

## Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: 108 Sal Abbracciamento	DBN: 19K108
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply):	
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy	
Total # of ELLs to be served: 95	
Grades to be served by this program (check all that apply):	
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	

## Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 7

# of certified ESL/Bilingual teachers: 5

# of content area teachers: 2

Describe the direct instruction supplemental program here and include the

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

Begin description here:

**Rationale:** Our school, 19K108, is a high poverty PreK-5 school located in the Cypress Hills section of Brooklyn. The school's CR Part 154 and LAPs have been consistently approved by the NYCDOE in the past school years. In 2013-2014, the school did not make Adequate Yearly Progress (AYP) in ELA. The school did not make the EAMO or Safe Harbor Target for the English Language Learners subgroup.

**Subgroups and grade levels of students to be served:** The students will be served in groups of 15. The groups of students will be ELLs from first through fifth grade. The students are at risk students who include, but are not limited to, newcomers, currently native Spanish Speakers, and SIFE students. Approximately 95 students will be served in total. Approximately 30 first grade students, 20 second grade students, 20 third-grade students, 15 fourth-graders, and 15 fifth-grade students.

All participating students are/or two or more years below grade level in reading according to Fountas and Pinnell assessments and Read 180 SRI results. A large percentage of the ELL newcomers were not ready to demonstrate mastery on their grade level baseline math assessment administered in the fall 2014 in Spanish, their native language. These newcomers (most recent arrivals at 19K108) scored at the beginning level of NYSESLAT in 2014.

**Schedule and Duration:** The program will be scheduled for After-School, provided twice a week (Wednesdays and Thursdays), and Saturday Academy for a total of 60 hours of instruction through out the year.

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

**# of types of certified teachers:** There are five certified bilingual teachers and two co-teachers are certified Common Branches. The first grade will be divided into two groups. One group will be instructed by a bilingual teacher in the area of mathematics as the second group receives literacy instruction from a teacher with Common Branches license. Second and Third grade students will be divided in three groups - approximately 15 second and 15 third graders will be serviced each by one bilingual teacher delivering math instruction as a teacher with Common Branch license delivers ELA instruction to the other group and the third group with approximately 10 students will be serviced by a bilingual teacher providing math and ELA instruction. The fourth grade students - approximately 15 will receive service by one bilingual teacher delivering math and ELA instruction. The fifth grade students will also receive services by a bilingual teacher delivering math and ELA instruction. The groups will rotate between the two teachers equally. These teachers will be working together to collaboratively plan for both ELA and math. Teachers will analyze data to plan for instruction based on their students needs. ELLs at all levels

### Part B: Direct Instruction Supplemental Program Information

of English proficiency, and literacy, will benefit from explicit instruction of comprehension skills along with phonics awareness, basic decoding skills, fluency and vocabulary development.

Materials: The math teachers will use Go Math materials for instruction. ELA teachers will use NYSESLAT instructional materials which provides strategies in comprehension, grammar, and all four modalities.

### 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:

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

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

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

Additionally, Gloria Ortiz, from NYS Language RBE-RN at New York University Metropolitan Center for Urban Education will provide ongoing professional development and support to teachers and program administrator.

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

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

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

### 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

**Part D: Parental Engagement Activities**

- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

In order to ensure continuity of learning for the 95 students in the Title III Program, parents/ guardians will be invited to attend 3 sessions of program guidance: before the start of the program, at mid point, and at the end of the program.

At the first meeting, a licensed, bilingual teacher along with the Parent Coordinator will provide the parents of the 95 students with an overview of the program and to encourage the parents/guardians to enroll their children in the program, keep up their attendance and provide review opportunities at home of the work provided to students during the duration of the program. For parents who speak another language other than English and Spanish we will provide translation services.

Two months after the start of the program, the parents /guardians will be invited for a visit to celebrate the progress of their children.

Parents will be informed through letters. The letters will be provided in English and the parents native languages.

Refreshments will be served during the parent-school sessions.

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

**Part E: Budget**

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

Allocation Amount: \$0

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

**Part E: Budget**

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):**

**19K108**

**School Name:**

**P.S. 108K THE SAL ABBRACCIAMENTO SCHOOL**

**Principal:**

**CONSTANCE HAHN**

## Comprehensive Educational Plan Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

**Section 5: Needs Assessment, Annual Goals and Action Plans**

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Level: Elementary School Number (DBN): 19K108  
School Type: Elementary Grades Served: Pre-K-5  
School Address: 200 Linwood Street, Brooklyn, New York 11208  
Phone Number: 718-277-7010 Fax: 718-827-4137  
School Contact Person: Constance Hahn Email Address: Chahn3@schools.nyc.gov  
Principal: Constance Hahn  
UFT Chapter Leader: John Rini  
Parents' Association President: Ricardo Harrigan  
SLT Chairperson: Jennifer Persaud  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 19 Superintendent: Joyce Stallings-Harte  
Superintendent's Office Address: 557 Pennsylvania Avenue, Room 205, Brooklyn, New York 11207  
Superintendent's Email Address: jstalli@schools.nyc.gov  
Phone Number: 718-240-2700 Fax: 718-240-2751

**Cluster and Network Information**

Cluster Number: 2 Cluster Leader: Despina Zaharakis  
Network Number: CFN 210 Network Leader: Joanne Brucella

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Constance Hahn (Principal)	*Principal or Designee	
John Rini (Teacher)	*UFT Chapter Leader or Designee	
Ricardo Harrigan (Parent)	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Taisha Murphy (Parent)	Member/ PTA Secretary	
Mahfuja Akter (Parent)	Member/ Parent	
Beatrice Lopez (Parent)	Member/ PTA Vice President	
Adelina Torres (Parent)	Member/ PTA Treasurer	
Jennifer Persaud (Teacher)	Member/ Chairperson	
Jodi DePasquale (Teacher)	Member/ 1 <sup>st</sup> Grade Teacher	
Kristy Higuera (Teacher)	Member/ 3 <sup>rd</sup> Grade Teacher	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
•	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
•	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
•	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
•	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
•	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
•	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school’s community and its unique/important characteristics, including your school’s mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

1. P.S. 108K is a Pre-K through 5<sup>th</sup> grade elementary school in the Cypress Hills/East New York Section of Brooklyn.

Our **instructional focus** ensures that our students are held accountable to be active participants in their learning and not become dependent observers. It holds our teachers accountable to provide our students with strategies to be the hardest workers in the classroom, instead of bystanders whose teachers’ read, write and think for them because the work is challenging.

**Instructional Focus:** Evidence in Argument: Students will develop the skills to use evidence to support arguments in discussion which will then transfer to stronger writing in literacy and math and develop the communication and collaboration skills that support college and career readiness.

This philosophy resonates in our vision and mission for the P.S. 108K school community. It was collaboratively designed by parents, teachers and school leaders.

**Vision and Mission:** The mission of P.S.108K, a collaborative school community consisting of educators, parents, guardians, and students, is to educate the whole child, intellectually, physically, emotionally, and socially, in order to become productive and well- rounded members of society. We believe that our children are our future leaders and that we are charged with the responsibility to maximize each student’s learning to achieve social, academic, and career success.

With students, parents, guardians and teachers working together with shared goals, we can ensure that students make progress each year and graduate from school prepared to succeed by being college and career ready.

P.S.108K’s school community empowers every member to share the responsibility for teaching and life-long learning. Our goal is to provide the resources and support necessary to ensure that teachers, parents, guardians, and students embrace the common core learning standards no matter what obstacles and challenges they may encounter on the journey to be college and career ready for the 21st century. Collaboration and perseverance will resonate throughout our school community empowering our students to be the effective, future leaders.

The intended outcome of these goals is to have an impact of student achievement. We expect our students to be able to cite relevant evidence from text and to support their solutions to mathematical problems. We expect that the majority of our teachers’ state and local measures to be in the effective and highly effective range. We expect our parents/guardians to be informed partners and decision makers as we prepare our students to be college and career ready. Ultimately, we expect our students to outperform the city and the state on the New York State (NYS) English Language Arts (ELA) and Mathematics Assessments.

Learning Leaders volunteer in school. Partnership with Literacy Inc.: (LINC) developed its **Comprehensive Literacy Model**, based on research showing that mobilizing three key constituency groups—peers, parents, and community members—has a demonstrated impact on early childhood literacy development. Partnership with Medgar Evers College to support the development of student teachers—Pipeline and National Training Institute partnerships pending.

2. P.S. 108K Accomplishments:

- P.S. 108K is featured on the Promising Practice Library for our extensive professional learning opportunities that ensure instructional quality and coherence throughout the school community. P.S. 108K uses video to capture best practices to share with colleagues. We also use video as a professional learning tool. It provides teachers with the opportunity to self –reflect and it provides colleagues the opportunity to provide actionable feedback and to offer support.
- Ten Top 10s from New York City’s 2014 test scores in ELA for biggest positive change in reading proficiency rate +17.78%.
- Exceeded the average New York State and New York City ELA and Math scores
- P.S. 108K’s lesson study practice is featured online on the New York City Department of Education (NYCDOE) website “Support for Advance Implementation 2014-15” as an effective tool for professional learning.
- EngageNY and New York City (NYC) Office of Teacher Effectiveness have filmed several of our teachers to capture effective and highly effective teaching practices.
- P.S. 108K has hosted visits for other schools to share best practice.
- Learning Leaders volunteer in school.
- Partnership with Literacy Inc.: (LINC) developed its ***Comprehensive Literacy Model***, based on research showing that mobilizing three key constituency groups—peers, parents, and community members—has a demonstrated impact on early childhood literacy development.
- Partnership with Medgar Evers College to support the development of student teachers and for professional collaboration.
- A fellow from the University of the State of New York (USNY) Regents Research requested two of our teachers’ participation in supporting debaters in preparing for a broadcasted debate, “Should Schools Embrace the CCLS” by Intelligent Squared. Carmel Martin, Executive Vice President for Policy at American Progress and Michael Petrilli, award-winning writer and president of the Thomas B. Fordham Institute were in favor of the Common Core Learning Standards in the debate. Our teachers were the only two teachers to represent NYCDOE. They were in support of the CCLS and provided evidence to the “Pro CCLS Debaters” that all students can make progress.
- Active and involved PTA and SLT. PTA President prepares and delivers presentations during PTA meetings.

3. The 2014-15 goals are not new initiatives for the P.S. 108K school community, but, instead, are a result of reflecting upon our successes and challenges from the 2013-14 SY, based on student outcomes and teacher MOSL ratings, and the subsequent refining of curriculum and teaching practices in the continuous pursuit of impacting student achievement and impacting the effectiveness of the educators, who are responsible for improved student outcomes.

The initiatives are dependent upon one another—they are not separate roads to improvement. Student/school improvement is embedded in our CEP goals, vision and mission of the P.S. 108K school community, instructional focus, shifts in learning, Citywide expectations, professional learning, teacher effectiveness plan, the 4 Pillars and The Capacity Framework.

Our CEP goals were collaboratively designed to include all of the above, mentioned initiatives that we believe will lead to our students making progress towards becoming college and career ready. They center around reflecting and refining Citywide Instructional Expectations (CIE) in both literacy and mathematics, providing teachers with the tools to be effective/highly effective educators in order to meet the needs of all students, providing the parents/guardians with the tools to become active participants in their children's journey to become college and career ready despite any obstacles or challenges they may face along the way.

As a school community we consistently focus on strengthening the instructional core. All of our goals are necessary roads to travel to reach our destination—student achievement.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the 2013-2014 New York City School Quality Guide, 20.9% of our 3<sup>rd</sup> grade students scored at Level 3 or 4 on the New York State (NYS) English Language Arts (ELA) Assessment. 41.9% of our 4<sup>th</sup> grade students scored at Level 3 or 4 on the NYS ELA Assessment (Median Adjusted Growth Percentile = 83.0) and 31.1% of our 5<sup>th</sup> grade students scored at a Level 3 or 4 on the NYS ELA Assessment (Median Adjusted Growth Percentile = 81.0).

The Percentage of Students at 75<sup>th</sup> Growth Percentile or Higher is as follows: 65.3% of ELL students (92.0% Percent of City Range), 78.0% of Lowest Third Citywide (100.0% of City Range), 69.4% of Self-Contained/ICT/SETSS (85.6 % of City Range), and 81.3% of Black and Hispanic Males in Lowest Third Citywide (100.0% of City Range).

Based on the analysis of our 2013-2014 ELA data we have determined that our average Fountas and Pinnell growth in months on our benchmark assessment is as follows: Grade 5 -9.8 months, Grade 4 – 9.3 months, Grade 3 – 9.6 months, Grade 2 – 7.2 months, Grade 1 – 9 months, Kindergarten – 5.5 months. Our Lexile, Average Growth per month is Grade 5 - 14.8 months, Grade 4 – 8.3 months, Grade 3 – 11.3, and Grade 2 – 7.2 months.

Strengths:

This is our third year implementing lesson study. Through lesson study, everyone works toward the shared goal of improving student outcomes. Lesson study helps us prepare students for success in school and beyond by empowering the teachers to reflect and revise their craft in order to reach all learners. This professional learning practice promotes respect and collaboration amongst our pedagogical staff.

P.S. 108K: 32% of students achieved a level 3 or 4 on NYS ELA as compared to 28% citywide.

Our 4<sup>th</sup> and 5<sup>th</sup> grade students scored highest in district 19 on the 2014 ELA assessment and our 3<sup>rd</sup> grade students scored 3 highest in district 19. Overall, we scored higher than the state average on the 2014 NYS ELA assessment. We scored in the top 10 schools on New York City’s 2014 test scores in ELA for biggest positive change in reading proficiency rate +17.78%.

Priority Needs:

Teams of teachers met to analyze student data using the Analysis of Student Work form and the ITA Analysis tool to ensure rigor and alignment to the Common Core Learning Standards (CCLS) Instructional Shifts. Data resulting from ELA performance tasks, Measures of Student Learning (MOSL) and NYS ELA data was analyzed to identify current student thinking and surfacing gaps. Our findings were that across all grades we found that our students were becoming more adept at citing evidence and using details from text to support their answers, however it was noted that this text based evidence was either irrelevant or not developed properly.

This led to our choosing the instructional focus of using evidence in argument to frame our work, provide a coherent structure to our instruction and provide students with the necessary instruction to meet grade level

expectations as outlined in the CCLS.

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

**Goal 1: ELA:** By June 2015, at least 80% of all students in grades K-5 will move up at least one level and/or reach Level 3 in the Development category (using details and text-based evidence to support the topic) of the NYC Performance Assessment Common Rubric, as measured on benchmark performance assessments.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>P.S. 108K made a collaborative decision to adapt ReadyGEN Program. ReadyGEN is a comprehensive K-5 core curriculum of topically related text sets and routines-based instruction. ReadyGEN lessons are designed on the principles of the Gradual Release of Responsibility Model with the goal of building independent readers and writers. A team of teachers and school leaders attended professional-learning in the summer of 2013, which was hosted by NYC DOE. These members then provided professional learning opportunities to the staff in September 2013.</p> <p>P.S. 108K also utilizes READ 180 and System 44. READ 180 is the most thoroughly researched reading intervention program in the world. Respectful and engaging for struggling readers for all ages, READ 180 provides strategic reading intervention in three stages, each with unique content for students.</p> <p>System 44 Next Generation is a new foundational reading program for the most challenged readers. System 44 Next Generation is proven to help students master the foundationsl reading skills required for success with the new standards, college and career through explicit instrucion in phonics, comprehension and writing.</p>	<p>All students including ELLs, SWDs, SIFE students, and overage students</p>	<p>September 2014-June 2015</p>	<p>Professional Learning Team consisting of Administrators, Staff Developers, Data Specialists, and Grade Leaders</p>
<p>We utilize the Monday afternoons from 2:20PM – 3:40PM for collaborative inquiry, lesson study and/or professional learning. On Tuesdays, teams of teachers meet from 3:00PM – 3:35PM to engage in collaborative inquiry. In addition to grade-wide teams, we also have an ELL teacher team and a SWD teacher team for grades K-2 and grades 3-5. These teams meet to analyze student work and identify the current student thinking</p>	<p>All students including ELLs, SWDs, SIFE students, and overage</p>	<p>September 2014-June 2015</p>	<p>Professional Learning Team consisting of Administrators, Staff Developers, Data Specialists, and Grade Leaders</p>

<p>versus the desired student thinking, as well as the implications for instruction for their targeted populations.</p> <p>To ensure that all teachers meet the expectations around engaging all students in rigorous instruction, including Students with Disabilities (SWD) and English Language Learners (ELL), in common core-aligned instruction by May 2015, teachers will continue to collaboratively plan on a weekly basis to adapt and align literacy units of study based on Science and Social Studies curriculum to meet the grade level expectations of the Common Core. All teachers in grades K-5 received guidance in how to modify and adapt the Ready Gen literacy program to meet the needs of all learners. Additionally, teachers will use backward design for planning to modify the writing component of Ready Gen literacy units using the CCLS and Webb’s Depth of Knowledge (DOK) Levels to ensure instruction is cognitively demanding and engages all students in rigorous learning experiences. In and effort to ensure equal access to the curriculum for all students, including Students with Disabilities (SWD) and English Language Learners (ELL), teachers will incorporate the guidelines from the Universal Design for Learning in these units of study. Teachers will engage students in these modified units of study from the Ready Gen literacy program and measure progress over time using performance assessments.</p> <p>We also have ELL teacher team for grades K-2 and grades 3-5. These teams meet to analyze student work and identify the current student thinking vs. the desired student thinking, as well as the implications for instruction for their targeted populations. Teachers have been and will continue to utilize this time to collaboratively plan and modify Ready Gen literacy program to meet the needs of our English Language Learners, Former English Language Learners and Students with Interrupted Formal Education. Teams of teachers also develop and/or revise Common Core-aligned writing instruction, performance tasks and units of study utilizing the Ready Gen literacy program to ensure that our ELLs, FELLs and SIFE students are engaged in learning opportunities to provide students with explicit instruction in providing text-based evidence to inform and explain in writing and during discussion. These teams of teachers will meet to ensure that the principles of Universal Design for Learning (UDL) are incorporated into their instruction to provide support and equal access for all students, especially ELLs, FELLs and SIFE students. We will also analyze MOSL performance task data, as well data from Ready Gen performance tasks and End of Unit Assessments to determine implications for instruction for their targeted populations.</p> <p>We also have a SWD teacher team for grades K-2 and grades 3-5. These teams meet to analyze student work and identify the current student thinking vs. the desired student thinking, as well as the implications for instruction for their targeted populations. Teachers have been and will continue to utilize this time to collaboratively plan and modify Ready Gen literacy program to meet the needs of our Students with Disabilities. Teams of</p>	<p>students</p> <p>Teachers</p>		
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<p>teachers also develop and/or revise Common Core-aligned writing instruction, performance tasks and units of study utilizing the Ready Gen literacy program to ensure that our Students with Disabilities are engaged in learning opportunities to provide students with explicit instruction in providing text-based evidence to inform and explain in writing and during discussion. These teams of teachers will meet to ensure that the principles of Universal Design for Learning (UDL) are incorporated into their instruction to provide support and equal access for all students, especially Students with Disabilities. We will also analyze MOSL performance task data, as well data from Ready Gen performance tasks and End of Unit Assessments to determine implications for instruction for their targeted populations.</p>			
<p>In an effort to increase parent involvement and engagement in the area of providing and promoting rigorous instruction, we 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.</p> <p>We provide parents with the information and training needed to effectively become involved in planning and decision-making in support of the education of their children and foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.</p> <p>We utilize the Tuesday Parent Engagement block to reach out to parents and guardians to meet face to face with individual or groups of parents or guardians, conduct telephone conversations, correspond with parents or guardians in writing through letters, emails, and/or grade level newsletters. This provides the school staff to share information about student progress, the school's educational program and other initiatives of the Chancellor.</p> <p>We provide opportunities for parents to help them understand the accountability system, e.g., CCLS assessment expectations, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report and allow parents to provide suggestions during PTA and School Leadership Meetings.</p> <p>All parents/guardians are invited into the classroom on a monthly basis during Family Fridays to provide parents an opportunity to actively participate in their child's classroom.</p> <p>We also distribute awards for recognition of Student-of-the-Month and Athlete-of-the-Month during PTA meetings to increase attendance.</p> <p>Our dance teachers create original performances for our students to perform during PTA meetings at least three times a year to increase parental attendance.</p> <p>We provide training/workshops in English and Spanish to help parents work with their children to improve their achievement</p>	<p>All parents and guardians, including PTA members, School Leadership team.</p>	<p>September 2014-June 2015</p>	<p>Professional Learning Team, all pedagogical staff and family assistant</p> <p>Guidance Counselor</p> <p>Dean</p> <p>Social Worker</p> <p>Parent Coordinator</p> <p>School Psychologist</p>

level, e.g., literacy, and math, understand city, state and federal standards and assessments and share information about school and parent related programs, meetings and other activities.			
This is our third year implementing lesson study. Through lesson study, everyone works toward the shared goal of improving student outcomes. Lesson study helps us prepare students for success in school and beyond by empowering the teachers to reflect and revise their craft in order to reach all learners. This professional learning practice promotes respect and collaboration amongst our pedagogical staff.	All Teachers	September 2014- June 2015	Administrators Professional Learning Team and Teacher Teams  AIS Coordinator  Staff Developers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

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

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

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

The Staff Development Team, funded with Title 1, Contract for Excellence, and Children First monies, will provide professional support to every teacher in our school building on a weekly basis. Our Educational Consultant is provided by Creative Solutions Services, Inc. is funded by Tax Levy Children First Network Support.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement

planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, at least 40% of all students in grades K-5 will move up at least one level and/or reach Level 3 in the Development category (using details and text-based evidence to support the topic) on a ReadyGEN Performance Task as measured by the NYC Common Assessment Rubric.

**Part 6b. Complete in February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the 2013-2014 NYC DOE School Quality Guide 32% of students achieved a level 3 or 4 on NYS ELA as compared to 28% city-wide and 46% of students achieved a level 3 or 4 on NYS Math as compared to 28% city-wide.

We also have a diverse staff with diverse needs. We have 8 new teachers on staff and a total of 17 untenured teachers. Several of our new staff members are Teaching Fellows without educational background. Several staff members have changed positions. Research cited from, The Benefit to Professional development, “American Educator” summer 2002, states that there is a direct correlation between effective professional development conducted in the classroom to student achievement.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

**Goal 2-Teacher Effectiveness:** By June 2015, the P.S. 108K community will continue to deepen the shared understanding of The Danielson Framework for Teachers and a coherent set of beliefs about how students learn best as outlined in The Danielson Framework for Teachers, as measured by attainment of teachers’ professional goals.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>5. Strategies to increase parent involvement and engagement</li> <li>6. Activities that address the Capacity Framework element of Trust</li> </ol>			
<p>All teachers will develop a shared understanding of instructional excellence using Danielson’s Framework for Teaching as a teacher development tool by engaging in assessing their own effectiveness and by setting professional goals aligned with the NYCDOE’s teacher evaluation and development system. The school’s implementation team will work collaboratively to identify local measures of evaluation. School leadership will use the new evaluation system as a tool to support teachers as they work toward meeting individual goals. Teachers will continue to</p>	<p>All Teachers</p>	<p>August 2014- June 2015</p>	<p>Advance Implementation Team</p> <p>AIS Coordinator</p> <p>Staff Developers</p> <p>Data Specialists</p>

<p>be provided with actionable feedback from administrators, staff developers and colleagues resulting in teachers and students feeling supported and challenged by their teachers and peers.</p> <p>During Initial Planning Conferences, teachers self-reflect and set goals using the rubrics from Danielson’s Framework for Teachers for Competencies 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction, 2a: Creating an Environment of Respect and Rapport 2d: Managing Student Behavior, 3b: Using Questioning and Discussion Techniques, 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 4e: Growing and Developing Professionally. We will meet in grade level teams to reflect on these competencies throughout the school year. During IPC meetings, teachers and administrators collaboratively reviewed student outcomes from the 2013-14 SY and the data from this year’s group of students. We will meet in grade level teams of teachers to conduct a mid-year and end of year reflection on the targeted Danielson Competencies. The administrators provide actionable feedback to teachers based on formal and/or informal observations using the Danielson Framework for Teaching.</p> <p>School-Wide Inquiry Team is an organizational structure that facilitates building capacity and to ensure a coherent approach in supporting teacher effectiveness. Staff developers, instructional leads and or administrators attend professional development sessions spearheaded by CFN 210 regarding the implementation of the Ready Gen literacy program, protocol for looking at student work and the Danielson’s Framework for Teachers. During the school-wide meetings, staff member(s) turnkey to lead teachers who then turnkey to their grade-wide teams of teachers. Our goal is to build the capacity of teachers and to empower them to become future school leaders. The team members include the administrative team, staff developers, including ELL lead teachers and SWD staff developer, a representation of teachers for the lower grades, and a representation of teachers for the upper grades and special education teachers and bilingual teacher. Teacher teams will log onto ARIS to record minutes. Our units of study have been revised to include differentiation strategies (based on UDL principles) for ELLs and SWDs as a result of identified surface gaps. Our teacher teams have analyzed student work samples for all students, including ELLs and SWDs; rubrics have been created to measure progress from pre-assessment to post-assessment. Our school wide professional development plan is aligned to our collaborative inquiry work, and citywide instructional expectations. We have analyzed student data to identify implications for instruction. Recording sheets are filled out during intra-visitations.</p>			
<p>Teacher teams will meet with the Professional Learning Team to regularly look at student work during common preparatory periods. Teams of teachers will use the Danielson Framework for Teaching to identify best practices to meet the needs of all students including SWDs and ELLs. Teachers will also use an established protocol to analyze current student work, identify</p>	<p>All Teachers</p>	<p>September 2014- June 2015</p>	<p>Administrators Professional Learning Team and Teacher Teams  AIS Coordinator</p>

<p>points of alignment and surface gaps between current and desired states of student thinking; and consider implications for teacher planning and preparation during collaborative inquiry at least three times a week beginning fall 2014: grade team meetings, inquiry and common prep meetings. This will result in lessening the gap between current and desired student thinking for all our students with a particular focus on our English Language Learners and Students with Disabilities, as evidenced by student work. The staff development team meets with untenured teacher meetings every Thursday before school for ½ hour. These meetings are differentiated to meet the needs of the new teachers and probationary teachers who have several years teaching.</p>			<p>Staff Developers</p> <p>Data Specialists</p>
<p>Our school will support parents and families of Title I students by:</p> <ul style="list-style-type: none"> <li>• providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community.</li> <li>• ensuring that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School Parent Compact.</li> <li>• providing opportunities for parents to help them understand the accountability system, e.g., CCLS accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report.</li> <li>• scheduling additional parent/guardian 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.</li> <li>• inviting parents/guardians into the classroom on a monthly basis to provide them an opportunity to actively participate in their child’s classroom.</li> <li>• Distributing awards for recognition of Student-of-the-Month and Athlete-of-the-Month during PTA meetings to increase attendance.</li> <li>• Providing training/workshops to help parents work with their children to improve their achievement level, e.g., literacy, and math.</li> <li>• fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress.</li> <li>• providing assistance to parents in understanding City,</li> </ul>	<p>All Parents</p> <p>Teachers</p>	<p>September 2014- June 2015</p>	<p>Administrators</p> <p>Professional Learning Team and Teacher Teams</p> <p>Guidance Counselor</p> <p>Dean</p> <p>Social Worker</p> <p>Parent Coordinator</p> <p>School Psychologist</p>

<p>State and Federal standards and assessments.</p> <ul style="list-style-type: none"> <li>sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.</li> </ul> <p>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.</p>			
<p>This is our third year implementing lesson study. Through lesson study, everyone works toward the shared goal of improving student outcomes. Lesson study helps us prepare students for success in school and beyond by empowering the teachers to reflect and revise their craft in order to reach all learners. This professional learning practice promotes respect and collaboration amongst our pedagogical staff.</p>	All Teachers	September 2014- June 2015	Administrators Professional Learning Team and Teacher Teams AIS Coordinator  Staff Developers  Data Specialists

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

The Staff Development Team, funded with Title I, Contract for Excellence, and Children First Network Support monies, will provide professional support to every teacher in our school building on a weekly basis. All of our teachers are provided with common preparation periods during which the team engages teachers in collaborative inquiry. The Staff Development Team provides job-embedded professional development for all teachers, including teachers of ELL students and Students With Disabilities. This support is provided through workshops, demonstration lessons, co-teaching, and one-on-one coaching - focusing on support for ELL students and SWD incorporating Universal Design for Learning principles including multiple entry points for lessons and units of study, explicit teaching of vocabulary, and scaffolding – including instructional practices and use of graphic organizers. We continue to utilize the Instructional Practice Guides for Literacy and Mathematics to ensure instruction is aligned with the CCLS Instructional Shifts. Embedded in the professional development is using protocols to provide a focus and a framework to analyze student work to monitor and revise instruction and teacher support.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	<b>Tax Levy</b>	<b>X</b>	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

The Staff Development Team, funded with Title 1, Contract for Excellence, and Children First monies, will provide professional support to every teacher in our school building on a weekly basis. Our educational consultant provided by Creative Solutions Services. G. Ortiz funded by NYS Language RBE-RN at New York University, provides job-embedded professional development for all teachers, including teachers of ELL students and SWD students. Our Educational Consultant is provided by Creative Solutions Services, Inc. is funded by Tax Levy Children First Network Support.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 7. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 8. Specify a timeframe for mid-point progress monitoring activities.

100% of P.S.108K's teachers will self-assess using the Danielson Framework for Teachers three times per year (October, February, and June).

By October of 2014, Initial Planning Conferences will have been held for all teachers where they self-reflect and set goals using the rubrics from Danielson's Framework for Teachers for Competencies 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction, 2a: Creating an Environment of Respect and Rapport 2d: Managing Student Behavior, 3b: Using Questioning and Discussion Techniques, 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 4e: Growing and Developing Professionally. The teachers will have met in grade level teams to reflect on these competencies over the course of the school year. During IPC meetings, teachers and administrators collaboratively reviewed student outcomes from the 2013-14 SY and the data from this year's group of students.

We will meet in grade level teams of teachers to conduct a mid-year (February) and end of year reflection (June) on the targeted Danielson Competencies. The administrators provide actionable feedback to teachers based on formal and/or informal observations using the Danielson Framework for Teaching. Teachers will use the Danielson Framework to reflect and refine their teaching practice. Teachers will meet with the staff development team during professional development periods to determine what evidence of effective and highly effective teaching practices "looks like." Teachers will use the template from the New Teacher Evaluation System and the Danielson Framework for Teaching to norm their understanding of the rubric.

**Part 6b.** Complete in **February 2015.**

9. Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes		No
10. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

PS 108K believes that providing teachers with professional development leads to improved student achievement. As a school community, our goal is to align our expectations with the Common Core Learning Standards (CCLS) and the New York City Citywide Expectations for 2014/15 SY.

Based on the 2013-2014 New York City Department of Education School Quality Guide, 32% of students achieved a level 3 or 4 on New York State (NYS) English Language Arts (ELA) as compared to 28% city-wide and 46% of students achieved a level 3 or 4 on NYS Math as compared to 28% city-wide. How can we empower our teachers so that they can make informed decisions regarding the refinement of curricula, such as ReadyGEN and GoMath!?

The P.S. 108K school community understands that “packaged” programs are not the key to a student’s success—an effective teacher is a key to a student’s success. “Packaged” programs are not always aligned to the CCLS and/or content standards, including the instructional shifts and mathematical practices. If a school leader wants to ensure that an effective teacher is in front of all students, then the school leader must provide professional learning experiences for the teachers in front of students and content, which will strengthen the instructional core. We must ensure that curricula are aligned to CCLS and/or content standards and strategically integrate the instructional shifts, resulting in coherence across grades and subject areas that promote college and career readiness for all students.

During the 2013/2014 school year, we identified that the ReadyGen writing lessons did not address the skills and strategies the students needed to complete the performance task. As a result, we began revisions to the units of study. In the 2014/2015 school year we continue to revise ReadyGen units of study using the Depth of Knowledge (DOK,) Universal Design for Learning (UDL,) and the Instructional Practice Guides in ELA/Math. We supplement ReadyGen by using materials and resources from EngageNY. We have also revised some of the writing prompts in ReadyGen. Our teams of teachers analyzed student work and multiple sources of data to determine current student thinking vs. desired student thinking. They used this information to determine the implications for instruction and to tailor Go Math! and ReadyGEN to meet the needs of groups of students. P.S. 108K supplements Go Math! with the implementation of the FASTT Math Program, which develops fluency in mathematics—an identified need of our students after vertical sharing.

The Staff Development Team uses DOK, Hess Matrix, CCLS shifts, and the Instructional Practice Guides in ELA and Math as tools to promote higher- order thinking skills. Teams of teachers collaboratively plan lessons that include DOK and UDL. Teacher collaboration includes, but is not limited to, teacher teams, inter-visitations, professional learning sessions, demonstration lessons and lesson study. Teachers emphasize that their student conversations are based on evidence from text and questions that promote higher-order thinking skills are built into each lesson plan, which is aligned with our instructional focus.

### **Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

**Teacher Development:** By June 2015, 100% of the teachers will use professional learning time to support the reflection and refinement of school's curricula, specifically GO Math! and Ready Gen, as measured by curriculum maps and lesson studies because teachers' input is valued and respected.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> <li>11. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>12. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>13. Strategies to increase parent involvement and engagement</li> <li>14. Activities that address the Capacity Framework element of Trust</li> </ol>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>In the 2014/2015 school year in order to support shifting teacher practice, we will continue to implement the system of teacher evaluation and development using The Danielson Framework for Teaching. This will allow us to further understand and support teachers' growth in a more nuanced, differentiated way. This is critical because high-quality teaching is the most powerful tool for helping students reach higher standards by the end of the 2014/2015 school year. All professional learning is aligned to the Danielson Framework for Teaching. Teachers will have a shared understanding of all Domains, including Domain 1—Planning and Preparation and Domain 4 Professional Responsibilities, in order to reflect and refine school's curricula, specifically GoMath! and ReadyGEN.</p> <p>Professional learning opportunities include, but are not limited to, demonstration lessons, inter-visitations, workshops, lesson studies, looking at student work products and analyzing student data.</p> <p>We have created a School Wide Professional Learning plan to ensure all teachers are provided with professional learning opportunities needed to improve pedagogy based on teacher and student data. In addition to this, individual learning plans and/or TIPs have been created for new teachers, untenured teachers, developing, ineffective and "U" rated teachers.</p>	<p>All Teachers  All students</p>	<p>September 2014-June 2015</p>	<p>Professional Learning Team consisting of Administrators, Staff developers, Data Specialists Teachers and AIS coordinator</p>
<p>Grade level teams of teachers met with the staff development team to analyze student work to determine the focus for lesson study based on teacher and student data. Grade and subject area teachers met, and continue to meet, to create lessons and to analyze the effectiveness on the research -based strategies selected for the lesson study to further refine their teaching practice.</p> <p>To ensure that all teachers meet Citywide Expectations and to enhance teacher development we have embedded common, professional learning periods into the weekly schedule. Schedules for grades Pre-K-5 have been organized so that the teachers have common preps to facilitate common grade team</p>	<p>All Teachers  All students</p>	<p>September 2014-June 2015</p>	<p>Professional Learning Team consisting of Administrators, Staff developers, Data Specialists, Teachers and AIS coordinator</p>

<p>meetings to ensure opportunities for teachers to collaboratively plan, develop and revise Ready Gen and Go Math! quality units of study and to analyze resulting student work to inform instruction. Staff developers model, co-teach, observe and plan lessons, in alignment with the curriculum maps, with the teachers in order to improve pedagogical practice and increase student achievement and strengthen the instructional core.</p>			
<p><i>Parent Involvement</i></p> <p><i>Our school will support parents and families of Title I students by:</i></p> <ul style="list-style-type: none"> <li>• <i>providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community.</i></li> <li>• <i>providing opportunities for parents to help them understand the accountability system, e.g., CCLS, State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report.</i></li> <li>• Parent Teacher Conferences offered four times a year Sept., November, March and May.</li> <li>• scheduling additional parent meeting, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions.</li> <li>• inviting parents/guardians into the classroom on a monthly basis to provide them an opportunity to actively participate in their child's classroom.</li> <li>• <i>Tuesday Parent Engagement Block Teachers can use this time to set up and conduct meetings with parents to address the needs of the students.</i></li> <li>• <i>providing training/workshops to help parents work with their children to improve their achievement level, e.g., literacy, and math.</i></li> <li>• <i>fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.</i></li> <li>• <i>providing assistance to parents in understanding City, State and Federal standards and assessments sharing information about school and parent related programs, meetings and activities in a format, and in languages that parents can understand providing parents with the information and training needed to effectively become involved in planning and decision making in support of</i></li> </ul>	<p>All Teachers</p> <p>All Students</p> <p>Parents</p>	<p>September 2014-June 2015</p>	<p>Professional Learning Team consisting of Administrators, Staff developers, Data Specialists and AIS Coordinator</p> <p>Teachers</p> <p>Guidance Counselor</p> <p>Dean</p> <p>Social Worker</p> <p>Parent Coordinator</p> <p>School Psychologist</p>

<i>the education of their children.</i>			
<p>This is our third year implementing lesson study. Through lesson study, everyone works toward the shared goal of improving student outcomes. Lesson study helps us prepare students for success in school and beyond by empowering the teachers to reflect and revise their craft in order to reach all learners. This professional learning practice promotes respect and collaboration amongst our pedagogical staff.</p> <p>Schedules for grades Pre-K-5 have been organized so that all grades have common preps to facilitate regular common grade team meetings with the Professional -Learning Team.</p>	<p>All Teachers</p> <p>All Students</p>	<p>September 2014- June 2015</p>	<p>Professional Learning Team consisting of Administrators, Staff developers, Data Specialists, AIS Coordinator, Bilingual and ELL Teachers.</p> <p>Teacher Teams</p>

**Part 4 – Resources Needed**

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <p><i>The Staff Development Team will provide professional learning on a daily basis. Schedules for grades Pre-K-5 have been organized so that the teachers have common preps to facilitate common grade team meetings to ensure opportunities for teachers to collaboratively plan and revise Ready Gen and Go Math! Quality units of study and to analyze resulting student work to inform instruction. Staff developers model, co-teach, observe and plan lessons with the teachers, in alignment with the curriculum maps, in order to improve pedagogical practice and increase student achievement and strengthen the instructional core. Professional development will be ongoing throughout the 2014/2015 school year. In addition, we utilize Mondays from 2:20PM-3:40PM and Tuesdays from 3:01PM-3:35PM to engage in lesson study in grades K-5. All of our teachers are provided with common preparation periods in which the team engages in collaborative inquiry. We have created a School wide professional learning plan to ensure all teachers are provided with professional learning opportunities needed to improve pedagogy based on teacher and student data. In addition to this, individual learning plans have been created for new teachers, untenured teachers, developing, ineffective and "U" rated teachers.</i></p> <p><i>The Staff Development Team, Funded with Title 1, Contract for Excellence, Children First Network Support, and Citywide Instructional Expectations monies, will provide professional support to every teacher in our school building on a weekly basis. All of our teachers are provided with common preparation periods in which the team engages in collaborative inquiry.</i></p> <p><i>Schedules for grades Pre-K-5 have been organized so that all grades have common preps to facilitate regular common grade team meetings with the staff development team.</i></p> <p><i>Our Educational Consultant is provided by Creative Solutions Services Inc and is funded by Tax Levy Children First Network Support and provides job embedded professional development for all teachers.</i></p> <p><i>G. Ortiz is funded by NYS Language RBE-RN at New York University, provides job embedded professional development for all teachers.</i></p>
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**Part 5 – Budget and Resource Alignment**

<p>Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>									
	<b>Tax Levy</b>	<b>X</b>	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
<p>List below any additional funding sources that will be utilized to support achievement of the goal.</p>									
<p>The Professional-Learning Team, Funded with Title 1 Contract for Excellence, and Children First Network Support monies, will provide professional support to every teacher in our school building on a weekly basis. All of our teachers are provided with common preparation periods in which the team engages in collaborative</p>									

inquiry. *Our Educational Consultant is provided by Creative Solutions Services, Inc. is funded by Tax Levy Children First Network Support.*

*G. Ortiz, funded by NYS Language RBE-RN at New York University, provides job embedded professional development for our teachers.*

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 15. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 16. Specify a timeframe for mid-point progress monitoring activities.

Midpoint Benchmark: By February of 2015, grades K-5 will have completed at least one lesson study and will have made at least one revision to the curriculum map.

**Part 6b.** Complete in **February 2015.**

17. Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes		No
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18. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The Staff Development Team analyzed the 2013-14 Measure of Teacher Performance (MOTP.) The teachers received scores for every component so that they can target their improvement plan collaboratively with administration. Professional learning opportunities are provided based on these individual findings. For example, a teacher who was rated highly effective for 3b-Using Questioning and Discussion Techniques may host an inter-visitation or may provide a demonstration lesson for those colleagues who were rated developing or ineffective for 3b-Using Questioning and Discussion Techniques. Our core belief about student learning is that students learn best when teachers have the opportunity to build their pedagogical capacity through job-embedded professional learning, which takes place in front of students and content.

As a whole, our 3b, 3c and 3d were the lowest rated components for our teachers. Our priority will be improving teacher effectiveness in the area of 3b-Questioning and Discussion Techniques. 54.4% of our teachers were rated effective or highly effective in 3b-Questioning and Discussion Techniques.

The analysis of the 2013-14 MOTP led to other findings. The teachers who were found effective or highly effective in 3b-Using Questioning and Discussion Techniques, were also effective or highly effective in 1a-Demonstrating Knowledge of Content and Pedagogy and 1e-Designing Coherent Instruction. The components of the Danielson Framework for Teachers are not separate roads that lead to student achievement, instead they are interrelated. Thus, in order to impact teachers’ effectiveness in 3b-Using Questioning and Discussion Techniques, we must provide professional-learning opportunities in all components. Improvement of the instructional core has been embedded in the professional learning opportunities, such as teacher teams, staff workshops, parent workshops, demonstration lessons, inter-visitations, video-taping of lessons, lesson studies, and visiting other school communities.

The Danielson Framework for Teaching and Common Core Learning Standards (CCLS) instructional shifts in teacher practice are dependent upon one another—they are not separate roads to improvement. Student/school improvement is embedded in our Comprehensive Educational Plan (CEP) goals, vision and mission of the P.S. 108K school community, instructional focus, shifts in learning, Citywide expectations, professional learning, and teacher effectiveness plan.

Upon analysis of the English Language Arts (ELA) Measure of Student Learning (MOSL,) teams of teachers found that our students are able to cite details and evidence from the text, but the details and evidence do not support their claims and/or answer the question.

Our instructional focus, Evidence in Argument: Students will develop the skills to use evidence to support arguments in discussion which will then transfer to stronger writing in literacy and math and develop the communication and collaboration skills that support college and career readiness, ensures that our students are held accountable to be active participants in their learning and not become dependent observers. During inter-visitations, demonstration lessons, informals and formals, recording sheets include what the students are doing and saying to promote high levels of student thinking and participation. We stress, “Look down at what the students are doing/saying.” It is not about how hard the teacher is working. We must reflect, “What am I requiring my students to do?” “Are my students required to think *critically and to actively participate in discussions in order to complete the learning activity?*”

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal 4: By June 2015, leadership will use the Advance data from the Danielson Framework for Teaching to make informed decisions about professional-learning opportunities that will result in 65% of teachers rating effective and highly effective for component 3b-Questioning and Discussion Techniques.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <p>19. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>20. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>21. Strategies to increase parent involvement and engagement</p> <p>22. Activities that address the Capacity Framework element of Trust</p>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Analysis of learning tasks and teacher questions are routinely done during lesson study, teacher teams and collaborative planning sessions. During professional learning opportunities, teachers identify what higher-order thinking “looks like” and “sounds like.” Teachers routinely analyze and rate their tasks and questions using DOK and UDL. Teachers in grades 3-5 use the released questions from the state to use as a model.</p> <p>During professional-learning opportunities, teachers explore what effective questioning and student discussion sounds like and looks like. Teachers observe one another focusing on student-centered discussions using T-P-S, numbered heads, inner and outer circle, four corners, communicator regulator and collaborative student groups. Some groups have assigned roles to facilitate authentic student discussion.</p> <p>P.S. 108K school community has been provided with multiple learning opportunities revolving around the instructional shifts. Teachers have identified evidence of instructional shifts in their lesson plans. The CCLS Instructional Practice Guide for ELA and Math has been utilized as a tool to guide teachers as they plan.</p> <p>The Staff Development Team uses DOK, Hess matrix and CCLS shifts as tools to promote higher order thinking skills. Teams of teachers collaboratively plan that include DOK and UDL. Teacher collaboration includes, but is not limited to, teacher teams, inter-visitations, professional learning sessions, demonstration lessons and lesson study. Teacher emphasize that their student conversations are based on evidence from text. Questions that promote higher-order thinking skills are built into each lesson plan.</p>	<p>All teachers</p> <p>All students</p>	<p>Beginning September 2014 and ending June 2015</p>	<p>The Professional-Learning Team</p> <p>Data Specialists</p> <p>Grade Leaders</p> <p>AIS Coordinator</p> <p>Staff Developers</p> <p>Administration</p>

<p>Our teams of teachers, including grade-wide teams, science team, arts team, P.E. team, meet regularly to create curriculum maps, which are aligned with the CCLS, analyze student work in order to identify current student thinking vs. desired student thinking, and then design lessons/units that include UDL and differentiation for groups of students to meet the needs of all students. These teams of teachers work collaboratively by grade and share vertically. This practice ensures coherence, as well as meeting the needs of multiple entry points. The SWD teams and ELL teams, comprised of teachers across the grade levels, meet bi-weekly to analyze data, look at student work, review research and/or new initiatives from NYC or NYS and strategize to support this sub-populations.</p> <p>Each teacher team participates in lesson study.</p> <p>*Lesson study is a professional development process that Japanese teachers engage in to systematically examine their practice, with the goal of becoming more effective. This examination centers on teachers working collaboratively on a small number of "study lessons". Working on these study lessons involves planning, teaching, observing, and critiquing the lessons. To provide focus and direction to this work, the teachers select an overarching goal and related research question that they want to explore. This research question then serves to guide their work on all the study lessons.</p> <p>*While working on a study lesson, teachers jointly draw up a detailed plan for the lesson, which one of the teachers uses to teach the lesson in a real classroom (as other group members observe the lesson). The group then comes together to discuss their observations of the lesson. Often, the group revises the lesson, and another teacher implements it in a second classroom, while group members again look on. The group will come together again to discuss the observed instruction. Finally, the teachers produce a report of what their study lessons have taught them, particularly with respect to their research question.</p> <p>*<a href="http://www.tc.columbia.edu/lessonstudy/lessonstudy.html">http://www.tc.columbia.edu/lessonstudy/lessonstudy.html</a></p>	All teachers	Beginning September 2014 and ending June 2015	The Professional-Learning Team Data Specialists Grade Leaders AIS Coordinator Staff Developers Administration
<p>Progress Reports, Report Cards, PTA meetings, Family Fridays, Open House and Parent Workshops have been used to relate high expectations to families.</p> <p>Providing professional development opportunities to parents with the assistance of school staff to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community.</p> <p>Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School Parent Compact.</p> <p>Providing opportunities for parents to help them understand the</p>	Parents	Beginning September 2014 and ending June 2015	The Professional-Learning Team Data Specialists Grade Leaders Guidance Counselor Dean Social Worker Parent Coordinator

<p>accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Snapshot, Quality Review Report, Learning Environment Survey Report.</p> <p>Scheduling additional parent meeting, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions.</p> <p>Inviting parents/guardians into the classroom on a monthly basis to provide them an opportunity to actively participate in their child's classroom.</p> <p>Distributing awards for recognition of Student-of-the-Month and Athlete-of-the-Month during PTA meetings to increase attendance.</p> <p>Scheduling performances during PTA meetings at least three times a year to increase attendance.</p> <p>Providing training/workshops to help parents work with their children to improve their achievement level, e.g., literacy, and math.</p> <p>Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.</p> <p>Providing assistance to parents in understanding City, State and Federal standards and assessments.</p> <p>Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.</p> <p>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.</p>			<p>School Psychologist</p>
<p>The P.S. 108K school community, including leaders, parents/guardians, teachers, paraprofessionals, safety agents, nurse, school aides, family assistants, dean, guidance counselor, social worker, and school psychologist consistently communicate high expectations to the entire staff and provide training, resulting in a culture of mutual expectations and accountability. The P.S. 108K school community is transparent. In other words, information regarding student data is shared with all stakeholders. The AIS coordinator and data specialists create charts, graphs and tables that include multiple sources of data. The analysis of student outcomes is shared with the staff because everyone is responsible for the outcomes and trust that they will be supported by one another. Teachers understand that their effectiveness is measured by their student outcomes. The entire staff understands that the school's effectiveness is</p>	<p>All teachers</p> <p>All students</p>	<p>Beginning September 2014 and ending June 2015</p>	<p>The Professional-Learning Team</p> <p>Data Specialists</p> <p>Grade Leaders</p> <p>AIS Coordinator</p> <p>Staff Developers</p> <p>Administration</p>

measured by student growth—no matter the student’s entry point, he or she can make improvements if an effective educator provides the student with the necessary support and instruction.			
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Use of teacher teams, peers, staff developers, and grade leaders for demonstration lessons, developing norms, and common language among teachers and students in the area of designing questions to promote student thinking and student discussion to develop the skills to use evidence to support arguments in discussion.
- The Danielson Framework and Advance for teacher evaluations
- Scheduling of intra/inter visitations
- Common planning time for collaborative planning, lesson studies, professional learning opportunities and workshops
- Video-taping of lessons for self reflection and/or to share best practices

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	<b>Tax Levy</b>	<b>X</b>	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

The Professional-Learning Team, funded with Title 1, Contract for Excellence, and Children First monies, will provide professional support to teachers on a daily basis. Our AUSSIE consultant and consultant from by NYS Language RBE-RN at New York University (funded by NYS RBE-RN), provides job-embedded professional development for all teachers, including teachers of ELL students and SWD students. The Data Specialists analyze data to identify trends and patterns. Our Educational Consultant is provided by Creative Solutions Services, Inc. is funded by Tax Levy Children First Network Support.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

23. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
24. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, at least 35% of our teachers will be rated effective and highly effective for component 3b- Questioning and Discussion Techniques.

**Part 6b.** Complete in **February 2015.**

25. Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes		No
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26. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on our school survey 95% of our parents are satisfied with the education their child received in the 2013-2014 academic school year. In 2013-2014, 46.3% of students were on or above grade level on the NYS Mathematics Assessment. Percent at 75<sup>th</sup> Growth Percentile or Higher: 50% of the ELL students (% of city range 67.6%), 62.1% of the Lowest Third Citywide (% of range 74.7%), 40.3% of the Self-Contained/ICT/SETTS (% of city range 41%), 68% of Black and Hispanic Males in Lowest Third Citywide (% of city range 82.5%)

96% of our parents agree that our school gives their child meaningful assignments that help him or her learn. Our SLT meets bi-weekly to address our parent and students needs and inform them about our school’s curriculum, instruction and assessment practices.

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

97% of parents agree that our school keeps them inform about what their child is learning and also makes them feel welcomed in our school. Our school invites parents/guardians to visit their child’s classroom on Family Fridays; our teachers send home monthly newsletters to inform parents/guardians about new learning and events happening in the grades.

To further develop our family community ties our school will build strong partnerships with our local councilman to involve our student government in our community outreach programs. During the Spring our students will visit and perform for the Cypress Hills Seniors as well as partner with a senior to share life stories that will enrich our students’ lives and the school community. To increase parent participation in our PTA meetings “\$10 Roar Bucks” will be distributed to students receiving awards and to the parents/guardians that attend our monthly meeting.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

**Goal 5: Family Involvement:** By June 2015, PS 108K will share evidence of student progress with families at least five times a year through report cards, progress reports and parent/teacher conferences. To ensure families are aware that all students are being challenged with rigorous and robust lessons aligned to the CCLS for the 2014-2015 school year.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 27. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 28. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 29. Strategies to increase parent involvement and engagement 30. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>Based on the Chancellor’s <b>Pillar 3: Engage parents in every aspect of school life</b>, “parent involvement is key to a child’s academic success and if parents are given frequent updates concerning their child’s progress, encouraged to participate in school meetings, and are knowledgeable themselves about their children’s subject matter, they will be able to guide their children to success.”</p> <p>Parent Teacher Conferences are held in September, November, March, and May. Progress reports will be sent home to parents/guardians in January and May, and final report cards will be distributed on the last day of school in June.</p> <p>On Tuesdays, teachers have a 40-minute Parent Engagement block: face-to face meetings (individual or group) with parents or guardians; telephone conversations with parents or guardians to address any concerns, needs and/or achievements about the their child.</p> <p>Family Fridays are scheduled on the last Friday of every month. During Family Fridays parents/guardians are invited to their children’s classroom to actively participate with their children as they engage in CCLS lessons.</p> <p>PPT meetings are scheduled for students who are not making adequate progress.</p>	All Students  All parents	September 2014 to June 2015	Parent Coordinator, Professional Learning Team, Teachers, Guidance Counselor, School Leadership Team, Administration
<p>Providing parents in September with a workshop for choosing their child’s ESL program.</p> <p>Providing parents of English language learners with workshops to educate them regarding the NYSESLAT exam, its different components and how to help their child achieve success.</p> <p>In addition to the Tuesday parent teacher meetings, ICT teachers, Special Education teachers, Guidance Counselor, SETSS teacher meet with parents throughout the year to review and create new IEP goals for the students.</p> <p>In addition to the report cards Students With Disabilities are given progress reports based upon their individual goals as stated in the IEP.</p>	All Students  All Parents	September 2014 to June 2015	Parent Coordinator, Professional Learning Team, Staff Developers, ESL Teachers, SETSS Teachers, Guidance Counselor and Psychologist

<p>Our school will support parents and families of Title I students by:</p> <ul style="list-style-type: none"> <li>• providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community.</li> <li>• providing parents/guardians with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.</li> <li>• Parent Teacher Conferences are held in September, November, March, and May. Progress reports will be sent home to parents/guardians in January and May, and final report cards will be distributed on the last day of school in June.</li> <li>• On Tuesdays, teachers have a 40-minute Parent Engagement block: face-to face meetings (individual or group) with parents or guardians; telephone conversations with parents or guardians to address any concerns, needs and/or achievements about the their child.</li> <li>• providing materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.</li> <li>• involving parents in the joint development and joint agreement of our schools Parental Involvement Policy and our school wide plan in an organized and timely way.</li> <li>• providing opportunities for parents/guardians 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.</li> <li>• scheduling additional parents/guardians’ 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.</li> <li>• inviting parents/guardians into the classroom on a monthly basis (Family Fridays) to provide them an opportunity to actively participate in their child’s</li> </ul>	<p>All parents and guardians, including PTA members</p>	<p>September 2014 to June 2015</p>	<p>Parent Coordinator, Professional Learning Team, Guidance Counselor, Dean, Social Worker, Parent Coordinator, School Psychologist</p>
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<p>classroom.</p> <ul style="list-style-type: none"> <li>• distributing awards for recognition of Student-of-the-Month and Athlete-of-the-Month during PTA meetings to increase attendance.</li> <li>• during PTA meetings the PTA president provides parents with educational workshops to educate and address the needs of our parents.</li> <li>• inviting parents to grade performances</li> <li>• inviting parents/guardians to The Arts performances at least three times a year.</li> <li>• providing training/workshops to help parents work with their children to improve their achievement level, e.g., literacy, and math</li> <li>• fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress</li> <li>• sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand</li> <li>• 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.</li> <li>• providing bi-weekly meetings with the SLT to address and communicate with parents new ideas, needs, and school achievements.</li> <li>• providing parent workshops targeting areas of need or interest such as student resilience, literacy and numeracy.</li> <li>• providing school facilities for community use, including community meetings and community interest groups.</li> <li>• building parent involvement into staff meetings to strengthen commitment, knowledge and skills such as SLT meetings, Safety committee meetings.</li> <li>• providing parents with monthly school newsletter, monthly grade newsletter, Science and The Arts newsletter.</li> </ul>			
<p>There is an open line of communication with parents/guardians. All staff is available to meet with parents/guardians. SLT members meet on a bi-weekly basis to collaboratively make decisions and to provide input.</p>	<p>All parents and guardians, including PTA</p>	<p>September 2014 – June 2015</p>	<p>Parent coordinator, Professional learning team</p>

	members		Guidance Counselor Dean Social Worker Parent Coordinator School Psychologist
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

The Staff Development Team, funded with Title 1, Contract for Excellence, and Children First monies, will provide professional support to every teacher in our school building on a daily basis. Our Educational Consultant is provided by Creative Solutions Services, Inc. is funded by Tax Levy Children First Network Support.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 31. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 32. Specify a timeframe for mid-point progress monitoring activities.

Midpoint Benchmark: By February of 2015 we will have held one “Meet the Staff” night, one Parent/Teacher conference and distributed one progress report, in addition to the weekly Tuesday afternoon parent engagement block.

**Part 6b.** Complete in **February 2015.**

33.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes		No
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34. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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**Section 6: Academic Intervention Services (AIS)**

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	<ul style="list-style-type: none"> <li>• State assessments</li> <li>• &amp;P Independent Level Benchmarks</li> <li>• Read 180 SRI Lexiles</li> <li>• IBELS assessments</li> </ul>	<p><u>PROGRAMS</u></p> <ul style="list-style-type: none"> <li>• My Side walks on Reading Street</li> <li>• F&amp;P Intervention</li> <li>• Read 180</li> <li>• System 44</li> <li>• Great Leaps</li> <li>• SCI learn</li> </ul> <p><u>STRATEGIES</u></p> <p>Use of research based methodol</p>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• One-to-One</li> </ul>	<ul style="list-style-type: none"> <li>• During the day</li> <li>• Extended day program</li> <li>• Saturday program</li> <li>• Title III program after sc</li> </ul>

		ogy in the following areas: phonemic awareness, phonics, fluency, vocabulary, and comprehension.		chool
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• State assessments</li> <li>• MATH! Assessments</li> <li>• Math Benchmarks</li> </ul>	<p><u>PROGRAMS</u></p> <ul style="list-style-type: none"> <li>• FAST MATH</li> <li>• Think Central</li> </ul> <p><u>STRATEGIES</u></p> <p>Use of Centers, manipulatives, and differentiated instruction based on research and based on methodology.</p>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• One-to-One</li> </ul>	<ul style="list-style-type: none"> <li>• During the day</li> <li>• Extended day program</li> <li>• Saturday program</li> <li>• Title III program after school</li> </ul>
<b>Science</b>	Pre and Post tests for each unit.	Differentiated instruction using	<ul style="list-style-type: none"> <li>• Small group</li> </ul>	During the day

		the scientific process.	• One - to - One	
<b>Social Studies</b>	BOY MOY EOY	Differentiated instruction using strategies in determining important information	Small group	During the day
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)		Differentiated instruction using strategies, skills and coping techniques, which address child's needs. Strategies/Coping Techniques:	Individual/Small Group/ Whole classroom instruction	During regular school hours (Day)

## Section 7: Title I Program Information

**Directions:**

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.			
X	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**Part 2: All Title I Schools**

**2a. 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.

100.0% of our teachers are fully licensed and permanently assigned to P.S. 108K. 80% are teaching for more than two years at this school. 72% are teaching for more than five years. 96% have a Masters Degree or higher. 100% core classes are taught by "highly qualified" teachers (NCLB/SED definition). Any teachers who are not highly qualified are referred to a certification specialist. Teachers who are not highly qualified are informed of options available possibly including tuition reimbursements to help them become highly qualified.

We involve a variety of staff in our new teacher interview process. Candidates are required to go through an interview and to conduct a demonstration lesson that is observed by a team consisting of classroom teachers, staff developers, and administrators. This team collaborates to choose the most highly qualified candidate. Once a teacher is chosen to join the PS 108K family, they are provided with a mentor, support of the administration and lead teacher.

The Professional Learning Team meets with untenured teachers every Thursday before school for ½ hour. These meetings are differentiated to meet the needs of the new teachers and probationary teachers who only have several years teaching experience and interested teachers.

We have a very extensive professional development plan to ensure all pedagogical staff is provided with strategies for high quality instruction designed to enable all students to meet the expectations of the common core. The staff development team, funded with Title I, Contract for Excellence, and Children First monies, will provide professional job-embedded support to every teacher in our school building on a weekly basis. All of our teachers are provided with common preparation periods during which the team engages teachers in collaborative inquiry. We also provide all of our teachers with ongoing support through professional development. This support is provided through workshops, demonstration lessons, co-teaching, and one-on-one coaching - focusing on support for ELL students and SWD incorporating Universal Design for Learning principles including multiple entry points for lessons and units of study, explicit teaching of vocabulary, scaffolding – including instructional practices and use of graphic organizers, explicit focus on text structure and features and the use of Native Language to enhance reading and writing.

**2b. High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

The Professional-Learning Team, funded with Title I, Contract for Excellence, and Children First monies, will provide professional support to teachers in our on a daily basis. All of our teachers are provided with common preparation periods during which the team engages teachers in professional-learning opportunities, including, but not limited to collaborative inquiry, lesson study, intra/intervisitations, demonstration lessons and video-taping of lessons for professional-learning purposes.

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

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

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

#### **3b. 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).

### **Part 4: SWP Schools Only**

#### **4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

At P.S. 108K our goal is to provide our Pre-K families and students with a positive academic learning experience. We work closely with the Pre-K social worker to support each child's social and emotional well being.

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

- Registration.
- Summer welcome letter informing the parents/guardians with their child's assigned class and teacher.
- Parent orientation in the fall.
- Parents are invited to stay with students on their first 2 days of school for a smooth transition.
- Family Fridays on the last Friday of each month.
- Every Tuesday from 2:21-3 PM, teachers meet with parents/guardians.

#### **4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

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

Teachers also create grade-wide rubrics for coherence.

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

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

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

All assessments are analyzed by the administration, data specialists, AIS coordinator, staff developers and teachers to identify current student thinking vs. desired student thinking. Based upon these gaps, we conduct lesson studies, research groups and professional development to determine future implications for instruction. Horizontal sharing takes place during grade-wide teacher teams and vertical sharing takes place during school-wide inquiry. In the fall, teachers had one-to-one conferences with the administration regarding the progress of their students and the effectiveness of their instruction. Teachers created goals to address the needs of their students based on the data analysis. At interim benchmarks, the data is collected and analyzed. This is our cycle of continuously monitoring and revising.

#### 4c. "Conceptual" Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	768,044	X	11,17,24,30,36
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	201,745	X	11,17,24,30,36
Title III, Part A	Federal	13,868	X	11,17,24,30,36
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	4,416,442	X	11,17,24,30,36

#### <sup>1</sup>Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### **P.S. 108K, The Sal Abbracciamento School, Parent Involvement Policy (PIP)**

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 the school. **P.S. 108K, The Sal Abbracciamento 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 the school and the families. The 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 the school community. **P.S. 108K, The Sal Abbracciamento 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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 1<sup>st</sup> 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;

The 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 such as Family Friday.
- 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;
- 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

### **P.S. 108K, The Sal Abbracciamento School, School-Parent Compact (SPC) Template**

**P.S. 108K, The Sal Abbracciamento 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 1<sup>st</sup> 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 with 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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>19</b>	Borough <b>Brooklyn</b>	School Number <b>108</b>
School Name <b>Sal Abbracciamento</b>		

### B. Language Allocation Policy Team Composition [i](#) 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 <b>Constance Hahn</b>	Assistant Principal <b>Gilda Galassi</b>
Coach <b>L. Geraci</b>	Coach <b>J. Persaud</b>
ESL Teacher <b>N. Raza/ESL</b>	Guidance Counselor <b>R. Jimenez</b>
Teacher/Subject Area <b>R. Parker/ESL</b>	Parent <b>R. Harrigan</b>
Teacher/Subject Area <b>J. Jimenez/Bilingual Teacher</b>	Parent Coordinator <b>J. Garcia</b>
Related Service Provider <b>type here</b>	Other <b>D. Pavlic/AIS Coordinator</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>893</b>	Total number of ELLs	<b>104</b>	ELLs as share of total student population (%)	<b>11.65%</b>
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	104	Newcomers (ELLs receiving service 0-3 years)	101	ELL Students with Disabilities	12
SIFE	9	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>TBE</b>											0
<b>Dual Language</b>	72	7	0	1	0	0	0	0	0	0	73
<b>ESL</b>	29	2	10	2	0	2	0	0	0	0	31

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>101</b>	<b>9</b>	<b>10</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>104</b>
Number of ELLs who have an alternate placement paraprofessional: <u>6</u>										

**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
<b>TOTAL</b>	<b>0</b>													

\*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	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	22	3	11	11	23	5	2	21	5	27	10	18							73	85
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>22</b>	<b>3</b>	<b>11</b>	<b>11</b>	<b>23</b>	<b>5</b>	<b>2</b>	<b>21</b>	<b>5</b>	<b>27</b>	<b>10</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>73</b>	<b>85</b>

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>40</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>3</u>	Asian: <u>3</u>	Hispanic/Latino: <u>79</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	1	0	2	7	3								16
Intermediate(I)	7	6	1	2	4	3								23
Advanced (A)	8	18	2	2	4	6								40
Total	18	25	3	6	15	12	0	0	0	0	0	0	0	79

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	5		2		1		3		11
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	4	23	0	0	1	40	0	0
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
 We use Fountas and Pinnell to assess early literacy skills. The data shows that our students need a lot of vocabulary development and Phonetic practice. ELL students in 2<sup>nd</sup> grade are also administered the EPAL test in the spring.  
 Assessment Analysis:

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

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

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

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

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

#### NYSESLAT

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

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

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

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

#### LAB-R

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

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

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

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

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

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

#### Dual Language

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

#### ESL

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

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

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

In the 3<sup>rd</sup> grade, students who took the Math exam in their native language performed at the same level as those taking it in English. In the 4<sup>th</sup> and 5<sup>th</sup> grade, the students who took the Math exam in English scored higher than those students who took it in their native language. Many of our 4<sup>th</sup> and 5<sup>th</sup> grade ELLs were SIFE so that was a major factor in why they didn't fare as well as the other ELLs .

#### Dual Language

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

#### ESL

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

#### ELL Periodic Assessment

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

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

The results of the ELL Periodic Assessment show that ELLs are stronger in Speaking, Listening and Reading, but they need to improve their writing skills. The results are a prediction of the students' overall performance on the NYSESLAT. The school leaders put structures in place for the 2013-14 school year to assess the ELLs using the ELL periodic assessment in fall 2013 instead of waiting for the spring so that the teachers can use this data as formative assessments to drive their instruction in preparing the students for the NYSESLAT 2014. The ELL periodic assessment will also be administered in the spring to monitor progress. The ELL periodic assessments are analyzed to identify strengths, next learning steps and implications for instruction. ESL teachers push-in to assist during the Literacy Block. Bilingual paraprofessionals are also assigned to work with special needs ELL students throughout the day to provide targeted instruction in specific reading strategies and skills.

Native Language support is used to enhance and scaffold instruction for ELLs. Students use bilingual glossaries, technology and picture dictionaries. Native language is strategically incorporated into English instruction to help clarify, build prior knowledge, extend comprehension and bridge experiences for students.

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

#### RTI

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

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

6. How do you make sure that a child's second language development is considered in instructional decisions?  
All instructional decisions about ELLs start with careful analysis of the LAB-R /NYSESLAT scores. Specific attention is paid to how students performed on each of the modalities, to see which areas need to be improved, be it Speaking, Listening, Reading or Writing. For example, teacher observations and other informal assessments are used to determine whether a student needs more vocabulary development as opposed to using evidence from the text in writing responses.
7. For dual language programs, answer the following:
- 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?
- Assessment of EPs in the Dual Language Program**  
Our English Proficient Students in grades 3-5 are assessed in Spanish with the ELE. 41 EP students took the ELE exam. 1 scored at quartile 1, 40 scored at quartile 2. After five years of Spanish as a second language, half of the EPs who were tested scored in the second quartiles, showing that they are starting to be functionally bi-literate. Many of these students are former ELLs.
- EPs taking the 2013 ELA**  
In 4<sup>th</sup> grade 11 EPs took the ELA. 2 scored at level 2, 6 scored at level 3, and 3 scored at level 4. In 3<sup>rd</sup> grade 15 students took the test. 2 scored at level 1, 8 scored at level 2, and 5 scored at level 3. EPs continue to make significant progress on the ELA.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We evaluate the success of our Dual Language and ESL programs by analyzing the results of the NYSESLAT, growth in reading levels as evidenced by Fountas and Pinnell scores, and by how the ELL students perform on State and City assessments.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
- During the registration process, our Bilingual Secretary ensures that the parent receives the HLIS in their home language. There are various pedagogues available through out the day to assist the parents in filling out the HLIS. This team includes an assistant principal, two ESL teachers and the testing coordinator.
- As the parent completes the HLIS, the Bilingual Secretary contacts the ESL teachers to perform an informal interview of the student and the parents in both English and their native language. The ESL teachers speak Spanish and French. When a parent speaks a language other than Spanish or French, we contact the Translation Unit and have the HLIS interview conducted by teleconference. If according to the HLIS and the informal interview it is determined that the child speaks another language other than English and speaks little or no English, then the child is eligible to be administered the LAB-R and the parents are informed.
- Once the LAB-R is administered by an ESL teacher or the testing coordinator, the test is hand-scored and the results are kept in the ELL documentation binder. Students' eligibility is determined by the LAB-R cut scores. Based on the LAB-R scores, if the student needs to be administered the Spanish LAB, they are tested by the ESL teachers. The parents are informed of the child's eligibility or non-eligibility for ESL and bilingual instruction. The ESL teachers send out entitlement letters to parents of eligible ELLs.
- Parents of new ELLs receive an orientation workshop, within the first ten days of school, where they are shown the video on ELL programs. At this time they are also given the Parent Surveys and the Program Selection Forms. After the video, the placement options available for their child are discussed and the parents fill out the Survey and choose a program for their child. If the parents choose a program not available at our school (such as Transitional bilingual program), the parents are referred to other local schools which offer the selected program or to the district office. These children are placed in the Dual Language program and their names are placed on a waiting list for the Transitional Bilingual Program. If there are at least fifteen parents on the same grade level or consecutive grades, who request a Transitional Bilingual Program, we would open a Transitional Bilingual class. Brochures about services for English Language Learners are provided in the parents' native language.
- After students are tested, the ESL teachers fill out the information on the ELPC screen for each new student who was administered the LAB-R.

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
In September, ESL teachers send out entitlement letters inviting parents of new ELLs to orientation workshops where they are shown the video on ELL programs. Parents are apprised of the three ELL Programs offered in the NYC school system: Transitional Bilingual, Dual Language and English as a Second Language, and specifically of the programs offered in our school. These workshops are offered in September, once during the school day and once during the evening so that parents who work have the option to attend the evening session. At this time they are also given the Parent Survey and the Program Selection Forms. After the video, the placement options available for their child are discussed and the parents fill out the Survey and choose a program for their child. If the parents choose a program not available at our school (such as Transitional bilingual program), the parents are referred to other local schools which offer the selected program or to the district office. These children are placed in the Dual Language program and their names are placed on a waiting list for the Transitional Bilingual Program. If there were at least fifteen parents on the same grade level or consecutive grades, who request a Transitional Bilingual Program, we would open a Transitional Bilingual class. Brochures about services for English Language Learners are provided in the parents' native language. This information is downloaded from the Office of ELLs DOE website.  
The parent coordinator reaches out to parents who do not attend the parent orientation sessions. She ensures that an appointment is made for the parent to come in, view the video, discuss program options and choose a program for their child. Parents who fail to return the Parent Choice Survey are told that their child will be placed in the default bilingual program, which in our school is the Dual Language Program.  
The LAB-R testing, Parent Orientation Workshops, and parent program selection are done within 10 days of the student's admittance.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
The ESL teachers use the RLER, the RADP and the HLIS to cross-reference student information and determine which students need to be administered the LAB-R. After the test is administered, ESL teachers send out entitlement letters to parents of eligible ELLs. Non-entitlement letters go out to parents of those students who passed the LAB-R. Copies of these letters are kept on file by the ESL teachers. The parent survey letters as well as the HLIS are kept in the student's cumulative folder and the copies are kept on file by the ESL teachers in the ELL Documentation binder. The parent coordinator reaches out to parents who do not attend the parent orientation sessions. She ensures that an appointment is made for the parent to come in, view the video, discuss program options and choose a program for their child. Parents who fail to return the Parent Choice Survey are told that their child will be placed in the default bilingual program, which in our school is the Dual Language Program.  
**Continuous Entitlement and No-Longer Entitled letters**  
A letter is sent to parents, informing them of the results of the NYSESLAT and their child's continued entitlement. A copy of the letter is kept on file by the ESL teachers. Parents of students who passed the NYSESLAT are also informed through a No-Longer Entitled letter. A copy is also kept on file.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
At the orientation meeting, parents view the video in their language and then fill out the parent survey and selection form. Once the parent signs the parent survey letter that indicates their choice of program, the student is placed in the program selected by the parent. A placement letter in the parents' native language is filled out. A copy is kept on file by the ESL teachers and the original is sent home. The parent survey letters as well as the HLIS are kept in the student's cumulative folder and copies are kept on file by ESL teachers in the ELL Documentation binder. The bilingual parent coordinator reaches out to parents who do not attend the parent orientation sessions. She ensures that an appointment is made for the parent to come in, discuss program options and choose a program for their child. For parents who speak a language other than English or Spanish, the parent survey is explained by an interpreter from the Translation and Interpretation Unit via phone conference. PARENTS who fail to attend orientation are informed that their child will be placed in the default bilingual program, which in our school is the dual language program.

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

#### Transfer Students

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

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

The ESL teachers use the ATS report RLER to determine students' eligibility for the NYSESLAT. The ESL teachers test the Speaking portion of the NYSESLAT. They pull the students one by one to administer this portion of the exam. The ESL teachers in conjunction with the Dual Language teachers and the testing coordinator administer the Listening, Reading and Writing portions of the exam. Parents are informed in writing of the dates, and the format of the NYSESLAT. We also hold a workshop to inform parents about the NYSESLAT and discuss the Parent Brochures. The team ensures that every student is tested following the protocol set forth by the DAA.

After the results of the NYSESLAT are reviewed, it is determined which students continue to be entitled to the Bilingual/ESL programs. A letter is sent to the parents informing them of the results of the NYSESLAT and their child's continuation to entitlement. Parents of students no longer entitled are also informed of the NYSESLAT results and these former ELLs continue to receive sheltered support through the READ 180 program. Parents of FELLs are also informed that their children will continue to receive the extended time modification during the NYS/ NYC standardized examinations for the following two years.

The ESL teachers together with the test coordinator, ensure that every teacher who instructs the English Language Learners in the different programs, is aware that these students receive modifications such as extended time, use of glossaries and separate location.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [i](#)

#### Trends in Program Selection

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

#### Aligning Program models with Parent Request

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

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

#### -ELL Programming

##### A. Programming and Scheduling Information

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

##### Dual Language Program:

There is one Dual Language class in each grade. Classes are mixed heterogenenously across proficiency levels. Each teacher holds a Common Branch license and a Bilingual Extension license. English Language Learners and English Proficient students are enrolled in all of our Dual Language classes.

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

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

There are 73 ELLs in the Dual Language Program.

The Dual Language breakdown is as follows:

Kindergarten – 22 ELLs and 3 EPs

1st grade – 11 ELLs and 11 EPs

2nd grade – 23 ELLs and 5 EPs

3rd grade – 2 ELLs and 21 EPs

4th grade -- 5 ELLs and 27 EPs

5th grade – 10 ELLs and 18 EPs

#### ESL Program:

ELL students receive the necessary ESL and ELA instructional units as required by Commissioner's Regulations Part 154. Students are grouped according to their language proficiency. Instruction is provided using a Push-in model by certified ESL teachers who push in for the necessary amount of minutes as determined by the student's level of proficiency.

There are 31 students in the ESL Program.

Kindergarten - 5 Spanish speakers and 1 Bengali

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

2nd grade - 3 Spanish speakers and 1 Arabic

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

4th grade – 3 Spanish speakers and 1 Bengali

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

#### Dual Language

Instruction in the Dual Language classes alternate between Spanish and English. Guided reading in the primary grades is provided in the Native Language of the student with the exception of those students who have demonstrated the ability to learn to read in both languages or who have demonstrated the need to learn in one language. Students receive the required periods of NLA, ELA and ESL based on their NYSESLAT or LAB-R scores. Beginner and Intermediate ELLs receive 360 minutes of ESL instruction per week. Advanced ELLs receive 180 minutes of ESL and 180 minutes of ELA instruction per week. Beginner ELLs receive an average of 90 minutes a day of NLA instruction, Intermediate students receive a minimum of 60 minutes and Advanced students receive 45 minutes of Native Language Arts.

#### ESL

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

are used to support instruction for ELLs who speak Spanish, Chinese Arabic and Bengali.

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

#### Plan for SIFE

Our 3rd, 4th and 5th grade SIFE students receive the support of Bilingual and ESL teachers during the 50 minutes extended day program. SIFE students are pulled out during the school day to receive small group instruction in NLA and ESL. They also attend the after school program, which meets on Mondays and Tuesdays 3:10 to 4:40pm. 3rd, 4th and 5th grade SIFE students attend the Saturday Academy Program which provides ESL instruction with Native Language support in Mathematics and the Content areas. The purpose of these supplemental programs is to provide ESL and NLA instruction as well as the academic and content language support that these students lack. These classes are taught by certified bilingual teachers.

#### Plan for ELLs in School less than 3 years/Newcomers

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

#### Plan for ELLs in school 4-6 Years

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

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

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

#### FELLs or Former ELLs

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

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

#### Plan for ELL Students with Special Needs/ Disabilities

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

**Native language Materials**

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

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

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

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

**Courses Taught in Languages Other than English ⓘ**

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for all ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for all 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**

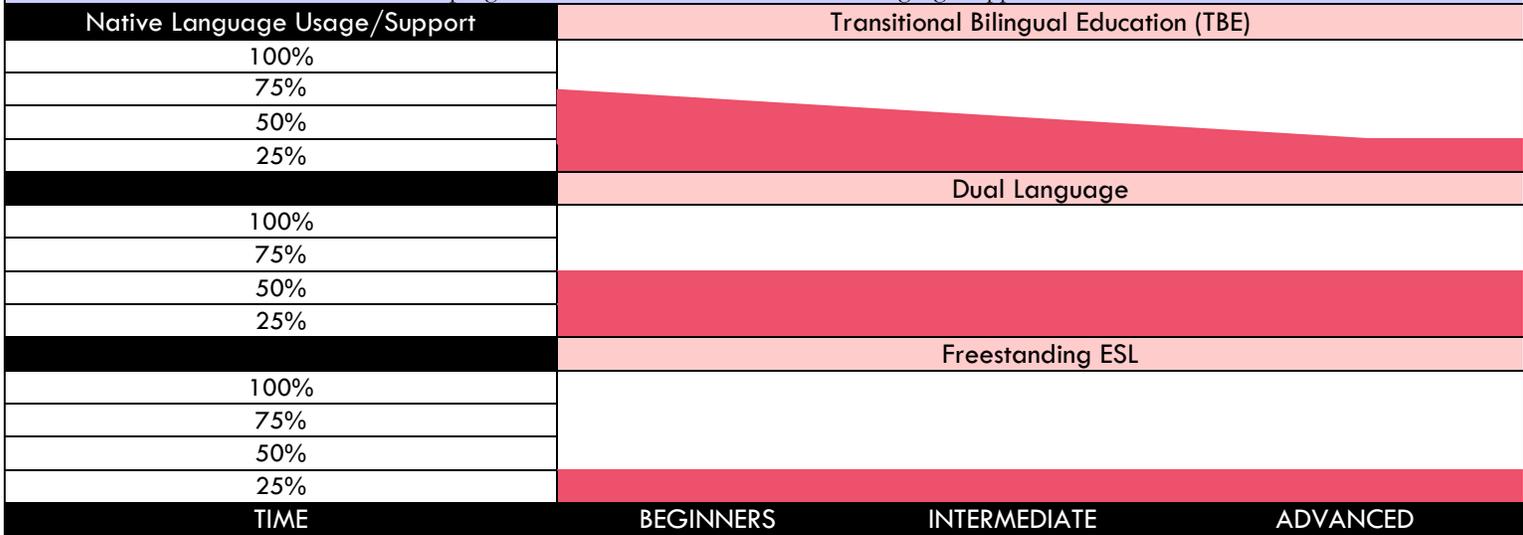
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

**Native Language Usage and Supports**

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

### ELA Intervention/Support

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

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

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

NYS ELA Assessment Results for 2011-12 SY:

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

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

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

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

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

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

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

Kindergarten Total Students ELLs	22
Kgn ELLs Progress in Ideas and Purpose	22
% ELLs Progress in Ideas and Purpose	100%

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

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

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

Mathematics Intervention/Support:

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

NYS Mathematics Assessment for 2011-12 SY:

- 56.7% of ELLs at the 75 percentile or higher

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

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

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

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

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

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

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

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

Grades 3-5 % Students Progress in Reasoning and Proof 81%

Grades K-2 Total Students ELLs 79

Grades K-2 Students Progress in Reasoning and Proof 65

Grades K-2 % Students Progress in Reasoning and Proof 82%

PS 108K Total Students ELLs 158

PS 108K Students Progress in Reasoning and Proof 129

PS 108K % Students Progress in Reasoning and Proof 82%

Science:

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

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

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

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

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

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

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

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

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

We have an S.B.O to ensure that the teachers participate in collaborative inquiry on Wednesdays from 2:20-3:10. Additionally, schedules for Grades Pre-K - 5 have been organized so that these grades have common preps to facilitate regular common grade team meetings. These meetings ensure opportunities for teachers to collaborate, develop and plan the performance tasks and quality units of study. Teachers analyze the resulting student work, to inform and guide instruction. As an elementary school, we have an eight period day, so each teacher team is assigned one professional activity period per week, which is used for team meetings with the Staff Development Team.

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

2013 NYSESLAT Results are as follows:

Grades Average Growth

Grade 5 0.6

Grade 4	1.1
Grade 3	1.2
Grade 2	1.8
Grade 1	1.3

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

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

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

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

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

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

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

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

New for 2013

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

For English Language Arts, we selected Pearson's ReadyGen for grades K-5, which could be used by a school as a stand-alone curriculum or paired with the Foundations phonics program. This program is aligned to the Common Core's instructional shifts: it includes a balance of rigorous fiction and non-fiction texts, builds students' academic vocabulary and knowledge across content areas, and engages students in using evidence from texts to make oral and written arguments.

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

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

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

Equal Access to all Programs

Our enrichment programs are available to all our students including ELLs, throughout the week. All of our students receive the

mandated minutes of Physical Education and the Arts. ELLs have equal access and opportunities to participate in all programs. Some of these programs include the Dance and Theatre club, Art club, Homework club and Fitness Gram. ELLs are also invited and encouraged to participate in all afterschool and Saturday Academy programs.

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

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

#### Instructional materials including technology

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

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

At risk and special education ELLs receive differentiated instruction through the use of the technology based Reading Program System<sup>44</sup>.

#### Instructional materials in Content Areas

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

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

#### Native Language Support

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

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

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

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

#### Activities for newly enrolled ELLs

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

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

clothes and other items for the family from the staff and the PTA.

18. What language electives are offered to ELLs?

n/a

19. For schools with dual language programs:

- 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)?

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

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

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

## C. Professional Development and Support for School Staff

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

### Professional Development and Support for School Staff

#### Professional Development

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

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

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

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

#### ELL Teacher Staff Development schedule

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

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

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

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

#### Content Area PD

\* Science teachers meet weekly with staff developers to discuss curriculum and strategies to support ELLs and SWDs

\* Social Studies and Math professional development is given to all classroom teachers during weekly grade wide team meetings.

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

Throughout the school year, training is provided to the school guidance counselor, staff and fellow teachers of ELLs and bilingual students. Training is provided during professional development days, faculty conferences as well as new teacher workshops. All staff is aware of the importance of providing support to the children that attend our school and their families.

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

#### The School Based Support Team and ELLs

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

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

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

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

#### Jose P. Mandated Training

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

## D. Parental Involvement

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

### Parental Involvement

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

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

We occasionally invite community based organizations to send in special speakers and offer their services to our parents. PS 108 partners with Cypres Hills Community Development Corp. This community based organization provides GED, and ESL classes as well as hold informational sessions about job fairs, health care and other services.

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

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

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

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

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

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

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

## E. Additional Information

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

### ELL Program Success

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

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

# Part VI: LAP Assurances

**School Name: 108**

**School DBN: 19K108**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Constance Hahn	Principal		11/1/13
Gilda Galassi	Assistant Principal		11/1/13
Joana Garcia	Parent Coordinator		11/1/13
R. Parker/N. Raza	ESL Teacher		11/1/13
R. Harrigan	Parent		11/1/13
J. Jimenez	Teacher/Subject Area		11/1/13
	Teacher/Subject Area		11/1/13
J. Persaud	Coach		11/1/13
L. Geraci	Coach		11/1/13
R. Jimenez	Guidance Counselor		11/1/13
	Network Leader		11/1/13
D. Pavlic	Other <u>AIS Coordinator</u>		11/1/13
	Other _____		11/1/13
	Other _____		11/1/13
	Other _____		11/1/13

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 19K108 School Name: PS 108

Cluster: 2 Network: 210

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

### **Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

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

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