



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

<b>DBN: (i.e. 01M001):</b>	<b>11x108</b>
<b>School Name:</b>	<b>PHILIP J. ABINANTI</b>
<b>Principal:</b>	<b>CHARLES SPERRAZZA</b>

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: P.S. 108 Philip J. Abinanti School Number (DBN): 11X108  
School Level: Elementary Grades Served: K-5  
School Address: 1166 Neill Avenue, Bronx, NY 10461  
Phone Number: 718-863-9829 Fax: 718-828-1712  
School Contact Person: Charles Sperrazza Email Address: csperra@schools.nyc.gov  
Principal: Charles Sperrazza  
UFT Chapter Leader: Janine Garvin  
Parents' Association President: Gina Scaglione  
School Leadership Team  
Chairperson: Diana Ricco  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 11 Superintendent: Maria Lopez  
Superintendent's Office Address: 2750 Throop Avenue, Bronx, NY 10469  
Superintendent's Email Address: Mlopez9@schools.nyc.gov  
Phone Number: 718-519-2620 Fax: 718-519-2626

**Cluster and Network Information**

Cluster Number: 5 Cluster Leader: Debra Maldonado  
Network Number: N532 Network Leader: Ben Soccodato

## 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 School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Charles Sperrazza	*Principal or Designee	
Janine Garvin	*UFT Chapter Leader or Designee	
Gina Scaglione	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Vivian Fiallo	Member/ Parent	
Mona Ozkurt	Member/Parent	
Harry Santiago	Member/Parent	
Diana Ricco	Member/ Teacher	
Susan Amore	Member/Teacher	
Violet Thompson	Member/Teacher	
Jeanette Ferrari	Member/ Teacher	
Jessica Morales	Member/ Parent	
	Member/	
	Member/	
	Member/	

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

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

The School 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 SCEP 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 School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



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

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

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

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

## Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

### 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:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. 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 SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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: SCEP Overview

Develop a narrative summary that includes:

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

P.S. 108 Mission Statement is to foster optimum achievement of students by empowering them with knowledge and the skills necessary to succeed in a complex global society. Our vision is to provide a comprehensive, rigorous, exciting, educational program with an emphasis on literacy and mathematics development that is aligned with Common Core Learning Standards. Guided by the principles of learning, students are challenged to think critically. Inquiry, analysis, problem solving and decision-making are integral parts of an educational program that allows students to achieve individually and cooperatively. Our collaborative spirit seeks to nurture and support the whole child. Through academic and artistic endeavor students develop self confidence, tolerance, and independence while celebrating similarities and diversity. Educators and parents support efforts to increase student's access to information with a growing emphasis on technology. P.S. 108 recognizes its responsibility to prepare students not only for the next level of education but for the many challenges facing productive citizens of an ever-changing society.

P.S. 108 is located in the Morris Park section of the Bronx. It is a neighborhood that faces the challenge of integrating a large number of immigrant families from diverse countries into an existing, well established community. Our student body is a microcosm of this multi-ethnic community. Many families relocate within two to three years.

Our school population currently consists of 587 students in Grades K-5. There are (17) general education classes, (6) integrated and collaborative team teaching classes, and (1) self-contained bridge class. School demographics are: Asian: 11% ,Black: 7%, Hispanic 48%, White: 33%. In addition, 8% of our student population receives ESL services and 15 % Special Education Services.

P.S. 108 enjoys collaborations with community based organizations such as the Morris Park Association, Bronx House and the YMCA. The Ferkauf Institute of Yeshiva University offers free evaluations and counseling services to our students. We recognize that in order to meet the diverse needs of our students and families of this community, the role of the school has to expand.

P.S. 108 is recognized by NYS as a school in *Good Standing* for the 2013-14 school year.

## 11X108 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	577	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	75.0%	% Attendance Rate		93.6%
% Free Lunch	76.0%	% Reduced Lunch		8.6%
% Limited English Proficient	7.8%	% Students with Disabilities		14.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		6.9%
% Hispanic or Latino	47.8%	% Asian or Native Hawaiian/Pacific Islander		10.8%
% White	33.3%	% Multi-Racial		0.8%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.34	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		11.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		7.34
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	36.3%	Mathematics Performance at levels 3 & 4		52.6%
Science Performance at levels 3 & 4 (4th Grade)	98.6%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## 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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

### Part 1 – Needs Assessment

#### Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	HE
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	HE
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	HE
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

#### Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Areas of Strength: Teachers have collaboratively created dynamic CCLS aligned integrated units combining Social Studies, Literacy and Science and revised a unit using the Tri-State Curriculum Rubric to assess multiple entry points for all learners including SWDs and ELLs. Weekly common planning meetings facilitated by the Literacy Coach, Literacy Consultant, grade leader, and administrators provide teachers with an opportunity to align their instruction horizontally and vertically, including *Looking at Student Work*, to target student development and ensure work products demonstrate high cognitive challenge. In addition, the school schedule provides teachers with an opportunity to meet daily to align their instruction, discuss student work, and/or monitor student performance. Technology is embedded in daily instruction including the use of research-based programs to target individual student needs. Student performance has increased in both ELA & Math on the NYS assessments for the past 2 years including SWDs and ELLs.

Area of Need: Teachers continue to demonstrate that additional training is required on the Danielson Framework relative to 1a & 1e, as well as 3b and 3c.

### 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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, teachers will design and implement lesson plans in Math, ELA, Social Studies and Science which include rigorous tasks engaging students in alignment with CCLS as evidenced by tasks, classroom observations and teacher-team evaluations. Lesson plans will contain multiple entry points ensuring access for ALL learners, with a specific focus for ELLs and SWDs.

**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: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<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>
Reflex Math, Imagine Learning (ELLs), ThinkCentral and Skedula will be utilized by every teacher to tailor instruction to individual student needs and share progress with parents.	Teachers, Students & Parents	September-June	Administrators, Coaches, Consultants & PD Team
In grade-level teams, teachers analyze a math chapter using Backward Design protocols in order to design coherent instruction for each class and grade.	Teachers, Students & Parents	September-June	Administrators, Coaches, Consultants & PD Team
In grade-level teams, teachers analyze student writing samples to surface the gap between standards and student performance, which inform future lessons.	Teachers, Students & Parents	September-June	Administrators, Coaches, Consultants & PD Team
School leaders will design targeted professional development for teachers based on administrative walkthroughs, classroom observations, student work products, and teacher requests	Teachers, Students & Parents	September-June	Administrators, Coaches, Consultants & PD Team

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Literacy Coach, Math Coach, block schedule for common planning, Literacy Consultants, Go Math Consultant, Monday’s professional development time (as per UFT contract), Tuesday’s parent engagement and other professional work time (as per UFT contract), acquisition of 76 laptops and 11 SmartBoards, scheduled time for classroom observations, calibration, and administrative walkthroughs, Technology Support Specialist, scheduling of intervisitations within and across grades, acquisition of program licenses for Imagine Learning, Skedula, Reflex Math

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>		<b>P/F Set-aside</b>		<b>Grants</b>
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:

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

Mid-point benchmark: January 15, 2015

Mid-point progress monitoring activities: January 1-15, 2015

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

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

Yes

No

- 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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	HE
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	HE
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	HE

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Areas of Strength: Through systematic school-wide screening, the RtI team assesses students (3) times/year and shares that data with teachers, parents, administrators, and support staff. Respect for and among students is evident in classrooms through accountable talk, collaboratively created class rules and consequences as well as individual behavior trackers. The Child Study Team meets bi-monthly to address specific students through a collaborative process that includes student work samples, teacher reports, family background, and social/emotional health. School Counselor provides classroom workshops on various social/emotional development topics throughout the school year. The NED Show presents a character development show to students in the fall. School Counselor works with groups of students as needed, to address various social/emotional development concerns. Teachers embed character development lessons into the school day. Students are recognized for Citizen of the Month characteristics, Service Squad, Student Government, and perfect attendance. Faculty and staff annually discuss school beliefs including social/emotional development and supporting students. School nurse trained all staff on Epi-Pen protocols and educates parents on various health issues as they arise. Extracurricular activities available to students include Project Boost, Inside Broadway, PTA-sponsored school dances, YMCA, and Ballet Tech. The School Leadership Team meets monthly to address school-wide issues and develop action plans to address all stakeholders.

Area of Need: Increasing parent engagement and soliciting parent feedback to inform 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 – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, parents will be able to articulate how the school community is safe, supportive, and academically rigorous so all children are intellectually challenged by teachers and peers as measured by parent engagement surveys.

**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: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<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>
Weekly English Language instruction for parents and community members.	Parents and community members	September-June	ESL Teacher, Network Support Staff, Administrators
Monthly parent support groups for parents of students with disabilities such as homework support, developing positive self-esteem, understanding an IEP, and how to support your child socially and academically.	Parents and students	September-June	School-based CSE, Administrators
Open invitations to read to students, attend writing celebrations and class presentations, and join the PTA and SLT.	Parents	September-June	Teachers and Administrators
Workshops for parents and families on Go Math, literacy instruction, preparing for state tests, how to support English Language Learners at home, and early childhood literacy development.	Parents and students	September-June	Teachers, Coaches, Consultants, Support Staff, Administrators

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Per Session allocations, books, technology, refreshments, allocation of space for workshops

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>		<b>P/F Set-aside</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.													

**Part 6 – Progress Monitoring**

<p><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:</p> <ul style="list-style-type: none"> <li>• Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>• Specify a timeframe for mid-point progress monitoring activities.</li> </ul>
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Midpoint benchmark: January 15, 2015  
Mid-point progress monitoring: January 1-15, 2014

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

- |  |  |     |  |    |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     |  | Yes |  | No |
| • 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	HE
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	E
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	HE
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	HE

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Areas of Strength: Teachers have collaboratively created dynamic CCLS aligned integrated units combining Social Studies, Literacy and Science and revised a unit using the Tri-State Curriculum Rubric to assess multiple entry points for all learners including SWDs and ELLs. Weekly common planning meetings facilitated by the Literacy Coach, Literacy Consultant, grade leader, and administrators provide teachers with an opportunity to align their instruction horizontally and vertically, including *Looking at Student Work*, to target student development and ensure work products demonstrate high cognitive challenge. In addition, the school schedule provides teachers with an opportunity to meet daily to align their instruction, discuss student work, and/or monitor student performance. DRAs are administered twice a year and running records are conducted on a monthly basis to assess student progress in reading. Math unit test data is tracked monthly and daily quick checks are used to inform small group instruction. Flexible small group instruction occurs daily in reading, writing and math based on multiple data points and progress is monitored within small groups daily. Exit slips are used to determine student understanding of the concept/skill taught. EngageNY math tasks are incorporated into grades 3-5 to provide multiple entry points in math. Technology is embedded in daily instruction including the use of research-based programs to target individual student needs. Additionally, students participate in enrichment daily, if they are not identified for RtI, which provides an opportunity for student choice. Student performance has increased in both ELA & Math on the NYS assessments for the past 2 years including SWDs and ELLs.

### 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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, through weekly teacher collaboration and analysis of student work, all students, including ELLs and SWDs, will demonstrate progress toward achieving State standards as measured by a 3% increase in students scoring at Levels 3 & 4 on the NYS ELA assessment.

**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: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<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>
Continued professional development in SIOP strategies and differentiation provided to teachers.	Teachers	September-June	Coaches, Consultants, Administrators
Targeted morning and after school programs for students identified as at-risk in grades 2-5 in both ELA & Math.	Students	September-June	Teachers and Administrators
AIS instruction provided to students utilizing both push-in and pull out models in ELA & Math in grades 3-5.	Students	September-June	Support Staff & Administrators
Increased ICT service from part-time to full-time in grades K-5. Strategic heterogeneous groupings for ICT classes. Provide transparency to parents on student progress through the use of ThinkCentral, Skedula, Reflex Math and Imagine Learning. Parents have access to class curricula via school website, receive a monthly newsletter, and communicate with teachers via e-mail.	Parents and students	September-June	Teachers, Support Staff and Administrators

**Part 4 – Resources Needed**

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

Block schedule for AIS/Rtl model, per session allocation, computer software, acquisition of licenses for Skedula, Reflex Math and Imagine Learning, ESL materials, Monday’s professional development time (per UFT contract), Technology Support Specialist, Administrative Support, Special Education teachers, strategic hiring of dual-licensed teachers.

**Part 5 – Budget and Resource Alignment**

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

	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>		<b>P/F Set-aside</b>		<b>Grants</b>
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:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Specify a timeframe for mid-point progress monitoring activities.

Midpoint benchmark: January 15, 2015

Mid-point progress monitoring: January 1-15, 2014

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

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

Yes

No

- 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 2 Statement of Practice (SOP) Addressed	HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	HE
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	HE
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	HE
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

**Areas of Strength:** At the opening Faculty Conference, the Principal set the vision for the school. Consistency of observation practice is evident through observational rounds, weekly walkthroughs, and the weekly Administrative Memo which states the instructional expectations. Faculty and staff collaboratively developed the goals for the 2014-2015 school year and annually review and revise the school beliefs. The school’s vision and beliefs are shared at faculty conferences, SLT and PTA meetings. Ongoing progress monitoring of school goals occurs during weekly cabinet meetings, faculty conferences, SLT and PTA meetings. All resources are constantly leveraged to maximize the impact on student achievement. Through the regular analysis of needs, strategic hiring decisions are made as well as deployment/assignment of current staff within the school. Instructional time is maximized through the use of lunch periods (Reflex Math) and block scheduling (enrichment/RtI/AIS). The School Implementation Team meets monthly to assess flexible programming needs and determine necessary changes to provide students access to the Least Restrictive Environment. Transitional services are provided to ESL students and articulating 5th graders.

**Area of Need:** Teachers continue to need support in applying feedback from administrators and coaches to improve instructional practice.

### 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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the school leader will meet with assistant principals and instructional coaches biweekly to identify teachers in need of additional support to achieve a positive year-end evaluation rating.

**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: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<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>
Administrators meet weekly to calibrate observations, discuss common findings in pedagogy, and strategically deploy coaches to assist teachers in need.	Teachers	September-June	Administrators
Coaches visit teachers prior to observations and provide support aligned to the Danielson Framework, which promotes a culture of trust. Coaches arrange intervisitations based on teacher request as well as best practices identified through observations and weekly walkthroughs.	Teachers	September-June	Administrators and Coaches
Teachers receive professional development in Skedula & ThinkCentral to provide parents with timely student performance data.	Teachers and parents	September-June	Teachers, Consultants, Administrators
Continued professional development in SIOP strategies and differentiation provided to teachers.	Teachers	September-June	Coaches, Consultants, Administrators

**Part 4 – Resources Needed**

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

Technology, strategic use time, leveraging resources to maximize instructional time (block schedule), utilization of Google Calendar and Drive to schedule observations, de-briefs and calibration.

**Part 5 – Budget and Resource Alignment**

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

	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>		<b>P/F Set-aside</b>		<b>Grants</b>
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:

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

Midpoint benchmark: January 15, 2015

Mid-point progress monitoring: January 1-15, 2015

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

<ul style="list-style-type: none"><li>• Did the school meet the mid-point benchmark(s) in the timeframe specified?</li></ul>		Yes		No
<ul style="list-style-type: none"><li>• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li></ul>				

## 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 6 Statement of Practice (SOP) Addressed	HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	HE
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	HE
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	HE
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Areas of Strength: Teachers extend an open invitation to parents to conduct read alouds to their child’s class, recognizing student achievement at PTA meetings has resulted in increased parent engagement at meetings, workshops are presented to parents on the CCLS, how to prepare for state tests, literacy instruction, how to support math concepts at home, and an ESL celebration is held annually to celebrate all cultures within the school. Teachers utilize google translate as well as the Translation & Interpretation Unit to communicate with families who are non-native English speakers, Global Connect is used to message parents about important events and school closings. NYPD, FDNY, and AAA present on safety procedures and current issues that are relevant to students and families. Aris ParentLink access codes are distributed in the fall each year to share student assessment data. Interim Progress Reports are distributed three times per year in between report card periods to share student progress with families. Collaboration with the Community Board and Morris Park Association has allowed for streamlined safety protocols including “Stop, Drop and Go” arrivals and participation in the Morris Park Columbus Day parade. Project Boost provides students and parents with social opportunities to interact with the community. Parents are invited to and participate in the K-1 Halloween Parade and Field Day.

Area of Need: More transparency with parents and families regarding real time data.

### 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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

From September 2014 to June 2015, the school will share student data that will encourage families to engage in dialogue with teachers and administrators centered on student learning and success.

**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>
<ul style="list-style-type: none"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>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>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>			
Weekly English Language instruction for parents and community members.	Parents and community members	September-June	ESL Teacher, Network Support Staff, Administrators
Monthly parent support groups for parents of students with disabilities such as homework support, developing positive self-esteem, understanding an IEP, and how to support your child socially and academically.	Parents and students	September-June	School-based CSE, Administrators
Provide transparency to parents on student progress through the use of ThinkCentral, Skedula, Reflex Math and Imagine Learning. Parents have access to class curricula via school website, receive a monthly newsletter, and communicate with teachers via e-mail.	Parents and students	September-June	Teachers, Support Staff and Administrators
Workshops for parents and families on Go Math, literacy instruction, preparing for state tests, how to support English Language Learners at home, and early childhood literacy development.	Parents and students	September-June	Teachers, Coaches, Consultants, Support Staff, Administrators

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Per Session allocations, technology, refreshments, allocation of space for workshops, Technology Support Specialist.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.												
	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>		<b>P/F Set-aside</b>	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.												
Midpoint benchmark: January 15, 2015												
Mid-point progress monitoring: January 1-15, 2015												

**Part 6 – Progress Monitoring**

<p><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:</p> <ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>
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<b>Part 6b. Complete in February 2015.</b>				
<ul style="list-style-type: none"> <li>Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>		Yes		No
<ul style="list-style-type: none"> <li>If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>				

**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>	Level 1	Close reading Skill based	Small group	During the school day
<b>Mathematics</b>	Level 1	4 square model for problem solving	Small group	During the school day
<b>Science</b>	Level 1	Inquiry based tutorial	After school tutoring	During the school day
<b>Social Studies</b>	Level 1	Inquiry based tutorial	Small group	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Referral by parent, teacher, or administrator		One -to-one or group counseling	During the school day

## 11X108 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	577	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	75.0%	% Attendance Rate	93.6%	
% Free Lunch	76.0%	% Reduced Lunch	8.6%	
% Limited English Proficient	7.8%	% Students with Disabilities	14.4%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American	6.9%	
% Hispanic or Latino	47.8%	% Asian or Native Hawaiian/Pacific Islander	10.8%	
% White	33.3%	% Multi-Racial	0.8%	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.34	# of Assistant Principals (2014-15)	3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	1	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	11.3%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	7.34	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	36.3%	Mathematics Performance at levels 3 & 4	52.6%	
Science Performance at levels 3 & 4 (4th Grade)	98.6%	Science Performance at levels 3 & 4 (8th Grade)	N/A	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	YES	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	YES	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

## 11X108 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	577	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	75.0%	% Attendance Rate		93.6%
% Free Lunch	76.0%	% Reduced Lunch		8.6%
% Limited English Proficient	7.8%	% Students with Disabilities		14.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		6.9%
% Hispanic or Latino	47.8%	% Asian or Native Hawaiian/Pacific Islander		10.8%
% White	33.3%	% Multi-Racial		0.8%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.34	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		11.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		7.34
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	36.3%	Mathematics Performance at levels 3 & 4		52.6%
Science Performance at levels 3 & 4 (4th Grade)	98.6%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## 11X108 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	0K,01,02,03,04,05	Total Enrollment	577	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	75.0%	% Attendance Rate			93.6%
% Free Lunch	76.0%	% Reduced Lunch			8.6%
% Limited English Proficient	7.8%	% Students with Disabilities			14.4%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.3%	% Black or African American			6.9%
% Hispanic or Latino	47.8%	% Asian or Native Hawaiian/Pacific Islander			10.8%
% White	33.3%	% Multi-Racial			0.8%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	8.34	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			11.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			7.34
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	36.3%	Mathematics Performance at levels 3 & 4			52.6%
Science Performance at levels 3 & 4 (4th Grade)	98.6%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	YES	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	YES	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

## 11X108 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	577	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	75.0%	% Attendance Rate		93.6%
% Free Lunch	76.0%	% Reduced Lunch		8.6%
% Limited English Proficient	7.8%	% Students with Disabilities		14.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		6.9%
% Hispanic or Latino	47.8%	% Asian or Native Hawaiian/Pacific Islander		10.8%
% White	33.3%	% Multi-Racial		0.8%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.34	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		11.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		7.34
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	36.3%	Mathematics Performance at levels 3 & 4		52.6%
Science Performance at levels 3 & 4 (4th Grade)	98.6%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## 11X108 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	577	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	75.0%	% Attendance Rate		93.6%
% Free Lunch	76.0%	% Reduced Lunch		8.6%
% Limited English Proficient	7.8%	% Students with Disabilities		14.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		6.9%
% Hispanic or Latino	47.8%	% Asian or Native Hawaiian/Pacific Islander		10.8%
% White	33.3%	% Multi-Racial		0.8%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.34	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		11.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		7.34
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	36.3%	Mathematics Performance at levels 3 & 4		52.6%
Science Performance at levels 3 & 4 (4th Grade)	98.6%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## 11X108 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	577	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	75.0%	% Attendance Rate		93.6%
% Free Lunch	76.0%	% Reduced Lunch		8.6%
% Limited English Proficient	7.8%	% Students with Disabilities		14.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		6.9%
% Hispanic or Latino	47.8%	% Asian or Native Hawaiian/Pacific Islander		10.8%
% White	33.3%	% Multi-Racial		0.8%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.34	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		11.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		7.34
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	36.3%	Mathematics Performance at levels 3 & 4		52.6%
Science Performance at levels 3 & 4 (4th Grade)	98.6%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## 11X108 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	577	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	75.0%	% Attendance Rate		93.6%
% Free Lunch	76.0%	% Reduced Lunch		8.6%
% Limited English Proficient	7.8%	% Students with Disabilities		14.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		6.9%
% Hispanic or Latino	47.8%	% Asian or Native Hawaiian/Pacific Islander		10.8%
% White	33.3%	% Multi-Racial		0.8%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.34	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		11.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		7.34
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	36.3%	Mathematics Performance at levels 3 & 4		52.6%
Science Performance at levels 3 & 4 (4th Grade)	98.6%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## Section 7: Title I Program Information

**Directions:**

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- 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>

**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.
P.S. 108 recruits new teachers from our intern pool, local colleges, and applicants that apply to the school. Through a collaborative screening process, candidates are interviewed by teachers and support staff. Once a candidate has been screened, a demo lesson is performed and a final recommendation is made to the principal. The minimum requirements for hire are dual certifications in general education/ESL or general education and special education. After the hiring phase is completed, teachers begin a rigorous in-service professional development plan which is differentiated according to need.

**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).
<p>P.S. 108 provides high quality Professional Development to teachers, administrators and support staff.</p> <p>In ELA, Social Studies and Science, the school has developed its own Integrated units of study that are aligned to the CCSS. Teachers meet several times a week during common planning to look at student work and then refine lessons to ensure students meet the CCSS. Additional professional development includes:</p> <p>Wilson Reading Program- Special Education Teachers          Foundations Phonics Program- (K-2) Teachers/RTI Team          Go Math-Training-All staff          DataCation/ Scedula- All staff          Writing: Non-Fiction- Crafting Techniques-All staff          ESL -SIOP Strategies -All staff          Advance -Administrators          ESL, Special Education, Compliance- Administrators/Staff conducted by CFN 532</p>

**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.).

During the turning 5 process, the school-based CSE welcomes families to tour the school, visit classrooms, and invites parents to attend the kindergarten open house in both the spring and fall. Comprehensive assessments are conducted and included in students' IEP files during the IEP process, which provides transparency regarding the student's current level of performance, school history and social/emotional preparedness. Members of the school-based CSE articulate with each child's current providers and hold the IEP meeting at the current school, to allow for collaboration between the articulating preschool and P.S. 108.

**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.

A MOSL committee is established each year. The committee meets bi-monthly to select assessments that will provide a clear picture as to what students know and identify their next steps for learning. Once assessments are administered, professional development for calibration and norming is provided. assessment results are analyzed and shared across the grade and school. Teachers use these results to plan instruction and progress monitor.

**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 (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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

School Improvement Funds				
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

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

## Section 9: 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 SCEP 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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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. **[School name]** 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) Template**

**[P.S. 108]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

**III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

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

District <b>11</b>	Borough <b>Bronx</b>	School Number <b>108</b>
School Name <b>Philip J. Abinanti</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>Charles Sperrazza</b>	Assistant Principal <b>Caren Shapiro</b>
Coach <b>Andrea Eisen</b>	Coach <b>type here</b>
ESL Teacher <b>Jennie Adler</b>	Guidance Counselor <b>Isabel Charap</b>
Teacher/Subject Area <b>type here</b>	Parent <b>Gina Conti</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Yvette Santiago</b>
Related Service Provider <b>Jillian Mainero</b>	Other <b>Vanessa Visners, A.P.</b>
Network Leader(Only if working with the LAP team) <b>Ben Soccodato</b>	Other <b>Lori Solano, A.P.</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>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>1</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>591</b>	Total number of ELLs	<b>46</b>	ELLs as share of total student population (%)	<b>7.78%</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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Pull-out	11	12	5	6	1	2								37
self-contained			9											9
<b>Total</b>	<b>11</b>	<b>12</b>	<b>14</b>	<b>6</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>46</b>						

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	16	Newcomers (ELLs receiving service 0-3 years)	41	ELL Students with Disabilities	11
SIFE	2	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	41	2	6	5	0	5				46

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>	41	2	6	5	0	5	0	0	0	46
Number of ELLs who have an alternate placement paraprofessional: <u>0</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	5	5	7	4	1	2								24
Chinese	1													1
Russian														0
Bengali														0
Urdu														0
Arabic	5	5	3	2										15
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian	0	2	2											4
Other			2											2
<b>TOTAL</b>	<b>11</b>	<b>12</b>	<b>14</b>	<b>6</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>46</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	3	3	1	2									14
Intermediate(I)	9	5	3	1	0									18
Advanced (A)	3	8	3	0	0									14
Total	17	16	9	2	2	0	0	0	0	0	0	0	0	46

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
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.
  - Our school uses a variety of tools to assess the early literacy skills of our ELL students. The students were administered the DRA in the Fall and the results were aligned with the Fountas and Pinnell levels to assist teachers in creating their small focus groups (guided reading). Every student was also administered running records and will continue to be monitored via this assessment until mastery is

accomplished. The students are also given the Mondo assessments-Oral language, phonemic awareness, etc. Teacher use this data to inform instruction.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
  - 2) The Lab-R and the NYSESLAT indicate that the greatest rate of progress occurs with the younger students and in the areas of listening and reading.  
The older students (3-5) progress at a slower rate and have remained at the same level ie intermediate for more than one year. There is a plateau effect in reading and writing as academic language becomes more sophisticated.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
We use AMO's to create goal setting for specific sub groups of students. These students are administered several bench mark assessments to monitor their progress. Their teachers then plan lessons to strengthen the areas of need. The lower grade teachers, especially those that have beginning ELL students, implement oral language lessons daily. The data reveals that more focus is needed for instruction in reading and writing for our ELL population. All teachers focus reading and writing skills and practice in the integrated units that are aligned with Social Studies.
4. For each program, answer the following:
  - 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 results on the ELL periodic assessment reflect similar data trends as in the NYSESLAT. The general trends we've noticed are that student performance on the reading sections of the ELL periodic assessment is developing.  
Bilingual glossaries are provided to the students to use as needed.
  - b) Teachers use the ELL periodic assessments to form focus groups and to drive instruction for the student.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
Our school has the Response to Intervention (RTI) framework across all grades. (K-5). The RTI teachers' data is shared amongst all teachers. This data identifies the students on all three Tiers as well as indicate weakness areas of each student. Tier 1 is implemented in each classroom by the classroom teacher based on the RTI data. The RTI team directly services the Tier 2 and Tier 3 students for intervention.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
A child's second language development is carefully considered in instructional decisions. Independent reading books in different genres and on various Fountas and Pinell levels have been provided in many languages to ELL students. Additionally, translated versions of guided reading passages to develop reading skills have been offered to ELL students. Teachers provide scaffolding and ESL strategies to make content comprehensible to the students. In addition, teachers use adapted text to facilitate accessibility.
7. For dual language programs, answer the following:
  - 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?  
Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We evaluate the success of the program in various ways. We analyze data from The New York State ELA, Math and Science Exams. We also look at the Annual Measurable Achievement Objectives. (AMAO's) What does the data reveal? Our beginning students need assistance and time in English speaking environments to acquire and develop academic language in order to apply, process and synthesize knowledge into actual learning. The intermediate students struggle without scaffolds in writing and reading. Their receptive skills are stronger than their productive skills.

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

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

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

3. The licensed ESL teacher hand scores the Lab-R (and Spanish Lab) to determine which students are entitled and need a parental Entitlement letter. If parents are unable to attend the first Parent Orientation meeting, the parent coordinator and the ESL teacher reschedule another meeting on a day more convenient for the parent. The parents receive the entitlement letter as well as the program selction form after they watch the video. The ESL teacher colects and files these letters. Several attempts are made by the ESL teacher and the parent Coordinator to get every parent into the school to sign the forms and to make an informed choice about the program for his/her child. It is noted that if a form is not returned the default program for ELLs is Transitional Bilingual Education as per CR Part 154.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

4. The parents of students identified as ELL's view the EPIC video in their native language. After having the opportunity to ask questions, they complete the Parent Survey and Program Selection Form. If the parent chooses Transitional Bilingual Education, (we do not currently have the requisite number (15) on two consecutive grades to offer it here), we inform those parents of their option

to choose a NYC public school that does offer the selected program (based on Availability) and they are assisted by the ELL Compliance specialist in the network. This holds true for parents that select Dual Language as well. We do our best to place the student into a school that offers the parents' preferred program. If a parent chooses TBE or Dual Language, and there are one available, we inform them that we will put their children's names on a list and open a bilingual class once there are fifteen bilingual ELLS within two contiguous grades that speak the same language. Parents are informed of the research that indicates that continuous participation in one of three instructional programs benefits the child more than switching between programs. The original, signed Parent survey and Program Selection form is kept in the student's cumulative folder. The ESL teacher keeps a copy in the ESL Compliance files as well. The required information for newly identified ELLs is entered into the ELPC screen on ATS. Parents that choose ESL are given Appendix F Placement Letters, translated into their native languages. Other DOE Parent Notification letters are sent home in Parents' native languages. Appendix E informs parents that their child's score indicates that s/he is English proficient and not entitled to receive services as an English Language Learner. Appendix G informs ELL parents that their child was administered the NYSESLAT in the spring to determine English Language proficiency and based on the results continues to be entitled to receive English language development support in classes for English Language Learners. Appendix H informs ELL parents that based on the score received on the NYSESLAT administered in the spring, their child is no longer entitled to services for ELLS because s/he scored at the Proficient level. The ESL teacher keeps a copy of every letter on file in a locked cabinet in the school. Continued entitlement letters are sent home with the student as well as a telephone call is placed to the parent, informing them of the continued entitlement and an invitation to come in to have a meeting about it and to answer any questions. Continued entitlement letters are maintained in a locked file by the ESL teacher in the building.

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

The steps taken to administer all sections of the NYSESLAT are as follows: We generate an ATS report RLER that indicates eligibility for NYSESLAT. We then go through the answer documents (pre-slugged) to make sure that all data is correct. We complete data on the blank answer documents for those students that do not have the pre-slugged answer sheets. After that we devise a testing calendar that is aligned to the proscribed dates on the official testing calendar. The ESL teacher with another pedagogue (not the student's ESL teacher) administers the first test, Speaking. That teacher scores each individual's responses after reading the criteria and listening to the scoring samples. At the end of each day, the tests are secured in the locked testing closet. The Listening Test is administered by the ESL teacher. For grades kindergarten and first the teacher reads the passages. For grades 2-5 the listening passages are on a cd. The students record their answers in the test books (answer documents for the upper grades) The responses are transferred to answer documents for the younger students. The third test is Reading, Students are tested with their grade level. The students are given their IEP accommodations. The last subtest is Writing. This section is scored by a team of teachers that excludes the participation of the ESL and classroom teacher. The tests are then boxed and sealed and secured in the testing closet until the date to deliver to the Fordham office.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- The team carefully reviews the parent choice letters and maintains these letters as well in a locked cabinet in the school. If a parent selects a program that is not offered by the school, We contact the ELL support in our network to locate a school that does offer the particular program and to ascertain if there is a seat for that student. This year there was one parent that wanted a bilingual Arabic class but when she discovered that the school was in Queens she declined. We informed her that if we received 15 requests for this type of class on the 1-2 grade level then we would contact her. When the parents at this school are offered the option of ESL pullout at our school or to change the school to receive dual language or bilingual, they retract that choice and keep their child with us. less than 2 percent request bilingual classes and 100 percent of our parents elect to stay at this school in a pullout program model.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
    - 1A. The freestanding ESL program at PS 108X is a pull-out program serving ELLs in grades K-5. (9 second graders are receiving instruction from a licensed ESL teacher in a monolingual general education classroom.)
    - 1B. Our Ell's are served by means of a freestanding ESL program incorporating a pull-out model with both homeogenous and heterogenuous language proficiency groups. 46 ELLs spend the entire day in all English content area instruction with native language support such as bilingual dictionaries and glossaries, translated texts and peer scaffolding. The ESL teacher takes the Ells from their mainstream classrooms and brings them together for small group English instruction with 5 -16 students per group.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Students are grouped according to proficiency level. (Beginner, intermediate and advanced) as determined by their scores on the New York State English as a Second Language Achievement Test (NYSESLAT), and their current grade levels. The amount of explicit ESL instructional time is based on their proficiency level as outlined in CR PART 154 regulations. 13 beginner and 18 intermediate students receive 360 minutes of ESL instruction per week. 13 advanced students receive 180 minutes of ESL instruction per week and at least an additional 180 minutes of English Language Arts (ELA) instructions in their mainstream classrooms.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Research shows that students develop Cognitive Academic Language Proficiency (CALPS) in a second language when they receive comprehensible in put. When the lesson is taught in English, and the input is language arts, social studies, math, or science, ELLs receive English language support and academic content simultaneously. In order to make the content comprehensible, the ESL teacher uses a variety of scaffolding techniques such as front loading or previewing the academic vocabulary, building background knowledge, gestures and using visual cues such as pictures and videos. Instruction is differentiated in every lesson to match the needs of ELLs at all stages of language acquisition. Semantic webs are used in addition other graphic organizers to support students' comprehensible input of difficult text. Furthermore, sentence stems are used to support student with cognitive functions such as comparing and contrasting, inferring, etc. This will ensure their active participation in the lesson and provide entry points into the curriculum. The ESL teacher shares these methodologies and best practices with mainstream teachers. This opportunity for cross-articulation is provided during common plan time once a week for a 50 minute block. The ESL teacher uses data from these meetings, in addition to cirriculum maps, to inform instruction and decision-making. The ESL curriculum is enhanced by Rigby's "On our way to English" program with intergrated united directly correlated to the curriculum maps that include oral language development, listening, shared reading and writing, guided reading and phonics/word student. This integrated

approach provided academic content embedded throughout the program and is aligned with the common core standards. All students are engaged in making meaning of complex text and instruction is focused on developing their academic language. Additionally, students are offered bilingual books in Albanian, Spanish, French, Chinese, Russian, Korean and Vietnamese/English to read and to listen to (on CDs) that are comprised of the following genres, folktales, fables, fairy tales, fiction and nonfiction content area glossaries, as well 50/50 split fiction, nonfiction CCLS. We use Envision Math aligned with CCLS at our school and the homework (review) is translated by the company into Spanish.

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

Once a student had been administered the LAB-R and the results demonstrate that he is entitled to English language services, he is administered the Spanish LAB if his native language is Spanish. All ELLs are entitled to translated versions of state math and science tests. Based on our ELL populations, the testing coordinator requests these tests in the appropriate languages. Third, fourth and fifth grade ELLs whose native language is Spanish or Chinese, for example, are offered the translated version to use side-by-side with the English version. They choose the version in which they wish to record their answers. For low incident languages for which there are no translated versions of the tests, an interpreter is requested ahead of time from the Office of Translation and Interpretation Services. At P.S. 108X, we have most recently used Albanian and Arabic interpreters. Bilingual glossaries are also used in content area state assessments.

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

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

6. How do you differentiate instruction for ELL subgroups?

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

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

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

6c. The plan for ELLs receiving services 4 to 6 years is to teach with clearly defined content and language objectives. The ESL teacher provides authentic activities that integrate lesson concepts with language practice opportunities such as letter writing, summarizing, and research-based writing. Students are taught to recognize cognates, and signal words. Words are defined and highlighted in content

words walls. New academic vocabulary is explicitly taught and there are multiple modalities and opportunities for students to use Tier 1, 2, 3 words. Teaching methods include previewing, modeling or demonstrating, reviewing, assessing and teaching again. New information and abstract concepts become concrete when both teacher and students create and use graphic organizers, make and play games for content understanding and review, create semantic maps, etc. The teacher plans for multiple learning styles, and incorporates films, posters, songs, web-based programs, charts, timelines, photos, etc.

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

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

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

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

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

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

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

### Courses Taught in Languages Other than English ⓘ

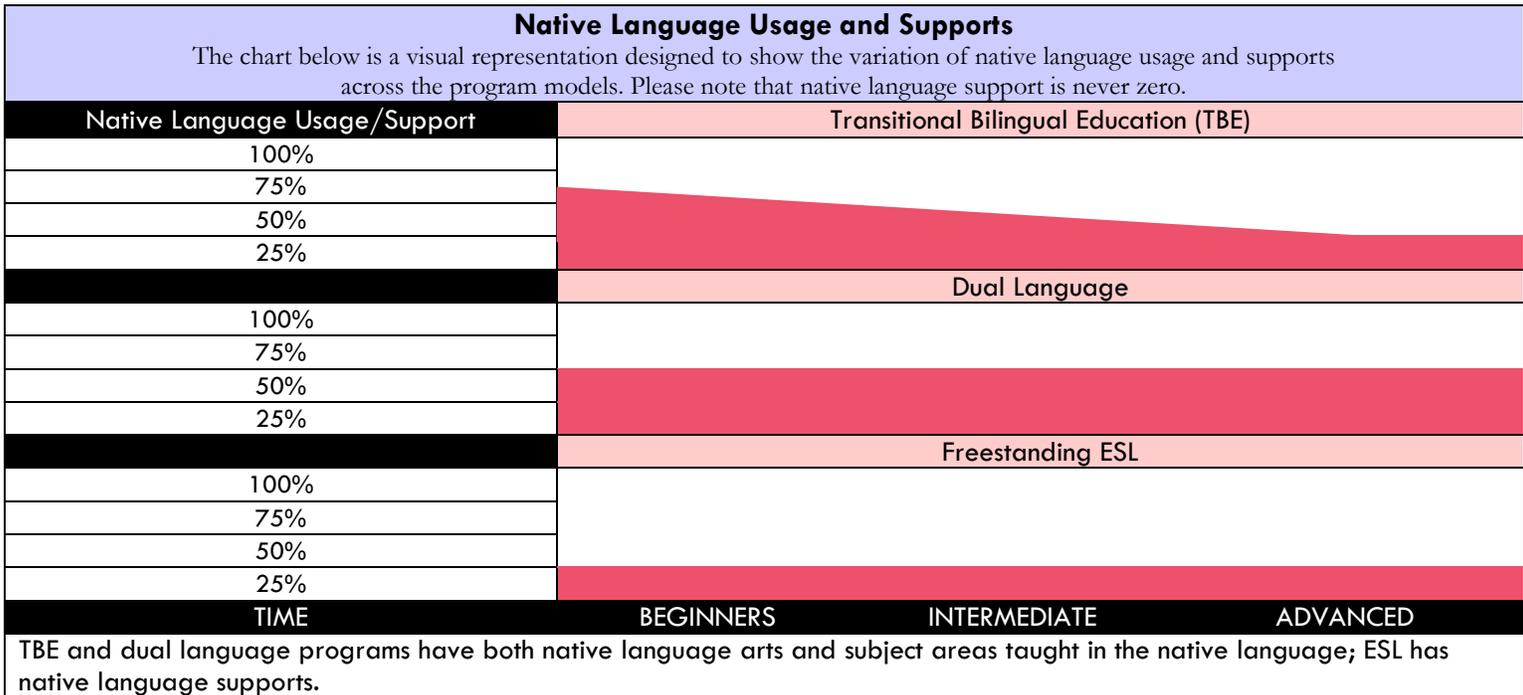
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<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.
9. At P.S. 108x, we use the RTI model as intervention for ELLs in ELA and Math. We use the three tier system. In Tier One the students are served by their classroom teachers. The teacher then creates small focus groups based on data and teacher observances. During the day, the teachers employ a variety of grouping configurations: whole class, pairs and focus groups. The data from RTI as well as other assessments assist the teacher in creating small focus groups. The classroom set up encourages collaboration, provides practice opportunities and increases the preferred mode of instruction for students. There is ongoing informal assessment to ensure the groups are fluid and adequate We use Wilson and Foundations to support students with decoding and making meaning in literacy skills. . Our math Envision program provides differentiated instruction for ELLs. Our science program- demonstrations and content related film clips are used to scaffold instruction for ELLs. Strategies such as wait time (20 seconds) are employed by all teachers for ELLs to formulate responses. Although the language of instruction is English the use of bilingual paraprofessionals, teachers and peers to clarify concepts, vocabulary or procedures. We would like to add our resources of native language support material such as bilingual dictionaries, non-fiction math and science texts. If the student is entitled to Tier 2 and 3 services then that service is provided by RTI instructors. All services that are available to general education monolingual students are also available to ELL students if they are in need of them such as Speech, At risk counseling etc. These services are provided in English . After school programs in ELA and Math are also offered to ELL students in grades 3, 4 and 5. After school program for ELL's only are offered to grades 2,3,4, and 5 for assistance in ELA and Math as well. In science we provide a scaffolded instruction as well as realia to make concepts more accessible to students. We use Brain Pop jr, videos to teach science concepts. The students are engaged in experiments using Foss kits which allow them to make scientific concepts concrete. We also offer a fourth grade afterschool Science Sleuths program.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We evaluate the success of our program for Ells based on how we are meeting the Annual Measurement Achievement Objectives (AMAO'S) and how our ELLs perform on the ELA, Math and Science Exams. We examine the six shifts in NYC and are driving instruction forward by emphasizing vocabulary and fluency, the six steps to vocabulary and the strategies of Close reading.
11. What new programs or improvements will be considered for the upcoming school year?
11. This year we grouped 9 students into one second grade monolingual class that is taught by a licensed ESL teacher. This enables the pullout ESL teacher more flexibility in her schedule and with grouping.
12. What programs/services for ELLs will be discontinued and why?
12. We do not have any plans to discontinue any services for our ELLS.Paste response to question here:
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. Ells are afforded equal access to all school programs. Notifications of special events, trips, activities and programs such as Boost , Afterschool, AM Extended Day, Inside Broadway, Science Sleuths etc. are distributed to all students (grade appropriate) Teachers working lin these programs encourage ELLs to use glossaries, dictionaries, often provide translated texts and engage in scaffolding and differentiation to ensure understanding and completion of activities as they do during the regular school day.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- To support intermediate newcomers and advance students Imagine learning is offered on a daily basis. Relia as well as access to the internet (every classroom has at least four laptops or desktops), bilingual glossaries and dictionaries are available for the students.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
15. In the ESL program native language support is delivered by providing dictionaries, glossaries and bilingual or monolingual books in native languages.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Resources offered are age appropriate. Fountas and Pinell leveled books , picture dictionaries for younger students and/or beginners, word to word glossaries for older students or more advanced, etc
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
17. Newly enrolled ELL students are assisted throughout the school year as soon as their parents enroll them in the school. They are introduced to the ESL coordinator and to the Parent Coordinator. The ESI teacher then gives an informal assessment to correctly place the child into the appropriate focus group. The ESL teacher also articulates with the classroom teacher to share information

and to develop congruency to meet his/her needs. The teacher is given bilingual or monolingual books as well as dictionary and or glossary in that child's native language. If the child is on grades 2-5, he/she is encouraged to attend the ESL afterschool program as well. Paste response to question here:

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

N/A

### C. Professional Development and Support for School Staff

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

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

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

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

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

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

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

Imagine Learning Professional Development November 18, 2013

Picture Word Inductive Model Professional Development January, 17, 2014

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

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

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

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

## D. Parental Involvement

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

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

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

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

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

## E. Additional Information

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

## Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Charles Sperrazza	Principal		1/16/14
Caren Shapiro	Assistant Principal		1/1/01
Yvette Santiago	Parent Coordinator		1/1/01
Jennie Adler	ESL Teacher		1/1/01
Gina Conti	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01

Isabel Charap	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

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

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

DBN: 11x108 School Name: Philip J. Abinanti

Cluster: 5 Network: CFN532

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

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

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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.

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

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

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

## Part B: Strategies and Activities

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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.

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

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

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

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

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

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

## **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: Philip J. Abinanti

DBN: 11x108

This school is (check one):  conceptually consolidated (skip part E below)

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):

Before school       After school       Saturday academy

Total # of ELLs to be served: 30

Grades to be served by this program (check all that apply):

K     1     2     3     4     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: 1  
# of content area teachers: 2

Describe the direct instruction supplemental program here and include the

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

Begin description here: English Language Learners need to perform at grade level and meet the appropriate Common Core Learning Standards, as well as develop their language proficiency. Exposure to multiple resources and instruction will meet the needs of our English Language Learners. The ELLs at PS 108 spent the entire day in all English content area instruction with native language support. In order to increase English Proficiency level, English Language Learners will participate in an ESL Literacy/Math Extended day program and will offer the following:

- The ESL Literacy/Math extended day program will service 30 ELL and transitional ELL students in grades 2-5.
- The ESL program consists of 36 sessions that will take place on Wednesday and Thursday from 2:45pm-4:45pm beginning November 6, 2014 and ending April 30, 2014. The schedule is as follows:
- The program will target 30 students in language/literacy and mathematics (problem solving) skills in both receptive and expressive English.
- Taught in English and using supplemental high interest materials as the core of instruction, students will receive an additional three hours of instruction per week for 20 weeks.
- There will be two groups of 15 students co-taught by two certified teachers: a content and ESL teacher. The ESL teacher instructs students in ELA/Literacy for 45 minutes. Students rotate and the content teacher instructs students in Math for 45 minutes. From January, 7, 2015 to April 30, 2015, Academic Intervention Support will be given to students, by a certified content teacher, based on classroom and program math and literacy data. The AIS teacher will provide small group instruction and differentiate math lessons to meet the needs of students.
- The teachers will plan lessons and differentiate instruction that is consistent with: ongoing assessment, data from common planning meetings, and aligned to curriculum maps that include oral language development, listening, shared reading and writing, guided reading and phonics/word.
- The program will also concentrate on increasing Basic Interpersonal Communication Skills and Cognitive Academic Language Skills necessary to successfully participate on the state exams.

### Part B: Direct Instruction Supplemental Program Information

- Continental's New York ELLs for the 2015 NYSESLAT will be used to give students exposure to the setup of the NYSESLAT. Engage NY, Rally and Go Math will also be used for additional academic support and preparation for NY State ELA and Math exams.
- An administrative supervisor will supervise the ESL after school program at no cost to Title III.

### 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: P.S. 108 offers extensive, ongoing professional development for all ESL and content area teachers. Professional Development is offered to teachers of ELLs as they engage in Common Core learning Standards by the ELA and Math coaches in conjunction with consultants, ESL coordinator and an assistant principal on a weekly basis during common planning time. As integrated units are created and or revisited, best practices for ELL students are reviewed as well as creating differentiated lessons, activities, classwork and homework including scaffolding, vocabulary building and SIOP strategies. Teachers of ELL and content area teachers participate in weekly school based professional development (35-55 minutes) and grade level meetings (45 minutes) in an effort to strengthen core instruction in Literacy and Math. The following is a tentative schedule for professional development:

- Title: Foundations assessments (as it relates to ELLs) Presenter: Sharon Grunfeld  
Date(s): December 2014, January 2015 Participants: Teachers, administration and support staff
- Title: SIOP strategies for all learners Presenter: Ms. Pirrazzi, ESL teacher  
Date(s): September 2014, January 2015 Participants: Teachers, support staff and administrators
- Title: Explicit Instruction Presenter: Ms. Visners, Assistant Principal  
Date(s): October 2014 Participants: Teachers, support staff and administrators
- Title: Reflecting and refining Tier 2 vocabulary instruction (Citywide Instructional Expectations)  
Presenters: Ms. Spigai and Ms. Eisen, literacy coach Participants: Teachers, support staff

## Part C: Professional Development

and administrators

Date(s): November and December 2014, January 2015

- Title: Putting the “Work” Back into the “Work” shop Model Nonfiction Crafting

Presenter: Andie Eisen, Literacy Coach

Date(s): Sept and Nov. 2014 Participants: Teachers, support staff and administrators

- Title: Go Math Classroom Practice Presenter(s): Ms. Ponico, Math Coach and Marisa Coar

Date(s): Common Planning, September 2014-May 2015 Participants: Teachers, support staff and administrators

- Title: Promoting Academic Excellence for All Language Learners Presenter: Ms. Torres, CEI-PEA Instructional Specialistm

Date(s): September 2014 Participants: Teachers, support staff and administrators

- Title: Looking at Student Work Protocol to Guide Instruction Presenter: Julie LeGuen, Consultant

Date(s): Common Planning, September 2014-May 2015 Participants: Teachers, support staff and administrators

- Title: Literacy Centers and Integrated Units of Study Presenter: Ms. Eisen, literacy coach

Date(s): Common Planning, September 2014-May 2015 Participants: Teachers, support staff and administrators

- Title: Integrating Math Centers Presenter: Ms. Ponico, math coach

Date(s): Common Planning, September 2014-May 2015 Participants: Teachers, support staff and administrators

### Part C: Professional Development

- Title: Imagine Learning Presenters: Mr. Appow, Tech specialist and Ms. Pirrazzi, ESL teacher

Date(s): September 2014-May 2015 Participants: Teachers, support staff and administrators

- Reflex Math, Ms. Ponico Presenter: Ms. Ponico, Math coach

Date(s): September 2014-May 2015 Participants: Teachers, support staff and administrators

In addition, the ESL teacher attends professional development workshops offered by the following agency:

- CFN 532: provided by Luis Quan and Yazmin Torres

### 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: The Parent Coordinator (our language translation designee) and the PTA work closely together to increase parent involvement by incorporating workshops into their monthly PTA meetings. Workshops include:

Title: Internet and school safety

Presenter: Bronx Borough Command

Date(s): December 8, 2014

Title: ELA and Math Readiness

Presenter: Andie Eisen, Literacy coach and S. Poncio, Math coach

Date(s): January 13, 2014

Title: Common Core Learning Standards

## Part D: Parental Engagement Activities

Presenter: Andie Eisen, Literacy coach and S. Poncio, Math coach

Date(s): January 13, 2015

Title: Common Core Learning Standard Shifts and C.A.F.E.

Presenter: Nicol Pirrazzi,, ESL coach and Ms. Yazmin Torres, Instruction Specialist

Date(s): January 15, 2015

Title: Nutrition

Presenter: TBA

Date(s): February 2015

Title: Moving to Middle School.

Presenter: TBA

Date(s): March, 2015

Title: Annual ESL Festival

Presenter: Nicol Pirrazzi,, ESL coach, Administration

Date(s): April-May 2015

Title: Field Day

Presenter: S. Macagnone

Date(s): May 2015.

Our school partners with other agencies and Community based organizations to provide workshops and services to our ELL parents. One of these agencies is Learning Leaders, who not only provides training for parents who want to be school volunteers, but also free academic workshops for parents. Workshop titles include:

Number Sense

**Part D: Parental Engagement Activities**

Help Your Child Begin to Read

Help Your Child Grow as a Writer

Parents are encouraged to be chaperones on school trips and to volunteer to receive training to become Learning Leaders. Parents will be notified via monthly newsletter and special announcements translated into multiple languages.

Translation services are offered upon request.

English Language Lab for Parents, weekly classes instructed by ESL teacher, Ms. Pirazzi, held on Tuesdays from 2:40pm-3:55 pm.

**Part E: Budget**

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

Allocation Amount: \$11200

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

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____