

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

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

**27Q108**

**School Name:**

**CAPTAIN VINCENT G. FOWLER**

**Principal:**

**MARIE BIONDOLLO**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: PS108Q School Number (DBN): 27Q108  
School Type: Elementary Grades Served: PreK-5  
School Address: 108-10 109<sup>th</sup> Avenue  
Phone Number: 718-558-2700 Fax: 718-558-2701  
School Contact Person: Marie Biondollilo Email Address: mbiondo@schools.nyc.gov  
Principal: Marie Biondollilo  
UFT Chapter Leader: Patricia Klein  
Parents' Association President: Moreine Fontenelle  
SLT Chairperson: Sara Palmese  
Student Representative(s): X

**District Information**

District: 27 Superintendent: Mary Barton  
Superintendent's Office Address: 82-01 Rockaway Blvd Room 460 Ozone Park NY 11416  
Superintendent's Email Address: mbarton@schools.nyc.gov  
Phone Number: 718-642-5800 Fax: 718-642-5702

**Cluster and Network Information**

Cluster Number: 2 Cluster Leader: Despina Zaharakis  
Network Number: 204 Network Leader: Diane Foley

## 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:

1. 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\*.
2. 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.\*\*
3. 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)
Marie Biondollilo	*Principal or Designee	
Patricia Klein	*UFT Chapter Leader or Designee	
Moreine Fontenelle	*PA/PTA President or Designated Co-President	
Gilda Quijije	DC 37 Representative, if applicable	
X	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
X	CBO Representative, if applicable	
Gail Narine	Member/ Parent	
Merari Feliciano	Member/ Parent	
Asha Ramnath	Member/ Parent	
Lisa Naudus	Member/ Parent	
Elaina Figueroa	Member/Staff	
Ranjit Singh	Member/ Staff	
	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.

The Six Elements of the Capacity Framework	
1.	<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.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<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.
4.	<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.
5.	<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.
6.	<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

## 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:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. 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:

4. **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.
5. **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.
6. **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.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **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:

1. 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.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

### MISSION STATEMENT OF PS 108Q –

***All students will have a variety of opportunities to explore learning through in-depth units of study across content areas that will enhance their background knowledge in order to think critically, collaborate with peers, and develop social and emotional growth to support life-long learning.***

P.S. 108Q is a Pre-K to 5 school serving approximately 1460 students from a culturally diverse background. In 2002 an extension was added onto the original building. The new wing provided about 21 early childhood classes. The school has many distinctive features that are reflective of the environment, culture and instructional components of the school. On average, each year we have anywhere from 55-60 classes, that's approximately 10 classes on a grade. There are about two integrated classes on a grade; one Gifted and Talented and we have three classes that are 12:1:1. We've been able to reduce class size in most grades, with an average ranging from 20-27. This year one of the most significant changes we made is the departmentalization of our fifth grade. We did this to support fifth graders making a successful transition to Middle School. There are 8 fifth grade classes with an average of 23-26 students. Students are taught all content areas by teachers who are strong in that subject. They move to designated classes throughout the day which offer a rich learning environment specific to the area of study. Teachers are able to concrete their professional practice on one content area and fully embed the common core instructional shifts into their teaching. There is a plethora of data showing evidence that departmentalization in elementary school is advantageous. This includes: Builds cohesive instructional teams, better prepares students for transitions and teacher specialization. Fifth grade students are doing extremely well, making transitions and engaging in a high level of targeted instruction.

Below I've highlighted some of our strengths, accomplishments and challenges.

- We use *Google Apps for Education* and have constructed a Google website for our school, [www.Ps108q.com](http://www.Ps108q.com). There is a private and public portion of the site.
  - The public portion gives us the ability to have an additional means of communication with our parents. Providing information reminders, copies of all parent letters, the school calendar, newsletters, teachers class pages, PTA Corner...etc
  - The private portion allows all staff to: communicate through e-mail, highlight weekly reminders, curriculum maps for all grades are shared, meeting minutes are shared, a Teachers Resource section provides links to our comprehensive Staff Handbook, CCLS standards and instructional resources to enhance teacher best practice. The site also allows staff to collaborate on documents and professional development videos from model lessons by staff, administrators and Generation Ready literacy & math consultants, are also shared with teachers through this site.
- We have an *online Grade Book* through the company *On Course*, which allows teachers to enter students' grades for homework, projects and assessments in a timely fashion. Parents can access their child's progress using a secure username and password that we supply. This allows for a more open communication between parents and teachers and gives transparency to their child's progress and performance.
- Our comprehensive *Literacy Tracking sheets*, which were created by a Generation Ready Technology Consultant, allow teachers to enter data for F & P and DRA Benchmarks, Writing Baseline/End line assessments and students' writing pieces. The tracking sheets allow us to monitor student progress by individual, class and grade longitudinally. There are administrative links which allow administrators to look at trends across the grades.
- We also use *Prosper software* to scan multiple choice End of Unit assessments for Grades 2-5. Assessments are uploaded to our Google site and shared with teachers through spreadsheets created by Generation Ready. These spreadsheets provide

information based on individual students, classes and grades allowing teachers to have clear data analysis based on their classroom tests and helps to identify trends. Teachers use the data to focus and differentiate instruction based on results. The review and use of a variety of data allows teachers to individualize student instruction and provide opportunities to practice specific areas of need. This is achieved through small group instruction, individual teacher conferences and center activities that provide targeted support.

- *Teachers work collaboratively* on the grade and across grades. They are stakeholders in the instructional planning and take great pride in the work they do. Weekly- Monday & Tuesday professional learning time allows teachers the time to design, reflect and adjust instructional objectives in a timely manner.
- *Parent Workshops* are provided not only by our Parent Coordinator and PTA, but also by teachers- both general and special education, OPT/PT, SBST, Speech, Guidance, Clusters and administrators. Workshops are aligned to parents' needs and interests and are well attended. In fact, many parents volunteer to facilitate workshops and are eager to share and exchange ideas and information with each other.
- *P.S. 108 Parents are an integral part of the school community.* The school offers many opportunities for parents to share in the education of their children through regular workshops, family nights, partnership activities and school celebrations. Many parents have completed Learning Leader courses and are school volunteers. We have a strong parent partnership, this includes: SLT, PTA, Learning Leaders, Parent Volunteers and our Parent Book Club, which is going on its 4<sup>th</sup> year.
- We have worked hard to *create instructional continuity* and expectations across all grades and we've been able to achieve this through collaborative planning, supervision and targeted professional development. As you walk the building and visit classrooms you can see instructional continuity and clear expectations have been established.
- In addition, you'll see *the visual celebration of the children's academic and artistic achievements.* We're proud of the fact we provide the children of the community with a balanced educational experience. We have a focused instructional plan across the grades designed around the Balanced Literacy model. In addition, we have a variety of Arts programs, including: Dance, Science, Physical Education, Music, Instrumental, Visual Arts and Technology which allow all children to experience and explore the Arts and movement.
- Classrooms are equipped with a minimum of two to four *desktop computers*; all grade 2-5 classrooms and special education classes have *Smart boards*, some classes have *laptops and IPADS*. Children are given daily opportunities to use a variety of instructional software programs to strengthen their literacy and math skills. As we continue to move forward with technology as an instructional tool, this year we opened our second Technology Lab with RESO A funds. The Lab has the latest state of the art resources and now allows for all students to have computer once a week. An F-Status technology teacher comes twice a week to support fifth graders in order to keep up with the 21<sup>st</sup> Century learners. Students learn how to write technology programs using code.
- The *school bulletin boards* reflect evidence of quality standards-based written student work. Teacher commendations and recommendations provide children with specific feedback and next steps. The hallways, library, auditorium and cafeteria are lined with murals painted by students and parents. These are planned and designed with a focused purpose aligning to our curriculum planning objectives (themes). The murals reflect long term projects in various curriculum units of study and character development- Cloud 9 and Math Masterminds. The displays throughout the school promote and celebrate children as writers, readers, scientists, dancers, mathematicians and artists.
- *Classrooms are designed for quality instruction.* Daily small group instruction, one-to-one conferences, center work and triad groups provide children with a variety of opportunities work collaboratively and independently. In this way, teachers are able to differentiate instruction throughout the day and target their support. Materials are ordered with the purpose of fostering and maximizing student learning and teacher best practices. The tone of the building is reflective of the children's interest in learning; as well as the entire school community's commitment to provide a safe and educationally focused environment. We value the importance of maintaining an orderly environment; understand that it enhances teaching and learning, and creates a positive learning space for children and parents. Teachers have high expectations for students and students are highly engaged in their learning process.

- Considering the vast size of the building and a large and varied student population, the school is able to *adjust and design the educational plan to accommodate the student population and subgroups*. At risk students are assigned an intervention teacher. Using intervention materials such as F&P Leveled Literacy (LLI Intervention Reading Program) helps to provide targeted support for struggling students. Afterschool academic programs also available for students twice a week.
- Children identified in specific at-risk sub-groups, i.e. Special Needs and ESL students, are provided with *additional support*. This includes the following: mainstreaming of children, pull-out/push-in support staff, using technology and implementing research based programs to support learning. All students are placed in the least restrictive environment as per their need.
- Teachers track the lowest third students in reading in their classes and provide them with Guided Reading support. They track their growth with the RTI online tracker and this helps close the achievement gap.

Based on an in-depth analysis of the School Quality Guide and data files, there was an increase in the overall median adjusted growth percentile for the state Math exam. In 2012-13, the data indicated 49.8% of the peer range while in 2013-14, the data indicates 65.0%. Additionally, there was an increase in the median adjusted growth percentile for the school's lowest third on the ELA exam. In 2012-13, the data indicated 35.3% of the peer range while in 2013-14, the data indicates 53.9%.

- According to our Elementary School Quality Snapshot for the 2013-14 school year:
  - We were rated “excellent” for all students in “Improvement on the State Math Test”
  - We were rated “excellent” for students with special needs and lowest performing students in “Improvement by student group on the State English test compared to other students who scored at the same level last year”
  - 98% of our parents are satisfied with the education that their child has received.
  - 98% was the pass rate by our school's former 5<sup>th</sup> graders in their 6<sup>th</sup> grade courses in Math, English, Social Studies and Science.
  - We were well above the city and district average for the percent of students who met the State Standards on the State Math and English test.
- According to the School Quality Guide:
  - PS 108 is “exceeding target” in “Closing the Achievement Gap”
- In comparison of the school years 2012-13 (1<sup>st</sup> year of the Common Core based standards) to 2013-14:
  - On the State Math test in 2014, Grades 3-5 students scoring Levels 1 & 2's decreased and Levels 3 & 4 increased.
  - On the State ELA test in 2014, Grades 3 & 4 students decreased in Levels 1 & 2 and increased in Levels 3 & 4. In Grade 5, although there were some drops in student levels, the number of level 4's increased. Since that time we are making strides with our 5<sup>th</sup> grade and have departmentalized in order to have a greater focus on each subject area and to better prepare them for Middle School.
- According to a data analysis website based on the State tests in 2014
  - For Math(based on performance levels), in District 27 PS 108 ranks accordingly:
    - Grade 3 ranked 3<sup>rd</sup> in the district
    - Grade 4 ranked 7<sup>th</sup> in the district
    - Grade 5 ranked 2<sup>nd</sup> in the district
  - For ELA (based on performance levels), in District 27, PS 108 ranks accordingly:
    - Grade 3 ranked 2<sup>nd</sup> in the district
    - Grade 4 ranked 5<sup>th</sup> in the district
    - Grade 5 ranked 4<sup>th</sup> in the district
  - ESL data as per the NYSESLAT indicates our ESL students are making progress. The breakdown is as follows:
    - Sixty-two students took the assessment
    - 12% scored a level 1, 29% scored a level 2, 48 % scored a level 3 and 11% scored a level 4. The breakdown by numbers is as follows: eight students scored level 1, eighteen students scored a level 2, twenty-nine students scored a level 3 and seven students scored a level 4.

One of the challenges we're facing this year is a reduction of schools funds to update our hardware (computers), to purchase Smart Boards for K-1 classes, and to offer a wider variety of afterschool programs to more children. Working with the PTA we've been able to fund one additional Art afterschool program and together with the SLT team, we are exploring Grant opportunities to secure funding for the Smart Boards.

## 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

1.	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).
2.	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.
1.	A comprehensive assessment of our academic program was completed using the information from the School Snapshot Report, school based assessments and our MoTP/MOSL data. Our School Snapshot indicates we are exceeding the target for lowest third and special needs sub-groups in both the ELA and Math state exams (Closing the Achievement Gap) and meeting the target with all other students. Although all students have made excellent progress in Math on the state exam, the same students continue to struggle to make progress in ELA. An analysis of MoTP data for the 2013-2014 school year revealed there are 18 highly effective rated teachers; 54 effective teachers and 2 developing teachers. We anticipate 2 teachers returning in 2014-2015. Two teachers will have a Teacher Improvement Plan (TIP).
2.	Our strength lies in our dedicated and effective staff, but we would like to work on improving teacher practice to increase overall student achievement, especially in ELA. Our priority is to celebrate our teachers’ expertise and continue to strive to grow professionally and build upon best practices.

### 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 – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, after providing teachers with differentiated and targeted professional development, through a shared instructional focus, 75% of teachers will see an increase in their instructional practice as measured by feedback from observations using the Danielson Framework.

### 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>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>			
Professional Learning will take place once a week, Monday after-school for all teachers. Differentiated Professional development workshops will address individual teacher need. Teacher surveys given twice a year will highlight teacher interest in attending specific workshops aligned to their goals, as well as, assess their interest in facilitating workshops-Teacher Talks. We will continue to focus on our school wide Instructional Focus through teacher observations and further develop teacher practice.	Teachers	September-June	Professional Learning Team Teachers/ Administrators/Generation Ready Consultant/Coaches

Targeted professional development opportunities will address the needs of all students-including subgroups performing well in the ELA, but still need additional support making progress gains.	Teachers	September-June	Professional Learning Team Teachers/ Administrators Consultants/Coaches
Trust will be gained through a positive culture of growth by staff, with guidance and support to achieve high levels of teacher practice.	Teachers	September-June	Professional Learning Team Teachers/ Administrators/Generation Ready Consultant/Coaches

#### **Part 4 – Resources Needed**

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

4. Materials for Professional Learning –copies, supplies; per session
5. Generation Ready Literacy & Math consultants will also provide professional development

#### **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	<b>Tax Levy</b>	X	<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.

#### **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.
  1. During Initial IPC meetings teacher set goals for the year monitors their progress through observations.
  2. Teach Boost Observational Tool is used by administrators and teachers to track observation feedback. Teacher goals are aligned to the appropriate Danielson component and uploaded to the site and tracked through observations,
  3. Progress will be monitor in Teach Boost & Advance as denoted in Teacher Competency matrix as per Danielson Framework.

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		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

3.	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).
4.	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.
1.	A comprehensive analysis of our OORS Incident Level and Infraction Data shows our overall percentages for suspensions and occurrences are low and continue to decrease. Although suspensions have decreased from 40 to 32 in 2012-2014; further analysis revealed many of the incidents were minor infractions-students shoving/pushing; students making poor choices when interacting with peers especially in the upper grades.
2.	Although our strength lies in providing all students with a safe, supportive and nurturing environment, as evidenced in our Learning Environment Survey; 98% of parents responded they felt their child is safe at school, it is evident we need to strengthen our support for our upper grade students when interacting with peers.
<p>Our priority needs will include the following:            Monthly Town Hall Meetings for all students            Morning announcements by students reciting school motto            Monthly Spirit Day Assemblies            Participation in Cloud 9 Character Development program            Peer Mentors (Grade 4 &amp; 5 Students)</p>	

### Part 2 – Annual Goal

<p>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 – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2015, our school will fully implement an effective system through morning messages, school motto, monthly town hall, Spirit Day assemblies and participation in Cloud 9 character development, to create a safe and nurturing environment for all students focusing on respect; which will result in a 50% reduction in incidents evidenced by qualitative data from OORS and student feedback from Town Hall meetings</p>

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. 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). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Daily announcement of School Motto-“ <i>The PS 108 student does the Right thing at the Right time, regardless of who is watching!</i> ” by students. Monthly Town Hall Meetings for all students Monthly Spirit Day assemblies celebrating students achievement (academic/social/emotional) Cloud 9 Character Building-Monthly Trait Peer Mentoring- Fourth & fifth graders assist at lunch with kindergartners or	Students	September-June	Administrators, Guidance Counselors, Dean and Teachers

assist teachers in the classroom as part of their community service.			
These strategies will help in building a nurturing, supportive and safe environment for all students, including Students with Disabilities, English Language Learners and high need students	Students	September-June	Administrators, Guidance Counselors, Dean and Teachers
Parents will be informed of Town Hall Meetings Topics /Spirit Day events and protocols through our school website <a href="http://www.ps108q.com">www.ps108q.com</a>	Parents	September-June	Administrators, Guidance Counselors, Dean and Teachers
Trust within the student-to-student and teacher-to student relationship will be a key component of Town Hall meetings and Sprit Day events. Students will gain self-awareness and an understanding about the importance of establishing positive relationships with peers and teachers.	Students, Faculty	September-June	Administrators, Guidance Counselors, Dean and Teachers

#### Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ol style="list-style-type: none"> <li>1. Funds were used to hire additional guidance counselor and Dean</li> <li>2. Funds were used to purchase books aligned to Cloud 9 Themes</li> <li>3. Supplies for Assemblies</li> <li>4. Funds were used to hire two F-status teachers (Art/Technology)</li> <li>5. We hired additional school aides to assist with AM/PM arrival/dismissal/ Lunch duty</li> <li>6. Funds were set aside for teacher per session for assist with traffic flow &amp; greeting student during am arrivals</li> </ol>

#### 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
List below any additional funding sources that will be utilized to support achievement of the goal.									

#### Part 6 – Progress Monitoring

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
10. Specify a timeframe for mid-point progress monitoring activities.				
<ol style="list-style-type: none"> <li>1. Analyze data on OORS for decrease in number of incidents and suspensions.</li> <li>2. Improvements in student overall performances as evidenced in complete of task-reduced frequency for guidance intervention and academic and emotional growth</li> <li>3. Decrease in time exiting building during fire drills</li> <li>4. Evidence of students developing and building character education through increased volunteerism.</li> <li>5. January/February student of the month data</li> </ol>				
<b>Part 6b.</b> Complete in February 2015.				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
12.	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

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|-----|---|
| 13. | 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). |
| 14. | 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.  |

As indicated in the 2014-2015 Quality Review Rubric, a key component is the collection of school-wide data to analyze data trends. As indicated on our School Snapshot, our lowest performing students continue to make steady progress (Closing the Achievement Gap) as we were rated at “Exceeding the Target” for this subgroup. Overall, in ELA & Math State Assessments, we were rated as ‘Meeting the Target’, but our Level 2 and Level 3 students struggle to make progress to the next level. In order to plan more effectively to meet the needs of all students, we need to look at student data trends collaboratively.

According to the Learning Environment Survey 97% of teachers feel teachers use multiple forms of student achievement data to improve instructional decisions. This is a direct result of our ability to successfully capture student data on our school website- our technology platform. Teachers have historically analyzed data and used to it guide their individual teaching, but it is evident teachers need to collaborate on and across grades to fully analyze student data, look at data trends and plan instructional next steps collaboratively. Our priorities will include: The creation of data trends sheets for all grades/classes. Professional development focused on protocols for looking at data, interpreting data and creating actions plans for next steps.

### 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.

By June 2015, in order to continue to foster collaboration, teachers will commit to working together to track student data, with a focus on analyzing trends and planning modifications to lessons to address student needs. Staff will have 100% access to data on website. Evidence will be noted in Trends Tracking sheets captured on our school website and shared by all staff.

### 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>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
16. 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).			
17. Strategies to increase parent involvement and engagement			
18. Activities that address the Capacity Framework element of Trust			
The creation of Trend data tracking forms on our school-created website. Professional development will be given on analyzing student trends.	Teachers	September-June	Teachers, Administrators
Subgroup data will be analyzed to address students’ needs and strengths, in order to effectively plan next steps.	Teachers, Administrators	September-June	Teachers, Administrators, Data Specialists, Coaches
All parents have access codes to see their child’s progress through On Course- a technology platform we use to share individual student data with	Parents	September-June	Teachers, Administrators, Data

parents.			Specialists, Coaches
Trust will be evident through the collaborative process during teacher meetings, teacher conversations and teachers planning next steps together.	Teachers	September-June	Teachers, Administrators, Data Specialists, Coaches

**Part 4 – Resources Needed**

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

- All staff
- Administrators
- Data Specialist/Coaches
- Supplies

**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.

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**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:

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

- Each month teachers will analyze monthly trends as reflected in students strengths and weakness
- January /February analysis of unit assessments- Mid-Year Assessments
- Results of state assessments
- Exit tickets-monthly
- Triad work and student notebooks/portfolio’s
- January/February Mid-year assessment as compared to Baseline

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

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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22. 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 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

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|-----|--|
| 23. | 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). |
| 24. | 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.   |

As indicated in the Leaning Environment Survey, 13% of teachers feel their professional development sessions have not been coherently focused or sustained, but rather short term and unrelated. According to the Chancellor’s Four Pillars, this year professional learning will be a collaborative and integral part of the entire faculty.

Professional development has focused on the key components of the Chancellor’s Initiatives, Danielson’s Framework and our Instructional Focus. This year we will increase opportunities for teachers to share best practices with each other. According to the Leaning Environment Survey 97% teachers feel they work well together as teams. This is evidenced in the number of teachers who have facilitated workshops for colleagues-these professional Learning sessions are called, Teacher Talks. To successfully expand the landscape of leadership and enable teachers to build confidence and leadership skills, our goal is to increase the number of teachers who will facilitate workshops during weekly professional development. Our priority needs to achieve this will include:

Development a Professional Learning Team across all grades.

Teacher surveys in September and February assess their interest in targeted professional learning activities to enhance their practice.

Develop a yearly Professional Development Calendar.

Empower/encourage teachers to participate as facilitators in Teacher Talks.

### 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.

By June 2015, there will a 40% increase in the number of teachers who will share in distributive leadership roles to improve teacher practice. This will be evidenced by the presenters listed on yearly Professional Learning calendar for Teacher Talks, professional development agendas and sign in sheets of teacher team members.

### 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>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change  26. 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).  27. Strategies to increase parent involvement and engagement  28. Activities that address the Capacity Framework element of Trust			
Teacher surveys will assess teacher interest in professional learning topics and activities; assess their interest in facilitating Teacher Talk professional development for colleagues during the school year. Surveys will be distributed twice a year, September and February.  A Professional Development Committee will be established to review the needs of the faculty and assess trends in teacher data and develop professional	Teachers	September – June	Administration, Professional learning communities

plans accordingly. All staff will be included in a teacher team –professional learning community with a focused goal for the year.			
Targeted professional learning opportunities will be given to teachers of all sub-groups- ELLs, students with disabilities and the lowest third, in order to address their specific needs.	Teachers of sub-groups	September-June	Administration
Trust will be evident in the open, collaborative risk-free environment at teacher team meetings, and by teachers’ willingness to continue to share best practices with colleagues.	Staff	September-June	Staff, Administration

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ol style="list-style-type: none"> <li>1. All Teachers</li> <li>2. Professional Development Calendar</li> <li>3. Funds to purchase supplies as needed per workshop</li> <li>4. Funds were set-aside for teachers to attend workshops</li> </ol>

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

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
30. Specify a timeframe for mid-point progress monitoring activities.				
1. By February 2015 there will be 20% increase in the number of teachers facilitating workshops as per professional development calendar				
2. By February 2015 distribute the second teacher survey to assess teacher feedback regarding professional development and identify new staff members interested in facilitating professional development workshops.				
3. Teacher feedback from Teacher Talk workshops.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
32.	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 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

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|-----|---|
| 33. | 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). |
| 34. | 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.  |

An analysis of the 2013-2014 Learning Environment Survey revealed 21% of parents have attended only 1-2 events at the school. Through qualitative data-conversations with parents at PTA Meetings and Monthly “Tea with the Principal it is apparent parents would like more opportunities to attend school events, especially classroom events, as well as, as see the school develop stronger partnerships with community-based agencies.

Although a review of our school Celebration/Event calendar indicates there are at least 2 school events a month (assemblies/programs), which are well attended, as evidenced by sign-in sheets; we need to strive to provide additional opportunities for parents to attend school events within the school day. To provide further support for families we need to enlist outside agencies as school partners. Our priority will be to enlist outside community agencies to partner with us through grants.

### 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.

By June 2015, the school will collaborate with a minimum of two outside agencies to provide services for parents/students, as measured by attendance at school events-in classes and assemblies and teacher/student participation.

### 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>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
36. 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).			
37. Strategies to increase parent involvement and engagement			
38. Activities that address the Capacity Framework element of Trust			
Through the acquisition of grants we will utilize school-wide structures to impact change to increase the number and effect of community partnerships with our families.	School Families	September-June	Administrators
Students with disabilities, ELL students and the lowest third will be targeted to participate in programs.	Students in sub-groups	September-June	Administrators
To further support and engage parents, the Parent Coordinator, teachers and coaches will provide a variety of parent workshops/events to address parental needs and concerns.	Parents/Guardians	September-June	Administration, Parent Coordinator, Coaches, Teachers

Trust will be evident through our collaborative efforts to apply for available grants, in order to offer additional services to our families.	Parents/Teachers applying for grants, administrators.	September-June	Administrators
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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  
Coaches  
Per session  
Supplies

**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.

**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:

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

By February 2015, we will have partnered up with at least one community based organization to provide services to our school families.

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

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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42. 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	<p>To ensure students who need AIS services receive them we use the ‘cut-off scale score’ for ELA in grades 3-5, as per Board of Regents guidelines. In grades K-2 we use F &amp; P Reading Benchmarks, student assessments, student portfolios and teacher feedback.</p>	<p>We use Treasures reading program which is aligned to CCLS. Within the program we use Close Reading Strategies, annotating the text, and using text-based evidence questioning. Students work in Triads (interactive) looking for text based evidence related to essential questions designed to promote critical thinking.</p> <p>We have incorporated several Modules from Expeditionary Learning in grades 3-5 into our curriculum maps.</p> <p>Teacher explicit modeling in literacy/writing is incorporated daily providing additional support through the program Write Steps, giving children time to reflect and write independently.</p> <p>After-school programs are also available for at risk students in grades 3-5.</p> <p>An F-status Art teacher pushes-in twice a week to several classes; as a result, this releases the classroom teacher who then pushes-in to colleagues classrooms</p>	<p>Small group is provided daily during guided reading lessons in all classes and as needed per lesson through one-to-one if necessary. ICT provide parallel teaching to ensure all students’ needs are met. AIS teachers push in to classrooms to provide additional one-to-one and small group support.</p>	<p>Service is provided daily during the school day and afterschool twice a week.</p>

		<p>to provide additional support to at-risk students.</p> <p>Our Lunch Coordinator provides additional literacy support to at-risk students three times a week</p>		
<b>Mathematics</b>	<p>To ensure students who need AIS services receive them we use the 'cut-off scale score' for Math in grades 3-5, as per Board of Regents guidelines. In grades K-2 we use Math baselines, student assessments, student portfolios and teacher feedback.</p>	<p>An F-status Art teacher pushes-in twice a week to several classes; as a result, this releases the classroom teacher who then pushes-in to colleagues classrooms to provide additional support to at-risk students.</p> <p>Our Lunch Coordinator provides additional literacy support to at-risk students three times a week.</p> <p>Components of Go Math and Engage NY are being implemented in all grades. The intervention component in the program is used by AIS push-in staff.</p>	<p>The math workshop model is used daily: teacher model, partner-triad work/independent work. Teachers meet with at risk students in small groups (4-5) and one-to-one when necessary.</p>	<p>Service is provided during a designated math block of time which is a minimum of 100 minutes of daily math instruction.</p>
<b>Science</b>	<p>We have 2 science clusters who service all children in grades K-5. They meet weekly to plan their lessons and to create tiered tasks for students as needed, in order to give students additional support.</p>	<p>CCLS aligned Science text books, plus additional supplemental materials for hands-on activities. Teachers incorporate the same Close Reading strategies as classroom teachers. Materials such as: National Geographic, Weekly News, Discovery.com, Learning A-Z and a variety of websites are used as instructional resources. This is in addition to the science core materials. Hands-on activities are an integral part of the units of study.</p>	<p>Science teachers use whole class and small group instruction to ensure students are able to successfully comprehend the text.</p>	<p>Service is provided weekly during the school day.</p>
<b>Social Studies</b>	<p>Social studies text is covered within the literacy block by teachers, all students receive this instruction. Students who are identified as struggling readers through F &amp; P</p>	<p>The use of a variety of complex non-fiction text, and in-depth units of study surrounding social studies based topics are embedded into curriculum maps. Materials are aligned to</p>	<p>Small group instruction</p>	<p>Service is provided daily during the school day.</p>

	benchmarks receive additional scaffolding to support their learning	CCLS using Close Reading strategies.		
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Students who are mandated per their IEP receive services. At risk students are also provided with guidance support, as per parent's request and teacher/administration recommendation.	<p>We have two full time Guidance Counselors who provide mandated and at-risk students with intervention services during the school day.</p> <p>The Guidance Counselors utilize a variety of behavior intervention strategies in their sessions: Anger Management 'Fast Track', Reading Books such as, Scripto-Graphic Series-Building character, and Anger Management. Conflict Resolution &amp; Peer Mediation using the Defamation Manual and</p> <p>Monthly Town Hall Meetings with all grades provides time for them to meet with all students collectively to discuss expectations, share ideas and develop a positive school culture.</p> <p>Our school motto is read by different students each day during morning announcements: "<i>The PS108 student does the right thing at the right time because it's the right thing to do, regardless of who is watching</i>", and is posted throughout the school.</p>	Small group, one-to-one and whole group.	Service is provided daily during the school 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.

<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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**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.

- We currently have 100% Highly Qualified personnel. When vacancies occur due to teacher retirement, administrators attend Hiring Fairs to identify highly qualified teachers to join the staff.
- During the school year we seek out qualified substitutes to cover teacher absences. Their performance is monitored by all staff, and when we find someone who has as high skill set, we include them in our professional development and support their learning. Over the last few years we have hired a few of our 'regular' substitutes and they've become effective members of our school team.
- Our continued partnership with HR helps to ensure that any new teachers we hire are properly certified
- All newly hired teachers receive a Mentor who provides daily hands-on support
- Weekly Peer-inter-visitation of best practices by all staff provides quality professional development.
- Model lessons & Co-teaching by administrators provides teachers with timely and targeted support.

**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).

- Weekly targeted professional development-for all staff on Mondays/Tuesdays- facilitated by teachers, consultants and administrators.
- Dedicated assistant principals by grade and/or subject area and sub groups allows for differentiated targeted professional development. This helps foster solid relationships and ensures professional learning is personal, purposeful and supports teachers' individual needs.
- Teachers are given opportunities to participate in shared leadership roles, such as, grade leader, facilitators at professional learning sessions and as participants at conferences/workshops in order to expand their level of expertise.
- Staff establishes short and long term goals as aligned to the Danielson rubric and previous observations. This provides a 'roadmap' for teachers' professional development plan.

**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.).

We currently have two ½ day pre-k programs (am/pm) with the maximum number of 18 students in each session, equaling 72 students. To ensure continuity from pre-k to K within the school, pre-k teachers collaborate with kindergarten teachers to familiarize themselves with the CCLS standards for incoming kindergartners. The assistant principal who provides professional development and supports of Pre-k also supervises kindergartners, in this way, there is built in continuity from early childhood into elementary. In addition, we work closely with CBO’s to ensure a smooth transition. This is achieved through inter-visitations to the school by children and families who are zoned of our school. Annual June orientation meetings with incoming kindergartners and parents, allows us to begin establishing a relationship with families and provides time to outline school goals and expectations. In September all kindergartners are accompanied to school on the first day with parents and are given the opportunity to visit the classroom for the morning session, meet the teacher and learn about the instructional expectations for the year. In September, during Parent Teacher conferences, parents are provided with detailed information regarding instructional goals for the year and are introduced to the school support staff.

**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.

- All teachers participate in weekly professional development sessions that include time to discuss, reflect and review assessments and plan accordingly.
- RTI bi-monthly meetings provide time for all constituents to meet and monitor student progress and to adjust instructional plans as needed.
- Planning sessions with teachers on and across grades in June/September and throughout the school year allow for open dialogue and time to review materials by staff.

**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.	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 #
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		(Refer to Galaxy for FY '15 school allocation amounts.)	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	675,962	X	11-12
Title I School Improvement 1003(a)	Federal	X	X	X
Title I Priority and Focus School Improvement Funds	Federal	X	X	X
Title II, Part A	Federal	11,200	X	X
Title III, Part A	Federal	11,200	X	X
Title III, Immigrant	Federal	X	X	X
Tax Levy (FSF)	Local	6,218,606	X	11-20

**<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:

1. 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.
2. 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:

3. **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).
4. **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.

5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.
8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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.

---

### 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. **PS 108Q** 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. **PS108Q** 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;
- 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

### School-Parent Compact (SPC)

**PS108**, 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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**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: Captain Vincent Fowler	DBN: 27Q108
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 30
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 3  
# of certified ESL/Bilingual teachers: 3  
# of content area teachers: \_\_\_\_\_

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:

PS108Q is a Prek-5 School in District 27, that serves a population of 1455 students. The majority of the students are from low-income families and most of our students qualify for free lunch. Our diverse ethnic population consists of the following: 4% of our students are white, 7% black, 35% hispanic, 54% Asian and others (others include Pacific Islanders, Alaskan Natives, and Native Americans). Currently 70 of our students are English Language Learners (ELL). The major language spoken by the ELL students is Spanish. The results of the 2014 NYSESLAT exam indicate that, of the students who were administered the test, 8 students (13%) were at the Beginning level of English proficiency, 18 students (29%) at the intermediate level of proficiency, 29 students (47%) were at the Advanced level of proficiency, and 7 students (11%) were Proficient. In order to provide additional comprehension support to students in grades 2-5 we offer an intensive two days a week, Wednesday and Thursday, from 2:20 pm to 4:00 pm. The three teachers are ESL Certified. Teachers provide ESL strategy instruction to students during the after-school program. The students are grouped according to their proficiency level and guided reading levels. When appropriate, teachers work collaboratively on projects with all students. The program will begin the first week of November, and is scheduled to conclude in May. The rational for implementing an ESL after-school program is based on historical data which reflects positive increases in student performance on both the State ELA Exam and NYSESLAT. We have found that the students score higher in the Speaking and Listening Sections of the NYSESLAT and score the lowest on the Writing Section. Teachers use the LLI Kit, and the Triumphs Reading Intervention Program in the after-school program. The program includes a robust phonics and vocabulary component, and additional items that include: student leveled readers, student practice books, guided reading books, vocabulary cards, and a writing component. Student data is collected on-line, reviewed and discussed with teachers, in order to provide follow-up support. After-school teachers share assessment results with classroom teachers ensuring continuity of instruction. The LLI Kit, and the Triumphs Reading Program materials provide opportunities for explicit teacher modeling of specific comprehension strategies, skills, as well as, time-on tasks for children to practice and apply modeled strategies. An emphasis is placed on conventions of grammar, sentence structure and writing. A series of appropriate leveled books are also used to support student comprehension. In addition, teachers have several software programs/websites, which children use for extended practice. These include: RAZ Kids, BrainPOP, Fun for All, Activities for ESL Students, and Everything ESL.

**Part C: Professional Development**

### Part C: Professional Development

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

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

Begin description here:

We will continue our long term partnership with Ready Generation (formerly, AUSSIE Consultants), specifically maintaining our long term relationship more with our Professional Development Partner Therese Ebblewhite. Therese will work with ESL teachers who provide Title III after-school support, focusing on ESL literacy comprehension strategies and embedded content vocabulary. We have scheduled a series of in-house professional days when she will work with teachers in study groups working collaboratively to design and implement a cohesive instructional plan to support ELL's. Scheduled sessions are: September 15; October 1, 14, 22 and 29; November 12 and 24; December 9, 17; January 12, 28; February 10, 25; March 4,16; April 1, 29; May 13, 26; and June 28. On the (20) days noted above, the instructional support will occur during regular school hours 8:00-2:20 and until 3:40 and 3:35 on the Mondays & Tuesdays the consultant is at the school (as per the dates indicated above). On average, the consultant will meet with Title III teachers a minimum of 10-15 hours during her 20 days at the school. Professional Development Sessions will utilize several professional journals including: Rigor is Not a Four Letter Word; How to Plan Rigorous Instruction; and Looking Together at Student Work. Additional Professional Development topics will include: modeling best practice with a focus on student engagement and quality of teacher questioning, and looking at rigorous instructional strategies.

### Part D: Parental Engagement Activities

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

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

Begin description here:

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

We are dedicated to increasing parental involvement of our ELL students, therefore, the Administration, Parent Coordinator, and ESL teachers are active in promoting ESL parent involvement. ESL parents receive flyers about weekly/monthly parent workshops. ESL Workshops address specific strategies that ESL parents can use at home in all content areas of the curriculum in order to help their child succeed.

**Part D: Parental Engagement Activities**

The Parent Coordinator provides workshop and parent outreach on a consistent, on-going basis, as well as, supports the needs of the school's ESL parents at district-wide parent forums and training sessions. ESL Workshops are typically 2 hours in duration and topics include: Science Workshop, "Why Do Leaves Change Color?" ; "Learning about Halloween: Fact or Fiction?"; "Becoming a Learning Leader"; "Helping Your Child Make the Transition to Middle School"; "What is Parent Involvement?"; "Getting Ready for Parent Conferences"; and moving forward additional topics will include:"The Importance of Reading at Home"; "Getting Ready for State Exams"; "What are the Common Core Standards and How Will They Effect My Child's Learning"; and a Multicultrual Day Luncheon.

Parents are notified of all events through multiple approaches: all parents receive a phone call for each special event using the School Messenger Service, school information is updated on the school website (www.ps108q.com) on the Parents' Page, and letters are backpacked as well.

The Administration works closely with the Parent Coordinator and the teachers, to assess the needs of our ESL parents. The Parent Coordinator surveys parents at the beginning of the school year using a Parent/PTA Survey, which ask parents to highlight workshops they would like during the school year. We have a school website (www.ps108q.com) in which parents have access to e-mailing administrators and teachers. During our Parent Teacher Conferences (four sessions will be held this school year) parents are asked to jot down suggestions and place them in our suggestion box in the main office. Our Parent Coordinator reaches out to the parents to discuss workshops and programs they think would be beneficial to them. Parent workshops are also scheduled for our math programs, Go Math and Engage NY. ESL teachers, Reading Specialist, our Parent Coordinator, and other staff members provide interpretation services for ESL parents. They also help translate all written communications sent home with students. NYCDOE translator service is used to translate all pertinent documents for parents of all ELL students. This includes school brochure and parent letters.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

**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>27</b>	Borough <b>Queens</b>	School Number <b>108</b>
School Name <b>The Captain Vincent G. Fowler School</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>Marie Biondollilo</b>	Assistant Principal <b>Mary Szczerba</b>
Coach <b>Susan Laporte</b>	Coach <b>type here</b>
ESL Teacher <b>Eugenia Garcia Irizar, ESL</b>	Guidance Counselor <b>Paige Sacks</b>
Teacher/Subject Area <b>Michelle Boudart, ESL</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Maria Ortega-ELA/Math/SS/SCI</b>	Parent Coordinator <b>Esther Rosa</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>Diane Foley</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>3</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>0</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>0</b>

### D. Student Demographics

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

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

ELL Program Breakdown														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%)														0
<b>Freestanding ESL</b>														
self-contained	2	2	0	0	1	0								5
Push-In	16	11	7	3	11	6								54
<b>Total</b>	<b>18</b>	<b>13</b>	<b>7</b>	<b>3</b>	<b>12</b>	<b>6</b>	<b>0</b>	<b>59</b>						

## B. ELL Years of Service and Programs

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

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

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>	54	0	8	5	0	1	0	0	0	59
Number of ELLs who have an alternate placement paraprofessional: <u>3</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>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	11	5	3	2	7	2								30
Chinese	1					1								2
Russian														0
Bengali	1		3			2								6
Urdu	2	1		1	2									6
Arabic	1	4			2	1								8
Haitian														0
French														0
Korean														0
Punjabi	1	3			1									5
Polish														0
Albanian														0
Other	1	0	1											2
<b>TOTAL</b>	<b>18</b>	<b>13</b>	<b>7</b>	<b>3</b>	<b>12</b>	<b>6</b>	<b>0</b>	<b>59</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)	5	0	1	0	2	1								9
Intermediate(I)	0	0	0	0	0	0								0
Advanced (A)	12	0	0	0	0	0								12
Total	17	0	1	0	2	1	0	0	0	0	0	0	0	21

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>	4	4	0	0	3	3							

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and 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)								
Chinese Reading Test								

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

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

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

- Fountas and Pinnell Benchmarking Reading System is used school wide. Students are benchmarked three times a year: September, February and June, in order to track student growth over the school year.
- Teachers use the Treasures Reading Program which assesses students monthly in: letter recognition, sound recognition, sight words, phonics, and the Go Math Program which also assesses students monthly. Both of these programs are aligned to the Common Core Standards.

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

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

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

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

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

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

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

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

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

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

In analyzing the reading/writing and listening/speaking modalities with our ESL teachers, we have seen a pattern that our students are weaker in reading and writing and score higher in the listening and speaking. In order to support their reading and writing skills we

have incorporated Close Reading strategies, additional language experience learning, immersion vocabulary and phonic development, and utilizing on-line learning-A-Z Learning, PebbleGo.com, Discovery & RAZ Kids... We also progress monitor data to make educational decisions about changes in goals, instruction, and/or services; as well as whether to consider a referral for special education services. When progress is monitored, the expected rate of an ELL's progress takes into account language development and background. The student's progress is then compared with levels demonstrated by peers from comparable cultural, linguistic, and experiential backgrounds who have received the same or comparable intervention.

4. For each program, answer the following:

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

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

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

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

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

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

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

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

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

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

Progress monitoring data is used to make educational decisions about changes in goals, instruction, and/or services; as well as whether to consider a referral for special education services. When progress is monitored, the expected rate of an ELL's progress takes into account language development and background. The student's progress is then compared with levels demonstrated by peers from comparable cultural, linguistic, and experiential backgrounds who have received the same or comparable intervention.

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

The principal and the assistant principals work closely to identify general education classes on each grade for English Language

Learners. Once a child is identified as an ELL and the parent has made the choice for ESL instruction, a discussion takes place as to which class he/she should be placed. The LAP team looks at the student's proficiency level as determined by the LAB-R or NYSESLAT. The students are grouped according to their proficiency levels and their areas of weakness (listening/speaking, reading/writing). Parents are notified in their native language of the child's classroom placement. The ESL teacher assigned to the grade, plans a push-in program to support the students by working with teachers to ensure continuity of instruction.

7. For dual language programs, answer the following:

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

N/A

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

We have several systems in place to evaluate student progress:

- a). An analysis of Fountas & Pinnell benchmarks administered three times a year.
- b). Our Treasures Reading Program which assesses students monthly in: letter recognition, sound recognition, sight words, and phonics.  
This Reading Program is aligned to the Common Core Standards.
- c). Our Go Math Program which also assesses students monthly and aligned to the Common Core Standards.  
In the Grades K-5 Writing and Math Baseline, Mid-year and End of Year Assessments  
Bi-monthly skills and strategy assessments which are scanned, e-mailed to staff and uploaded to our school website for deeper discussion and analysis.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

When students enter the building to register, we have clear outlined steps to identify those who may be English Language Learners. Our pupil accounting secretary, Elaina Figueroa, initially meets with the parent and the child when they register. She provides them with all the paperwork, including the Home Language Identification Survey (HLIS). An ESL teacher is called to come to the office to assist the parents with the Home Language Identification Survey and to conduct an initial screening of the child. An informal interview is held with the parents and the child in their native language. Our ESL teachers speak Spanish and other staff members are called upon to assist for other languages. The ESL teacher is there to provide assistance to the parents as they fill out the HLS and other pertinent documents. Dr. Garcia-Irizar ESL Certified Teacher, Michelle Boudard, ESL Certified Teacher and Maria Ortega, ESL Certified Teacher, conduct all the initial screening and formal initial assessments. They work together to review all of the Home Language Identification Surveys to determine who is eligible to take the LAB-R exam. ATS Reports such as, RLER, RNMR, and RLAT are generated to determine NYSESLAT eligibility. ESL teachers use a template to ensure all eligible students are tested in all four components. As each student is tested, the information is recorded on the sheet, including the date and who administered the test. This is continually reviewed by the Assistant Principal and the ESL teacher. Eligible students are tested immediately and are placed

in the appropriate setting. Using a template, ESL teachers are able to track all students that need the LAB-R and administer this within ten days. The pupil accounting secretary informs the ESL teachers of students who register from another NYC public school as well. The teachers meet with the parents and students for an initial screening as well to determine correct placement. The pupil accounting secretary provides the ESL teachers with admission/discharge reports as well as additional ATS reports to help with ELL identification. The parent coordinator, Esther Rosa, plays an important role in this process as well. She works closely with the ESL teachers and the pupil accounting secretary to make sure all students receive the services they are entitled to and that the parents are properly informed.

The LAB-R is administered to all identified students. Students who take the Spanish LAB-R (Spanish speaking students) are administered the Spanish LAB-R in all four components and all directions are given orally in their native language. NYSESLAT exam and LAB-R exam results are examined immediately by the LAP team. The data is used to determine the students' areas of weakness and they are grouped accordingly. We work carefully to place students in classrooms based on their proficiency levels to ensure that they receive the correct allocation of service.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
As soon as the students are identified as English Language Learners, their parents are invited to the school for a parent orientation. During this meeting, the ESL teachers, and the assistant principal introduce and describe each of the program choices (Transitional Bilingual, Dual language, Freestanding ESL). The parents view a video outlining each one of the programs in detail. They are provided with information in their native language to assist them in understanding their options as a parent. After receiving all of the information, the parents are given the parent option letters to make a selection of the program they would like for their children. The parents are then notified of the program currently offered at P.S. 108Q, which is Freestanding ESL. The process is explained to the parents. If there is a trend in parent options where parents (15) are choosing a particular program, that program will be opened and offered for their child. A list of the schools offering Dual Language and Transitional Bilingual Programs are provided to the parents for them to choose if they wish. It is explained that they will be notified if their program choice becomes available in the future. Parent meetings are held often throughout the year as we get admit new students. Parent letters are sent in their native languages and assistance is provided to help make the process easier for the parents.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
Once the ESL teachers determine that a child is eligible for services as a result of the LAB-R, they send out entitlement letters along with an invitation for the parent orientation. All entitlement letters are backpacked home and parents also receive a call home using our automated School Messenger Service. Parents return the letter with their child, and ESL teachers visit classrooms to retrieve the letters. We use a master list to keep track of the letters sent and returned. If letters are not readily returned, our ESL teachers work closely with the parent coordinator to contact the parents (in English and in their native languages) by phone to have them come to the school with the letter. Similar procedures are in place for getting parents to attend parent orientations. During the meetings, the parents fill out the surveys and the program selection forms. If the parents fail to fill out the program selection form we count it towards Transitional Bilingual. We provide the parents with assistance throughout this process.:
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
The principal and the assistant principals work closely to identify general education classes on each grade for English Language Learners. Once a child is identified as an ELL and the parent has made the choice for ESL instruction, a discussion takes place as to which class he/she should be placed. The LAP team looks at the student's proficiency level as determined by the LAB-R or NYSESLAT. The students are grouped according to their proficiency levels and their areas of weakness (listening/speaking, reading/writing). Parents are notified in their native language of the child's classroom placement. The ESL teacher assigned to the grade plans a push-in/pull out program to support the students. For those parents who select a TBE and/or DL program, contact ELL Program Transfers@schools.nyc.gov to request assistance in finding placement for those parents.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
Someone other than the student's teacher of English as a second language or English language arts administers and simultaneously scores the Speaking. The Listening, Reading, and Writing subtests are also administered by someone other than the student's teacher of English as a second language or English language arts. The Listening and Reading subtests are scored by a disinterested teacher. For the Writing subtest, all student responses to the constructed response questions are scored by a committee of teachers

that are not the student's teacher of English as a second language or English language arts.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- The parent survey letters indicate that the parents prefer for their children to be in a mainstream class with the support of an ESL teacher in a push-in/pull out model. Parents are informed about the program choices through meetings held throughout the school year by the ESL teachers, the parent coordinator, and the administration. Letters go home in the families' native languages, and translators are available to meet with the parents to explain the different program choices. Ms. Rosa, the parent coordinator, works closely with the ESL teachers and the administration to plan meetings to inform and assist parents. This year 14 parents filled out the ESL survey, and all 14 parent chose Free Standing ESL. Four ESL parents are scheduled. The Parent Coordinator contacts the parents to ensure that they attend the Workshop and complete the form. :

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

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

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

4. The Language Allocation Policy Team is working collaboratively to devise a plan in order to continue to enhance the academic progress of the ELL students. Through professional development and the collaboration of the teachers servicing the students, we will continue to increase the level of instruction for the ELL students, which, in turn, will increase student performance across the content areas. The students' level of literacy in their native language is taken into consideration when planning to meet each student's individual needs. When students are registered at PS 108 they complete a language survey sheet and they are assessed by ELL teachers. The students Benchmark is given in their native language. The Lab-R is administered in English and in Spanish for Spanish

speaking students. Using our Spanish leveled library books, ELL teachers assess students' independent reading levels. On staff we have teachers who speak Bengali, Urdu and Farsi to assist in student evaluation. Also, we plan to use Ipads with the APP Google Translate to give students leveled texts in their native language to read and then assess them. If a student is proficient in his/her native language, he/she has an easier time learning the English language. The supervisors, the ELL teachers, and the classroom teachers constantly analyze and assess student achievement to monitor academic growth. Our goal is to continue to evaluate the progress of our students in the Freestanding English as a Second Language Program in order to continue to enhance language proficiency.

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

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

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

(c). All students falling into this category (receiving service 4 to 6 years) receive Academic Intervention Services from our literacy and mathematics coaches. They push-in to classrooms and provide extra support scaffolding student learning. Students are also invited to attend an after school program with a focus on enhancing language acquisition using materials that are aligned to their individual needs. Using benchmark reading assessments, we are able to differentiate student instruction, with small groups and one-to-one conferencing to support and scaffold student learning.

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

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

push-in model which differentiates student instruction and support.

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

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

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

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

### Courses Taught in Languages Other than English ⓘ

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

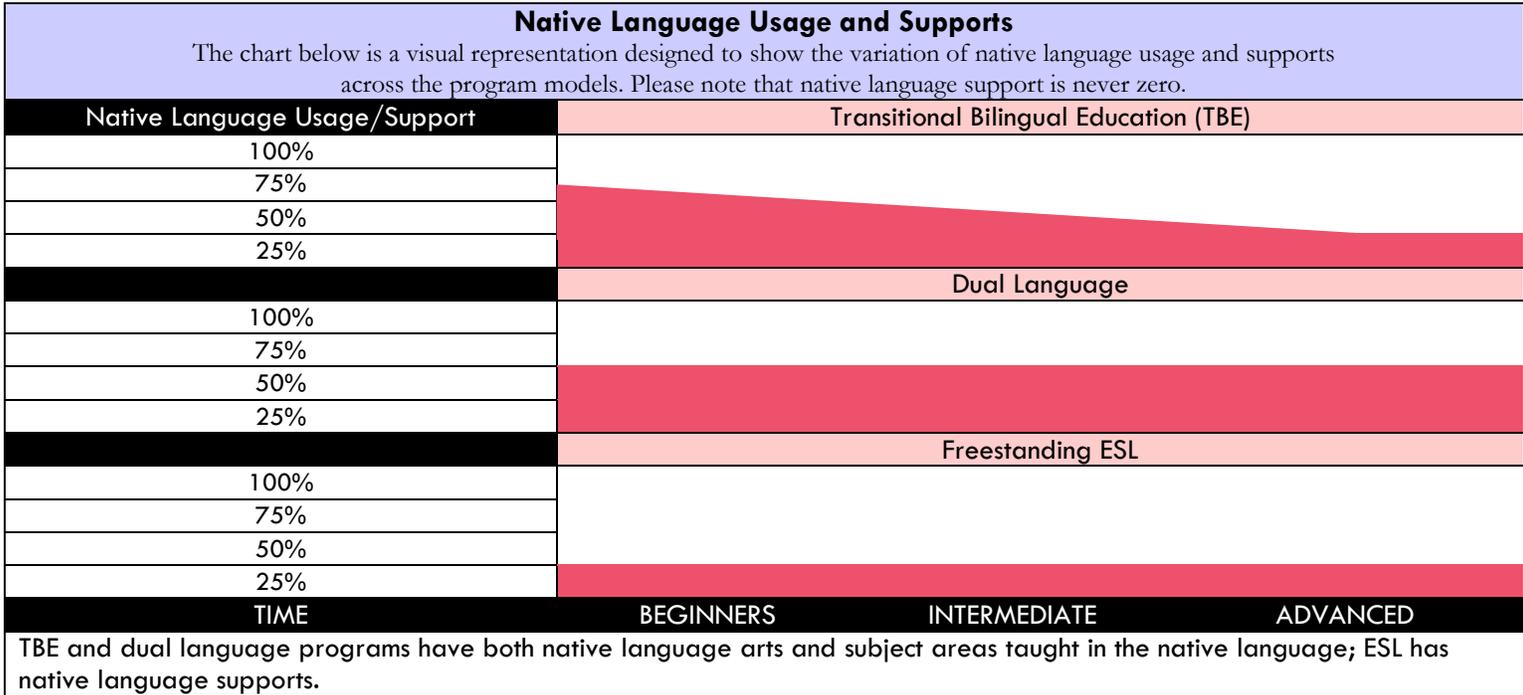
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

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

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

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



## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- We provide intensive targeted intervention programs for all ELLs, this includes SIFE, LTE, students with less than 2 years, 2 & 4 years... All ELLs receive their mandated ESL services weekly in English, an Academic Intervention teacher provides support in all ELA/Math/SS/Science in English. Our goal is to provide the ELL'S with consistent support to enhance language acquisition. This year we implemented a new math program in grades K - 5 called Go Math, which has multiple resources for English Language Learners. This program is designed specifically to differentiate instruction in mathematics. There is a section for ELL'S for each chapter to assist with modifying the lessons to meet the students' needs. Treasures Balanced Literacy program is now in all grades and it also provides multiple resources for ELL'S, including: Grammar, Phonics, Spelling and embedded Vocabulary. Additional resource materials allows teachers to differentiate using small groups and/or one-to-one support. Making Meaning is our Read Aloud program which supports ELLS in using strategies such as visualization and predicting to support comprehension and RAZ Kids is a technology program which provides over 1,000 reading resources for students on their reading levels (A-Z) using visual clues and phonics to support learning. On-going analysis of students progress provides teachers with a specific roadmap to help design personalized student support. Afterschool programs for ELLs are provided three times a week in literacy, and math. Other programs include Dance, Science, Basketball and Art.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Continuing Transitional support is provided to students who have passed the NYSESLAT. We provide double support services to all students. These include: Academic Intervention Services using a push-in model. AIS literacy and math push-in staff provide additional support a minimum of three times a week to meet with students during their guided reading instructional time. All students in this category are invited to attend our afterschool program which meets three days week. This provides the ELLs with equal access to all student programs.
11. What new programs or improvements will be considered for the upcoming school year?
- We are continually reflecting and re-evaluating our instructional programs and last year, we purchased a new reading program; Treasures, for grades K-5, and have seen student progress. We hope to include Music as an afterschool program in Spring 2014 if funds are available.
12. What programs/services for ELLs will be discontinued and why?
- We do not plan on discontinuing any current programs and or services, as our in house assessments and State Assessments indicate our ELLs are making steady progress.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs are offered the same programs and services, this includes: afterschool programs in Dance, Art, Science, and Basketball. We also have an ESL afterschool program offered to ELL students for reading and math. Parents are contacted by phone and letter to ensure all students have access and attend the programs. Supplemental services are provided to all students who need additional academic support. All ELLs have access to a push-in teacher into their classrooms, a minimum of three times a week to work with them in literacy-small group instructional support. Funding is provided for these programs from both Title I (schoolwide project money) and Title III. The rationale for these programs is not only to enhance student academic progress but also to provide ELLs with equal access to all student programs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The ESL teachers and the classroom teachers have a wide variety of materials to use across the curriculum areas. There are two book rooms in the school for the ESL teachers to borrow big books, books on tape, leveled books and picture books. Each classroom received new independent and guided reading books aligned to literacy unit themes. There are a variety of books across the genres on all different levels. Kindergarten and grade 1 teachers use the Treasures Program in the literacy block to help teach the students phonics and reading strategies. Early childhood teachers use Foundations, 'Reading Street' Intervention Program and RAZ-Kids in their classrooms to enhance learning and language development. Upper and lower grade students are using the A-Z computer software. A reading program called 'Treasures' is used in grades K-5. The intervention reading program called 'Triumphs' is used in after-school. The teachers have access to ELA packets with materials to use across the genres according to the skill of the week. The teachers use these materials to plan effective lessons following the Balanced Literacy Prototype. The teachers use the leveled books in the bookrooms for the guided reading lessons. The classroom teachers and the ESL teachers have worked together to create reading and writing curriculum plans across the grade levels, aligned to the Common Core Standards.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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

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

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

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

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

18. What language electives are offered to ELLs?

None

19. For schools with dual language programs:

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

NA

## C. Professional Development and Support for School Staff

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

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

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

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

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

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

## D. Parental Involvement

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

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name: The Captain Vincent G. Fowler**

**School DBN: 27Q108**

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

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

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

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

DBN:

School Name: The Captain Vincent G School

Cluster: 2

Network: 204

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

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

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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.

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

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

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

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

## **Part B: Strategies and Activities**

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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.

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

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

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

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

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