent Orientation meeting, the parent coordinator and the ESL teacher reschedule another meeting on a day more convenient for the parent. The parents receive the entitlement letter as well as the program selection form after they watch the video. The ESL teacher collects and files these letters. Several attempts are made by the ESL teacher and the parent Coordinator to get every parent into the school to sign the forms and to make an informed choice about the program for his/her child. It is noted that if a form is not returned the default program for ELLs is Transitional Bilingual Education as per CR Part 154.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
 4. The parents of students identified as ELL's view the EPIC video in their native language. After having the opportunity to ask questions, they complete the Parent Survey and Program Selection Form. If the parent chooses Transitional Bilingual Education, (we do not currently have the requisite number (15) on two consecutive grades to offer it here), we inform those parents of their option to choose a NYC public school that does offer the selected program (based on Availability) and they are assisted by the ELL Compliance specialist in the network. This holds true for parents that select Dual Language as well. We do our best to place the student into a school that offers the parents' preferred program. If a parent chooses TBE or Dual Language, and there are one available, we inform them that we will put their children's names on a list and open a bilingual class once there are fifteen bilingual ELLs within two contiguous grades that speak the same language. Parents are informed of the research that indicates that continuous participation in one of three instructional programs benefits the child more than switching between programs. The original, signed Parent survey and Program Selection form is kept in the student's cumulative folder. The ESL teacher keeps a copy in the ESL Compliance files as well. The required information for newly identified ELLs is entered into the ELPC screen on ATS. Parents that choose ESL are given Appendix F Placement Letters, translated into their native languages. Other DOE Parent Notification letters are sent home in Parents' native languages. Appendix E informs parents that their child's score indicates that s/he is English proficient and not entitled to receive services as an English Language Learner. Appendix G informs ELL parents that their child was administered the NYSESLAT in the spring to determine English Language proficiency and based on the results continues to be entitled to receive English language development support in classes for English Language Learners. Appendix H informs ELL parents that based on the score received on the NYSESLAT administered in the spring, their child is no longer entitled to services for ELLs because s/he scored at the Proficient level. The ESL teacher keeps a copy of every letter on file in a locked cabinet in the school. Continued entitlement letters are sent home with the student as well as a telephone call is placed to the parent, informing them of the continued entitlement and an invitation to come in to have a meeting about it and to answer any questions. Continued entitlement letters are maintained in a locked file by the ESL teacher in the building.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The steps taken to administer all sections of the NYSESLAT are as follows: We generate an ATS report RLER that indicates eligibility for NYSESLAT. We then go through the answer documents (pre-slugged) to make sure that all data is correct. We complete data on the blank answer documents for those students that do not have the pre-slugged answer sheets. After that we devise a testing calendar that is aligned to the proscribed dates on the official testing calendar. The ESL teacher with another pedagogue (not the student's ESL teacher) administers the first test, Speaking. That teacher scores each individual's responses after reading the criteria and listening to the scoring samples. At the end of each day, the tests are secured in the locked testing closet. The Listening Test is administered by the ESL teacher. For grades kindergarten and first the teacher reads the passages. For grades 2-5 the listening passages are on a cd. The students record their answers in the test books (answer documents for the upper grades) The responses are transferred to answer documents for the younger students. The third test is Reading. Students are tested with their grade level. The students are given their IEP accommodations. The last subtest is Writing. This section is scored by a team of teachers that excludes the participation of the ESL and classroom teacher. The tests are then boxed and sealed and secured in the testing closet until the date to deliver to the Fordham office.
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 team carefully reviews the parent choice letters and maintains these letters as well in a locked cabinet in the school. If a parent selects a program that is not offered by the school, We contact the ELL support in our network to locate a school that does offer the particular program and to ascertain if there is a seat for that student. This year there was one parent that wanted a bilingual Arabic class but when she discovered that the school was in Queens she declined. We informed her that if we received 15 requests

for this type of class on the 1-2 grade level then we would contact her. When the parents at this school are offered the option of ESL pullout at our school or to change the school to receive dual language or bilingual, they retract that choice and keep their child with us. less than 2 percent request bilingual classes and 100 percent of our parents elect to stay at this school in a pullout program model.

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])?
 - 1A. The freestanding ESL program at PS 108X is a pull-out program serving ELLs in grades K-5. (9 second graders are receiving instruction from a licensed ESL teacher in a monolingual general education classroom.)
 - 1B. Our Ell's are served by means of a freestanding ESL program incorporating a pull-out model with both homeogenous and heterogenuous language proficiency groups. 46 ELLs spend the entire day in all English content area instruction with native language support such as bilingual dictionaries and glossaries, translated texts and peer scaffolding. The ESL teacher takes the Ells from their mainstream classrooms and brings them together for small group English instruction with 5 -16 students per group.
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)?

Students are grouped according to proficiency level. (Beginner, intermediate and advanced) as determined by their scores on the New York State English as a Second Language Achievement Test (NYSESLAT), and their current grade levels. The amount of explicit ESL instructional time is based on their proficiency level as outlined in CR PART 154 regulations. 13 beginner and 18 intermediate students receive 360 minutes of ESL instruction per week. 13 advanced students receive 180 minutes of ESL instruction per week and at least an additional 180 minutes of English Language Arts (ELA) instructions in their mainstream classrooms.
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.

Research shows that students develop Cognitive Academic Language Proficiency (CALPS) in a second language when they receive comprehensible in put. When the lesson is taught in English, and the input is language arts, social studies, math, or science, ELLs receive English language support and academic content simultaneously. In order to make the content comprehensible, the ESL teacher uses a variety of scaffolding techniques such as front loading or previewing the academic vocabulary, building background knowledge, gestures and using visual cues such as pictures and videos. Instruction is differentiated in every lesson to match the needs of ELLs at all stages of language acquisition. Semantic webs are used in addition other graphic organizers to support students' comprehensible input of difficult text. Furthermore, sentence stems are used to support student with cognitive functions such as comparing and contrasting, inferring, etc. This will ensure their active participation in the lesson and provide entry points into the curriculum. The ESL teacher shares these methodologies and best practices with mainstream teachers. This opportunity for cross-articulation is provided during common plan time once a week for a 50 minute block. The ESL teacher uses data from these meetings, in addition to cirriculum maps, to inform instruction and decision-making. The ESL curriculum is enhanced by Rigby's "On our way to English" program with intergrated united directly correlated to the curriculum maps that include oral language development, listening, shared reading and writing, guided reading and phonics/word student. This integrated approach provided academic content embedded throughout the program and is aligned with the common core standards All students are engaged in making meaning of complex text and instruction is focused on developing their academic language. Additionally, students are offered bilingual books in ALbanian, Spanish, French, Chinese, Russian, Korean and Vietnamese/English to read and to listen to (on CDs) that are comprised of the following genres, folktales, fables, fairy tales, fiction and nonfiction content area glossaries, as well 50/50 split fiction, nonfiction CCLS. We use Envision Math aligned with CCLS at our school and the homework (review) is translated by the company into Spanish.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Once a student had been administered the LAB-R and the results demonstrate that he is entitled to English language services, he is administered the Spanish LAB if his native language is Spanish. All ELLs are entitled to translated versions of state math and science tests. Based on our ELL populations, the testing coordinator requests these tests in the appropriate languages. Third, fourth and fifth grade Ells whose native language is Spanish or Chinese, for example, are offered the translated version to use side-by-side with the English version. They choose the version in which they wish to record their answers. For low incident languages for which there are no translated versions of the tests, an interpreter is requested ahead of time from the Office of

Translation and Interpretation Services. At P.S. 108X, we have most recently used Albanian and Arabic interpreters. Bilingual glossaries are also used in content area state assessments.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? Differentiation for ELLs reflects student language and academic needs and supports learning throughout all content areas. Instruction for ELLs is differentiated by incorporating language objectives and functions of language such as predicting, describing, explaining, identifying, sequencing and comparing/contrasting. Students are organized into small flexible groupings with both the classroom and ESL teacher based on demonstrated learning needs. All ELLs in grades kindergarten through second grade are tested monthly in DRA (Degrees of Reading Achievement) and in running records. ELL students in grades three-five are tested monthly in DRA and every other month in running records. They are also tested in READY skill based reading test every other month. Writing is administered in a pre, mid and post assessment every 5-8 weeks depending upon the integrated units and math is assessed by Envision Unit tests and by daily quick Checks.
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).

6a. In order to make language and content comprehensible to the SIFE students, we employ various strategies to accelerate their English language acquisition. SIFE students receive sheltered language instruction that is modified to make content comprehensible. The teachers tap into the students' prior knowledge. An increased use of visual/audio materials, a variety of manipulatives, graphic organizers, and collaborative learning activities are consistently used. Students are encouraged to use cognates from their native language. Bilingual glossaries and dictionaries are available. There is explicit instruction during the school day in phonics, phonemic awareness, vocabulary, and fluency through these of month by month phonics, Mondo phonics intervention and Words their Way. This provides students with opportunities to build their oral language and early literacy proficiency. In addition, it helps accelerate students' reading comprehension and builds vocabulary. Students also participate in the "Imagine Learning" English computer program as well as web-based programs such as Starfall, Brain Pop, NYPL Tumble books, etc. SIFE students are paired up with a language buddy for help translating classwork, directions, and other pertinent day to day activities. SIFE students attend the Extended Day Tutorial program in addition to the mandated ESL services throughout the school day. SIFE students are also entitled to participate in the Title III program.

6b. ELLs in school less than three years (i.e. Newcomers) represent the majority of our ELLs. Newcomer activities involve partnerships in small group work, helping to foster peer socialization and language support. Language development and learning is accelerated through the use of visual aids (photo cards, realia, etc.). Language is modeled through role play and demonstrations such as think-alouds. Through their peer and teacher interactions, students are provided many opportunities to develop oral language proficiency in the second language. Vocabulary is explicitly taught and materials are adapted to meet the language and learning needs of students. Newcomers are also encouraged to give written responses in their native language and picture dictionaries are provided. An additive learning environment is fostered where students' native culture is recognized and valued. Meaningful learning activities that value students' cultural backgrounds are provided through "English to a Beat" which incorporates cultural folktales and songs that help oral language development through the use of Total Physical Response activities. As per NCLB, students are provided with additional language scaffolds such as adapted text, highlighted academic vocabulary, and explicit reading strategies to ensure their success on state mandated assessments.

6c. The plan for ELLs receiving services 4 to 6 years is to teach with clearly defined content and language objectives. The ESL teacher provides authentic activities that integrate lesson concepts with language practice opportunities such as letter writing, summarizing, and research-based writing. Students are taught to recognize cognates, and signal words. Words are defined and highlighted in content words walls. New academic vocabulary is explicitly taught and there are multiple modalities and opportunities for students to use Tier 1, 2, 3 words. Teaching methods include previewing, modeling or demonstrating, reviewing, assessing and teaching again. New information and abstract concepts become concrete when both teacher and students create and use graphic organizers, make and play games for content understanding and review, create semantic maps, etc. The teacher plans for multiple learning styles, and incorporates films, posters, songs, web-based programs, charts, timelines, photos, etc.

6d. Occasionally, we have a Long-Term ELL who has been held over, and has completed six years of ESL services. This is usually a student whose disabilities limit his ability to achieve Proficiency on the NYSESLAT. This student will be in a CTT class or receive SETSS. The ESL teacher will articulate with the Special Education teacher and together they will create an action plan with instructional objectives/strategies, and use data to drive the plan. The student is often proficient in listening and speaking, but requires intensive instruction in developing reading, writing and problem solving skills. A Pupil Personnel Committee meets regularly to evaluate

the progress of each student. If necessary, the student will be referred for additional instruction.

6e We provide testing accommodations to former ELLs for up to two years after attaining proficiency on the NYSLAT. Former ELLs are also invited to participate in the Title Three after school program.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

All teachers use UDL strategies to assist the children. Each classroom has listening centers with cds. Every ELL student has a password and goes onto Imagine learning on a daily basis.

To support students with disabilities, we use an RTI approach. Students who have been identified as having special needs receive supplemental services (in English with native language support) from related service providers using Wilson or Foundations. P.S. 108 has a Speech teacher, Occupational Therapist, Guidance Counselor, a Psychologist, a Social Worker and a Family Worker There is cross- articulation between the ESL teacher and the related services providers, and the ESL teacher completes reports as requested, attends Annual Reviews, Child Study Team meetings and other meetings regarding ELL-SWDs.

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?

We promote an inclusive learning environment. Through creative scheduling and class programming, the school is able to provide the required number of mandated services to meet the diverse needs of ELL-SWDs within the least restrictive environment. ELL-SWDS attend a homeroom daily. They participate in specials: Science, Art, Technology and Physical Education on a weekly basis. ELL-SWDs are supported with the "Imagine Learning" program within the context of their classrooms. Students are placed in the least restrictive environment.

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

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

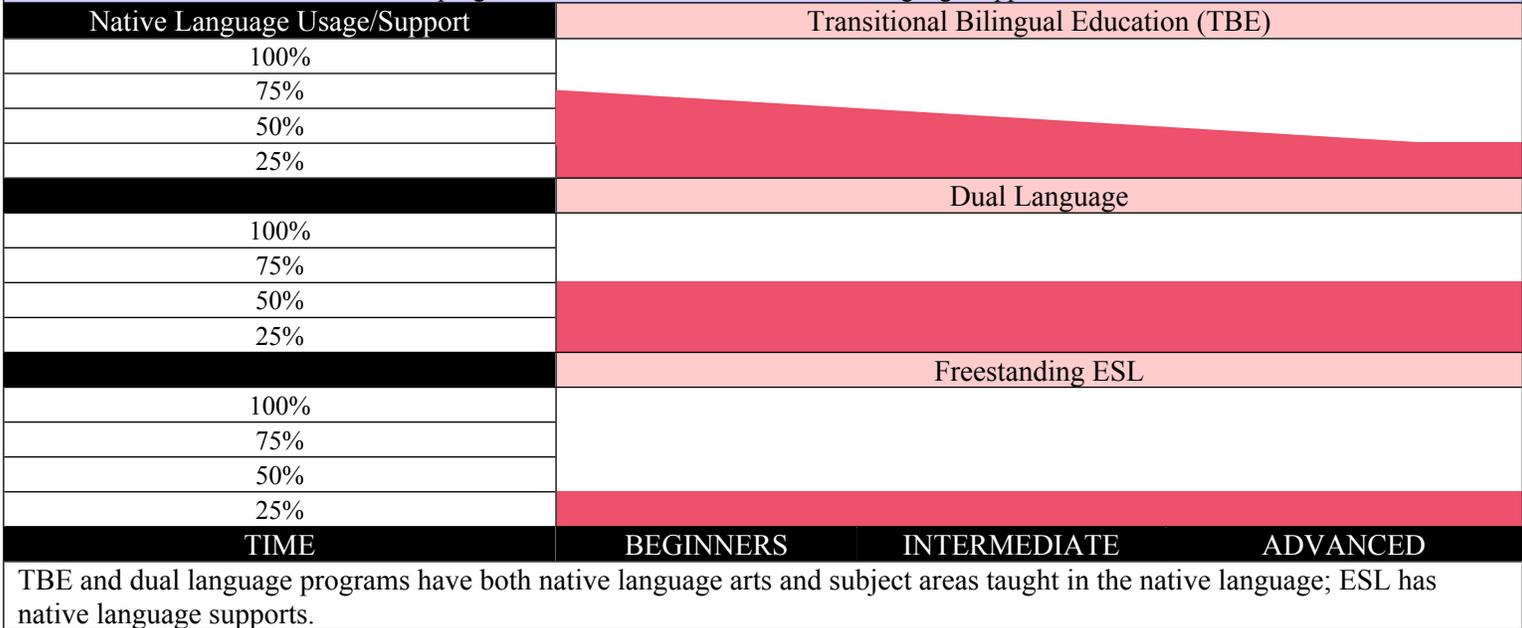
	Beginning	Intermediate	Advanced
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.



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.
9. At P.S. 108x, we use the RTI model as intervention for ELLs in ELA and Math. We use the three tier system. In Tier One the students are served by their classroom teachers. The teacher then creates small focus groups based on data and teacher observances. During the day, the teachers employ a variety of grouping configurations: whole class, pairs and focus groups. The data from RTI as well as other assessments assist the teacher in creating small focus groups. The classroom set up encourages collaboration, provides practice opportunities and increases the preferred mode of instruction for students. There is ongoing informal assessment to ensure the groups are fluid and adequate We use Wilson and Foundations to support students with decoding and making meaning in literacy skills. . Our math Envision program provides differentiated instruction for ELLs. Our science program- demonstrations and content related film clips are used to scaffold instruction for ELLs. Strategies such as wait time (20 seconds) are employed by all teachers for ELLs to formulate responses. Although the language of instruction is English the use of bilingual paraprofessionals, teachers and peers to clarify concepts, vocabulary or procedures. We would like to add our resources of native language support material such as bilingual dictionaries, non-fiction math and science texts. If the student is entitled to Tier 2 and 3 services then that service is provided by RTI instructors. All services that are available to general education monolingual students are also available to ELL students if they are in need of them such as Speech, At risk counseling etc. These services are provided in English . After school programs in ELA and Math are also offered to ELL students in grades 3, 4 and 5. After school program for ELL's only are offered to grades 2,3,4, and 5 for assistance in ELA and Math as well. In science we provide a scaffolded instruction as well as realia to make concepts more accessible to students. We use Brain Pop jr, videos to teach science concepts. The students are engaged in experiments using Foss kits which allow them to make scientific concepts concrete. We also offer a fourth grade afterschool Science Sleuths program.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We evaluate the success of our program for ELLs based on how we are meeting the Annual Measurement Achievement Objectives (AMAO'S) and how our ELLs perform on the ELA, Math and Science Exams. We examine the six shifts in NYC and are driving instruction forward by emphasizing vocabulary and fluency, the six steps to vocabulary and the strategies of Close reading.
11. What new programs or improvements will be considered for the upcoming school year?
11. This year we grouped 9 students into one second grade monolingual class that is taught by a licensed ESL teacher. This enables the pullout ESL teacher more flexibility in her schedule and with grouping.
12. What programs/services for ELLs will be discontinued and why?
12. We do not have any plans to discontinue any services for our ELLs. Paste response to question here:
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. ELLs are afforded equal access to all school programs. Notifications of special events, trips, activities and programs such as Boost , Afterschool, AM Extended Day, Inside Broadway, Science Sleuths etc. are distributed to all students (grade appropriate) Teachers working in these programs encourage ELLs to use glossaries, dictionaries, often provide translated texts and engage in scaffolding and differentiation to ensure understanding and completion of activities as they do during the regular school day.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- To support intermediate newcomers and advance students Imagine learning is offered on a daily basis. Relia as well as access to the internet (every classroom has at least four laptops or desktops), bilingual glossaries and dictionaries are available for the students.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
15. In the ESL program native language support is delivered by providing dictionaries, glossaries and bilingual or monolingual books in native languages.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Resources offered are age appropriate. Fountas and Pinell leveled books , picture dictionaries for younger students and/or beginners, word to word glossaries for older students or more advanced, etc
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.
17. Newly enrolled ELL students are assisted throughout the school year as soon as their parents enroll them in the school. They

are introduced to the ESL coordinator and to the Parent Coordinator. The ESL teacher then gives an informal assessment to correctly place the child into the appropriate focus group. The ESL teacher also articulates with the classroom teacher to share information and to develop congruency to meet his/her needs. The teacher is given bilingual or monolingual books as well as dictionary and or glossary in that child's native language. If the child is on grades 2-5, he/she is encouraged to attend the ESL afterschool program as well. Paste response to question here:

18. What language electives are offered to ELLs?

N/A

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)?

N/A

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.

. P.S. 108x offers extensive, ongoing professional development for all our ELL personnel at the school. Our ELL professional development for 2013-2014 include the following components:

Offsite ELL professional development on instructional practices and compliance provided monthly by the network (CEI-PEA)

Onsite coaching and support provided by ELL network achievement coach, Luis Quan

Selected offsite Professional Development provided by the Office of English Language Learners.

Onsite Turnkey PD provided by our ESL coordinator and network specialist during monthly faculty conferences.

Onsite ESL strategies and techniques provided by Assistant Principal at monthly grade conferences for Teacher Effectiveness.

Imagine Learning Professional Development November 18, 2013

Picture Word Inductive Model Professional Development January, 17, 2014

2. Professional Development is offered to teachers of ELLs as they engage in Common Core learning Standards by the ELA coach in conjunction with the consultants of Mondo and Aussie, the ESL coordinator and an assistant principal on a weekly basis during common planning time. As integrated units are created and or revisited, best practices for ELL students are reviewed as well as creating differentiated lessons, activities, classwork and homework as well as scaffolding, vocabulary building etc.

3. We offer the following supports to assist our staff in assisting ELLs as they transition from elementary to middle school:

PD is provided to staff on the middle school grade level instructional expectation. Staff is exposed to the middle school curriculum, Common Core Learning Standards and programs to support them in helping ELLs transition into the middle school. We encourage the parents to take their children to the Middle School Fairs and our administrators attend these as well. We host throughout the year, at our school, different middle school presentations that middle school administrators, guidance counselors and teachers provide and give an overview of their school, academic and behavioral expectations as well as a question and answer period. Our guidance counselor and parent coordinator also assist parents in providing information about academic programs at the middle schools and work to select the best choice for each child.

4. All staff including non-ELL teachers receive the minimum 7.5 (10 for SE) ELL training. The ESL coordinator conducts all training for the staff by providing twenty minutes during faculty conferences, leading to 3 hours of training in this format over the course of the year. Additionally, during weekly effective teacher trainings, ESL strategies are presented to teachers to use as best practices with their ELLs. Discussions on implementation of these strategies for SWD are also conducted. In collaboration with our network specialist, our ESL coordinator uses protocols to facilitate professional conversations about effective teaching for ELLs. Within these professional learning communities, teachers receive 4.5 hours of professional development over the course of the year. These professional learning opportunities are documented through attendance sheets and agendas in addition to professional development logs for off-site training.

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?

The Parent Coordinator (our language translation designee) and the PTA work closely together to increase parent involvement by incorporating workshops into their monthly PTA meetings. Workshops include Internet Safety, ELA and Math Readiness, School Safety, etc. At PTA meetings, Student Citizens of the Month are recognized as well as students receiving honor, merit and attendance awards. Our parents are encouraged to attend this public recognition of their children, as well as all functions of the school. All parents, ELL parents too, are encouraged to attend, the Halloween parade and the Halloween Dance, The Spring Dance, The monthly PTA meetings, The Columbus Day parade, etc. Parents are encouraged to be chaperones on school trips and to volunteer to receive training to become Learning Leaders. In the spring, we hold our Annual, ESI Festival, a very special event for ELL students and their parents that showcases the students' hard work and accomplishments and celebrates the diversity of our school. Attendance is 100%.

2) Our school partners with other agencies and Community based organizations to provide workshops and services to our ELL parents. One of these agencies is Learning Leaders, that not only provides training for those who want to be school volunteers, but also also free academic workshops for parents. Workshop titles include Number Sense, Help Your Child Begin to Read, Help Your Child Grow as a Writer, etc. Translation services are offered upon request. Our Parent Coordinator also has built relationships with Lehman College, etc that offer afterschool programs for children to help them achieve their full potential and prepare them to make ethical choices during their lifetime. Classes in ESL and Parenting are offered as well.

3. In order to evaluate the needs of our parents, our Parent Coordinator sends home a parent Survey asking parents to give input on workshops in school in the following categories: Classroom Learning, Parenting Skills, Bullying, Adult Learning etc. Additionally, upon enrollment, all parents complete a language preference form, in which they indicate an oral and written language preference to receive school information and correspondence. Parents are encouraged to make contact with our Parent Coordinator. She offers information to them about GED programs, free health care, internet safety etc.

4) Our parent involvement activities address the needs of the parents. When a specific request is made for a workshop we strive to offer that workshop to our school community. In October for example, there was a parent literacy workshop conducted by our Mondo consultant that was set up because parents asked about ways they could help their children in reading. Translation services and babysitting were provided. Future workshops will be held on Science Fair Projects, Nutrition, Pre-teen Issues, etc.

E. Additional Information

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

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Charles Sperrazza	Principal		1/16/14
Caren Shapiro	Assistant Principal		1/1/01
Yvette Santiago	Parent Coordinator		1/1/01
Jennie Adler	ESL Teacher		1/1/01
Gina Conti	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Isabel Charap	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 11x108 School Name: Philip J. Abinanti

Cluster: 5 Network: CFN532

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.

1. The Home Language Identification Survey (HLIS) that parents complete when registering their child, asks parents or guardians to identify the language in which they would like to receive school communications: written and oral interpretation. The HLIS is given to parents in their native language. Parents also complete the Parents' Preferred Language Form, available for download from the Translation and Interpretation Unit. The school community is informed of their rights to translation services in a posting in eight languages at the entrance to our building.

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.

2. The ESL teacher reviews each HLIS and Parents' Preferred Language Form, and prepares a chart of parent language preferences organized by class, grade, and language. This data is sent electronically to the administration, all classroom teachers, cluster teachers, coaches, service providers, parent coordinator, secretaries, nurse, and the SBST. The ESL teacher periodically updates the chart to reflect new admits and discharges. While our current ELLs represent 7.78% of our student body, we found that 20% of the parent body indicated that they would like to receive written translation and/or oral interpretation services. Spanish was the most prevalent choice (13%) and Albanian was second (3%), followed in descending order by lower numbers of Arabic, Chinese, Bengali, Vietnamese, Urdu, French, Russian, and Italian.

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.

1. Much of the correspondence to parents/guardians generated citywide has available translations in written form from the NYCDOE website. This includes, but is not limited to, the ELL Parent Brochure which explains the three English language programs available to ELLs, Entitlement letter, Continued Entitlement letter, Non Entitlement letter, Placement letter, Non Entitlement/Transition letter, Parent Survey and Program Selection form, and Title III letter. Other DOE translated materials include the Guide to NYC Public Schools, Promotion in Doubt notification, and summer school eligibility letter. The Parent Coordinator translates teacher-generated letters into Spanish upon request. She also provides a written translation of the school's monthly newsletter, PTA notices, and other information of resources that parents may need. For Report Cards, notification of Parent-Teacher conferences, information on ESL Parent Orientation, the ESL festival, and other material, written translation is requested from the Translation and Interpretation Unit. The turn-around time is usually 1-3 weeks, depending on the length of the materials set. School staff and parent volunteers who are bilingual in the lower incidence languages are available for written translation of some notices.

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.

2. The Spanish-speaking parents receive oral interpretation services at Parent Orientation meetings, conferences, PTA meetings, and workshops. The Parent Coordinator, School Counselor, bilingual Aps, Spanish speaking teachers, and bilingual Paraprofessionals are available during such meetings. Parent volunteers who speak other language assist us when they are present. Our School Based Support Team is able to provide oral interpreters in various languages for guidance issues. When there is a need, we make use of the over-the-phone translators. New parents of ELLs visit the DOE Parent Orientation video, which is available in fifteen languages.

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>.

We ensure that all our parents, especially ELL parents are provided with multiple opportunities to participate and have access to all programs and activities. All correspondences to parents are provided in both English and Spanish. Specific written communications are translated by the bilingual translation team composed of the Parent Coordinator and the Assistant Principal. Student Progress Reports and all letters sent home to parents are translated into Spanish when requested. Copies are available in the main office.

In the case that we have other language needs, the Office of Translation Services will be contacted. The school is responsible for providing each parent whose primary language is other than English a copy of the Bill of Rights and Responsibilities which includes their rights regarding translation and interpretation services. Additionally, the school has posted in a conspicuous location near the primary entrance, a sign indicating the availability of interpretation services and at Parent Teacher Association meetings announcements are made. Information regarding the school's translation needs is communicated to the school's population through the School Leadership Team. Lunch forms are ordered based on the languages that parent speak at home.

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: Phillip J. Abinanti	DBN: 11x108
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" 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: 25
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
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: The After School extended day program will service ELL and transitional ELL students in grades 3-5. The ESL program takes place on Monday and Tuesday from 3:15 pm to 4:45 pm. The program will target about 20 students in language/literacy and mathematics (problem solving) skills in both receptive and expressive English. Taught in English, and using supplemental high interest materials as the core of instruction, students will receive an additional three hours of instruction per week for ten weeks. There will be one session: Session I: January 2013 - March 2013. The instructional program will be team taught by two certified teachers: an ELA and ESL teacher. They will plan lessons and differentiate instruction that is consistent with ongoing assessment. An administrative supervisor is required to supervise the ESL afterschool program. There is no concurrent after-school program running. Additionally, the children will learn how to play guitar and compose simple songs to assist with the natural rhythm of the English language. The songs will be based on the students' reading selections. 

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: Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

All ESL and content area teachers of ELLs are included and participate in weekly school based professional learning and grade level meetings (50 minutes per session) in an effort to strengthen core instruction in Literacy and Math. Some of the topics that will be discussed are:

1. Acuity and data analysis: provided by our Assistant Principal, Ms. Shapiro
2. Using ARIS: provided by Assistant Principals, Ms. Shapiro and Ms. Visners
3. Looking at Mondo and DRA assessments as it relates to ELL's- . Ms. Shapiro and Ms. Spigai
4. ELL Professional Development Workshops -Luis Quan, (CFN 532) has provided PD on ELL instruction
5. Analyzing Common Core State Standards-Literacy Coach, Ms. Eisen

Part C: Professional Development

6. Daily Writing/Writer's Notebook-Literacy Coach, Ms. Eisen
7. Literacy Centers: Ms. Eisen, Literacy Coach
8. ELA Simulation question analysis: Data Specialist, Ms. Roksvold
9. Implications for instruction: Data Specialist, Ms. Roksvold
10. Using data to communicate with Parents about student progress: Assistant Principal, Ms.
11. Writing Process/Portfolio requirements: Literacy Coach, Ms. Eisen
12. Analyzing Math problems: Marylou Wainwright CFN532

In addition, ESL teachers attend professional development workshops offered by the following agency:

- CFN 532: provided by Luis Quan and the Mondo Literacy Consultant.

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: ELL Monthly Parent involvement activities are sponsored by the PS 108 PTA. Parent activities include: Overview of NYS Testing, Moving to the Middle, Nutrition, Mathematics, and Common Core Learning Standards. Additionally, there are Fall Parent Workshops for Literacy and Math on weekends in October and November facilitated by the Literacy and Math Coach. The annual ESL Festival will be held in the Spring 2013 and followed by Field Day in May 2013. Parents will be notified via monthly newsletter and special announcements translated into multiple languages.

Part E: Budget

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

Allocation Amount: \$11000

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)	45 hrs. 52.52= \$ 2,363.40 80 hrs. 50.19 = \$4,015.20	1 supervisor (no other concurrent after school program at this time)
<ul style="list-style-type: none"> • Per session 		2 teachers providing instruction

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11000

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"> Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	Mondo Literacy Professional Development - Focusing on ESL Strategies to improve comprehension. \$2000 Bronx Arts Ensemble \$1500	1 consultant 2 visits modeling Music teacher to work directly with students 1x week
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	1,000	Guided reading books and test prep materials
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		\$10,878