

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

19K108

School Name:

P.S. 108 SAL ABBRACCIAMENTO

Principal:

CONSTANCE HAHN

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: P.S. 108 The Sal Abbracciamento School Number (DBN): 19K108
School: _____
Grades Served: Pre-K-5
School Address: 200 Linwood Street, Brooklyn, New York 11208
Phone Number: 718-277-7010 Fax: 718-827-4137
School Contact Person: Constance Hahn Email Address: Chahn3@schools.nyc.gov
Principal: Constance Hahn
UFT Chapter Leader: John Rini
Parents' Association President: Ricardo Harrigan
SLT Chairperson: Jennifer Persaud
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Ricardo Harrigan
Student Representative(s): N/A
N/A

District Information

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

Borough Field Support Center (BFSC)

BFSC: _____ Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston St., Brooklyn, NY, 11201
Director's Email Address: BFitzge2@schools.nyc.gov
Phone Number: _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jodi DePasquale (Teacher)	Member/ 1st Grade Teacher	
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 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), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **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. Title I schools must also 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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

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

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

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

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

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

P.S. 108K is partnered with East New York Reads Literacy Initiative. This partnership has led to the following school-based programs:

- Building Educated Leaders for Life (Summer program)
- City Year New York
- Community Service Society—Experience Corps
- Literacy Inc. (LINC)
- Reading Partners
- Learning Leaders
- Medgar Evers College Student Teacher Program

--P.S. 108K Accomplishments:

- NYS Rewards School
- P.S. 108K is featured on the Promising Practice Library for our extensive professional learning opportunities that ensure instructional quality and coherence throughout the school community. P.S. 108K uses video to capture best practices to share with colleagues. We also use video as a professional learning tool. It provides teachers with the opportunity to self –reflect and it provides colleagues the opportunity to provide actionable feedback and to offer support.
- Ten Top 10s from New York City's 2014 test scores in ELA for biggest positive change in reading proficiency rate +17.78%.

- Exceeded the average New York State and New York City ELA and Math scores
- P.S. 108K's lesson study practice is featured online on the New York City Department of Education (NYCDOE) website "Support for Advance Implementation 2014-15" as an effective tool for professional learning.
- EngageNY and New York City (NYC) Office of Teacher Effectiveness have filmed several of our teachers to capture effective and highly effective teaching practices.
- Two teachers from PS 108K were chosen by the University of the State of New York (USNY) Regents Research follows program as "Pro CCLS Debaters" to represent NYCDOE in a broadcast debate, "Should Schools Embrace the CCLS" by Intelligent Squared. Carmel Martin, Executive Vice President for Policy at American Progress and Michael Petrilli.

--**Growth:** Steady progress 3 years in a row on NYS ELA and Math Assessments. 2015 results were higher than city and state average despite being universal free lunch, Title 1 school. Recognition from NYS as Rewards School.

--**Area of Focus:** 3rd grade significantly lower results than 4th and 5th grade on NYS ELA and Math Assessments. Thus, will focus on pedagogical practices of K-2 teachers.

19K108 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	906	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		88.2%	% Attendance Rate	91.8%
% Free Lunch		79.5%	% Reduced Lunch	0.3%
% Limited English Proficient		12.0%	% Students with Disabilities	23.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		1.7%	% Black or African American	18.3%
% Hispanic or Latino		71.5%	% Asian or Native Hawaiian/Pacific Islander	6.8%
% White		1.6%	% Multi-Racial	0.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		11.34	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.5%	Average Teacher Absences (2013-14)	7.7
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		31.0%	Mathematics Performance at levels 3 & 4	45.9%
Science Performance at levels 3 & 4 (4th Grade)		82.0%	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	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
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		YES	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		

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

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

Part 1 – Needs Assessment

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

P.S. 108K conducted a comprehensive assessment of our school’s academic program in response to the Framework for Great Schools-Rigorous Instruction. This assessment was conducted by analyzing student performance trends, reviewing findings from our Quality Review (QR) and utilizing other relevant data.

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

On the 2014-2015 New York State ELA Assessment **32%** of our students achieved a level 3 or 4 on the NYS ELA Assessment as compared to 28% of students citywide.

Overall, we scored higher than the state average on the 2014 NYS ELA Assessment. According to Chalkbeat New York, P.S. 108K scored in the top 10 schools on New York City’s 2014 test scores in ELA for biggest positive change in reading proficiency rate +17.78%

In 2014, the Percentage of Students at the 75th Growth Percentile or Higher is as follows: 65.3% of ELL students, which is 92.0% of the city range, 78.0% of Lowest Third Citywide, which is 100.0% of the city range, 69.4% of Self-Contained/ICT/SETSS, which is 85.6 % of the city range, and 81.3% of Black and Hispanic Males in Lowest Third Citywide, which is 100.0% of the city range.

Based on the analysis of our 2014-2015 ELA data, we have determined that our average Fountas and Pinnell growth in months on our benchmark assessment is as follows: Grade 5 -11 months, Grade 4 – 11 months, Grade 3 – 9 months, Grade 2 – 7 months, Grade 1 – 8 months, Kindergarten – 5 months. Our Lexile, Average Growth per month is Grade 5 - 14 months, Grade 4 – 17 months, Grade 3 – 14, and Grade 2 – 19 months.

In P.S. 108K, **32%** of students achieved a level 3 or 4 on the New York State ELA as compared to 28% citywide. Our 4th and 5th grade students scored highest in district 19 on the 2014 New York State ELA assessment and our 3rd grade students scored 3rd highest in District 19. Overall, we scored higher than the state average on the 2014 NYS ELA assessment. According to Chalkbeat New York, P.S. 108K scored in the top 10 of schools on New York City’s 2014 test scores in ELA for biggest positive change in reading proficiency rate with an increase of 17.78%.

Our schools strengths and needs are as follows:

- **Strengths** : According to the 2014-15 Quality Review, P.S. 108K’s curricula ensures challenging tasks and rigorous habits for all students are aligned to Common Core Learning Standards and/or content standards and strategically integrate the instructional shifts. Curricula and academic tasks are planned and refined using student work and data. P.S. 108K has developed coherency in the curriculum maps using a careful blending of Engage NY and Ready Gen that strategically integrate the instructional shifts across grade bands, K-2 and 3-5. After an in depth-analysis of student

work, pre-assessments, running records and summative data, teacher teams made revisions of writing prompts to support the writing process across subjects. Curriculum maps were adjusted to reflect alignment to Common Core Learning Standards and lesson plans reflect integration of higher-order questions using Depth of Knowledge and Hess Matrix.

Priority Needs: Teams of P.S. 108K teachers met to analyze student data using the Analysis of Student Work form and the ITA Analysis tool to ensure rigor and alignment to the Common Core Learning Standards (CCLS) Instructional Shifts. Data resulting from ELA performance tasks, Measures of Student Learning (MOSL) and New York State English Language Arts (NYS ELA) data was analyzed to identify current student thinking and surfacing gaps. Our findings were that across all grades we found that our students were becoming more adept at citing evidence and using details from text to support their answers, however it was noted that this text based evidence was either irrelevant or not developed properly. Additionally, students in the upper grades struggled when making inferences to support their claims.

This led to our decision to continue the instructional focus of using evidence in argument to frame our work, provide a coherent structure to our instruction and provide students with the necessary instruction to meet grade level expectations as outlined in the CCLS.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

Goal 1: Rigorous Instruction: By June 2016, at least 80% of all students in grades K-5 will move up at least one level and/or reach level 3 in the Development category (using details and text-based evidence to support the topic/claim) of the NYC Performance Assessment Common Rubric, as measured on the benchmark performance assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>P.S. 108K uses research-based instructional programs, professional development and other systems and structures to impact change.</p> <p>P.S. 108K uses Ready GEN for grades K-5. ReadyGEN is a comprehensive K-5 core curriculum of topically related text</p>	<p>All students including ELLs, SWDs, SIFE students, and overage students</p>	<p>September 2015-June 2016</p>	<ul style="list-style-type: none"> • Administrators • Staff developers • Data specialists

sets and routines-based instruction. ReadyGEN lessons are designed on the principles of the Gradual Release of Responsibility Model with the goal of building independent readers and writers.

P.S. 108K supplements Ready GEN in grades 3-5 with rich, complex novels, Appendix B and with lessons from Engage NY and complex non-fiction articles. The teams of teachers are currently engaging in professional-learning opportunities regarding the writing pathways/progressions by Lucy Calkins. They are revisiting the units of writing for each grade and using the Depth of Knowledge (DOK) for writing to evaluate their writing tasks.

P.S. 108K also utilizes READ 180 and System 44. READ 180 is the most thoroughly researched reading intervention program in the world. Respectful and engaging for struggling readers for all ages, READ 180 provides strategic reading intervention in three stages, each with unique content for students.

System 44 Next Generation is a new foundational reading program for the most challenged readers. System 44 Next Generation is proven to help students master the foundational reading skills required for success with the new standards, college and career through explicit instruction in phonics, comprehension and writing.

P.S. 108K school community has been provided with multiple learning opportunities revolving around the instructional shifts. Teachers have identified evidence of instructional shifts in their lesson plans. The Common Core Learning Standards (CCLS) Instructional Practice Guide for ELA and Math are utilized as a tool to guide teachers as they plan.

The Professional-Learning Team uses Depth of Knowledge (DOK), Hess matrix and CCLS shifts as tools to create challenging curriculum and promote higher order thinking skills. Teams of teachers collaboratively plan lessons and units of study that include DOK and Universal Design for Learning (UDL.) Teacher collaboration includes, but is not limited to, teacher teams, intervisitations, professional learning sessions, demonstration lessons and lesson study. Teachers emphasize that their student conversations are based on evidence from the text. Questions that promote higher-order thinking skills are built into each lesson plan.

Analysis of student work, learning tasks and teacher questions are routinely done during lesson study, teacher teams and collaborative planning sessions. During professional learning opportunities, teachers identify what higher-order thinking “looks like” and “sounds like.” Teachers

- Grade leaders
- AIS coordinator
- ESL teachers
- SETSS teacher
- Teachers
- Consultants from Creative Solutions

<p>routinely analyze and rate their tasks and questions using DOK and UDL. Teachers in grades 3-5 use the released questions from the state to use as a model.</p> <p>Consultants from Creative Solutions will provide professional-learning opportunities revolving around rigorous instruction through workshops and in class support.</p>			
<p>P.S. 108K utilizes strategies to address the needs of students with disabilities (SWD), English Language Learners (ELL), and other high-need student subgroups.</p> <p>P.S. 108K develops Common Core aligned lesson plans and units of study that include UDL and differentiation for groups of students. The Students with Disabilities and English Language Learners Teacher Teams meet bi-weekly to identify the gaps in learning and to provide the necessary scaffolding to ensure that all students have access to the CCLS. Professional- learning opportunities are provided to teachers of SWDs and ELLs impacting the effectiveness of the educators, who are responsible for improved student outcomes.</p> <p>We utilize the Monday afternoons from 2:20PM – 3:40PM for collaborative inquiry, lesson study and/or professional learning. On Tuesdays, teams of teachers meet from 3:00PM – 3:35PM to engage in collaborative inquiry. During the week, teams of teachers have common planning times for grade-wide teams. In addition to grade-wide teams, we also have an ELL teacher team and a SWD teacher team for grades K-2 and grades 3-5. These teams meet to analyze student work, explore research-based instructional strategies, identify the current and identify the current student thinking versus the desired student thinking, and determine implications for instruction for their targeted populations.</p> <p>To ensure that all teachers meet the expectations around engaging all students in rigorous instruction, including Students with Disabilities (SWD) and English Language Learners (ELL), in common core-aligned instruction, teachers will continue to collaboratively plan on a weekly basis to adapt and align literacy units of study based on Science and Social Studies curriculum to meet the grade level expectations of the Common Core. All teachers in grades K-5 received guidance in how to modify and adapt the Ready Gen literacy program to meet the needs of all learners. Additionally, teachers will use backward design for planning to modify the writing component of Ready Gen literacy units using the CCLS and Webb’s Depth of Knowledge (DOK) Levels to ensure instruction is cognitively demanding and engages all students in rigorous learning experiences. In an effort to ensure equal access to the curriculum for all students,</p>	<p>ELLs, SWDs, SIFE students, and overage students</p>	<p>September 2015-June 2016</p>	<ul style="list-style-type: none"> • Administrators • staff developers • data specialists • grade leaders • AIS coordinator • ESL teachers • SETSS teacher • teachers

including Students with Disabilities (SWD) and English Language Learners (ELL), teachers will incorporate the guidelines from the Universal Design for Learning in these units of study. Teachers will engage students in these modified units of study from the Ready Gen literacy program and measure progress over time using performance assessments.

We also have ELL teacher team for grades K-2 and grades 3-5. These teams meet to analyze student work and identify the current student thinking vs. the desired student thinking, as well as the implications for instruction for their targeted populations. Teachers have been and will continue to utilize this time to collaboratively plan and modify Ready Gen literacy program to meet the needs of our English Language Learners (ELL), Former English Language Learners (FELL) and Students with Interrupted Formal Education (SIFE.) Teams of teachers also develop and/or revise Common Core-aligned writing instruction, performance tasks and units of study utilizing the Ready Gen literacy program to ensure that our ELLs, FELLs and SIFE students are engaged in learning opportunities to provide students with explicit instruction in providing text-based evidence to inform and explain in writing and during discussion. These teams of teachers will meet to ensure that the principles of Universal Design for Learning (UDL) are incorporated into their instruction to provide support and equal access for all students, especially ELLs, FELLs and SIFE students. We will also analyze Measures of Student Learning (MOSL) performance task data, as well data from Ready Gen performance tasks and End of Unit Assessments to determine implications for instruction for their targeted populations.

We also have a SWD teacher team for grades K-2 and grades 3-5. These teams meet to analyze student work and identify the current student thinking vs. the desired student thinking, as well as the implications for instruction for their targeted populations. Teachers have been and will continue to utilize this time to collaboratively plan and modify Ready Gen literacy program to meet the needs of our Students with Disabilities. Teams of teachers also develop and/or revise Common Core-aligned writing instruction, performance tasks and units of study utilizing the Ready Gen literacy program to ensure that our Students with Disabilities are engaged in learning opportunities to provide students with explicit instruction in providing text-based evidence to inform and explain in writing and during discussion. These teams of teachers will meet to ensure that the principles of Universal Design for Learning (UDL) are incorporated into their instruction to provide support and equal access for all students, especially Students with Disabilities. We will also analyze MOSL performance task data, as well data from Ready Gen performance tasks and End of Unit Assessments

<p>to determine implications for instruction for their targeted populations.</p>			
<p>P.S. 108K engages families to support their understanding of Rigorous Instruction and the Common Core, in order to support their children at home.</p> <p>In an effort to increase parent involvement and engagement in the area of providing and promoting rigorous instruction, we ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School Parent Compact.</p> <p>We provide parents with the information and training needed to effectively become involved in planning and decision-making in support of the education of their children and foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress.</p> <p>We utilize the Tuesday Parent Engagement block to reach out to parents and guardians to meet face to face with individual or groups of parents or guardians, conduct telephone conversations, correspond with parents or guardians in writing through letters, emails, and/or grade level newsletters. This provides the school staff to share information about student progress, the school’s educational program and other initiatives of the Chancellor.</p> <p>We provide opportunities for parents to help them understand the accountability system, e.g., CCLS assessment expectations, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report and allow parents to provide suggestions during PTA and School Leadership Meetings.</p> <p>All parents/guardians are invited into the classroom on a monthly basis during Family Fridays to provide parents an opportunity to actively participate in their child’s classroom.</p> <p>We also distribute awards for recognition of Student-of-the-Month and Athlete-of-the-Month during PTA meetings to increase attendance.</p> <p>Our dance teachers create original performances for our students to perform during PTA meetings at least three times a year to increase parental attendance.</p> <p>We provide training/workshops in English and Spanish to help parents work with their children to improve their achievement level, e.g., literacy, and math, understand city,</p>	<p>All parents and guardians, including PTA members,</p> <p>School Leadership team.</p>	<p>September 2015-June 2016</p>	<ul style="list-style-type: none"> • Administrators • Staff developers • Data specialists • Grade leaders • AIS coordinator • ESL teachers • SETSS teacher • Teachers • Guidance Counselor • Dean • Social Worker • Parent Coordinator • School Psychologist

<p>state and federal standards and assessments and share information about school and parent related programs, meetings and other activities.</p> <p>P.S. 108K currently has a partnership with Literacy INC.: (LINC) developed its Comprehensive Literacy Model, based on research showing that mobilizing three key constituency groups—peers, parents, and community members with an intended goal to impact on early childhood literacy development.</p>			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Our budget reflects our philosophy that professional learning drives effective instruction. We have budgeted for 3 staff developers, one technology coordinator, and one Response To Intervention (RTI) coordinator who provide job-embedded professional learning, demonstration lessons, lesson planning, data analysis, inter-visitations, lesson studies and mentoring for all teachers to improve teacher practice and student performance. We have also hired an outside consultant to provide professional development in literacy to all pedagogical staff. These professional learning opportunities promote differentiation of instruction and identifying multiple entry points to ensure the needs of all learners are met. Our budget is also adjusted to provide opportunities for staff and administrators to attend network conferences, citywide and state conferences, such as Everyone Reads and Engage NY Network Team Institute (NTI.)

We make additional budgetary decisions to include programs such as, Extended Day and Saturday Academy to provide at-risk students in grades 1-5 opportunities to increase student achievement.

We also will be using per session funds to enable teachers to collaboratively plan curriculum maps and units of study for the 2015-16 school year. Our schedules allow for weekly common preps for teachers at all grade levels and subject areas. Teachers use these common preps to attend professional learning sessions based on student data, student work analysis, and trends found from informal and formal observations.

PS 108K chose to purchase the Ready Gen Common Core Learning Standards (CCLS) aligned curriculum for the 2013-2014 school year. We supplemented our Ready Gen program by purchasing class sets of complex texts. To ensure all students receive guided reading we purchased books on all reading levels.

Budgetary funds are used to purchase guided reading books in both fiction and non-fiction to address the instructional shifts and the Scholastic Read 180/System 44 to support literacy at the students’ current levels. Funds are used for Extended Day Programs for students in grades 2-5, Saturday Academy for students in grades 3, 4, and 5, English Language Learners (ELL) Extended Day program 2-5, and the Over Age support afterschool program.

At P.S. 108, we value technology and as a result we appealed to the local politicians and were awarded a Resolution-A grant. Over the years this grant allowed us to provide all classrooms with smart boards, document cameras and computers.

Members of the staff development team are funded with Tax Levy (TL) Fair Student Funding, TL Vision for School Improvements, Title I, and Contract for Excellence. Data specialists are funded with Title I School Wide Programs (SWP) and Tax Levy Fair Student Funding. The Academic Intervention Services (AIS) coordinator is funded with Title I SWP. They will provide professional support to every teacher in our school building on an on-going basis. All of our teachers

are provided with common preparation periods during which the team engages teachers in collaborative inquiry. The consultants from Creative Solutions will provide job-embedded professional development for all teachers, including teachers of English Language Learner (ELL) students and Students With Disabilities (SWD) students. This support is provided through demonstration lessons, co-teaching, and one-on-one coaching - focusing on support for ELL students and SWD incorporating Universal Design for Learning (UDL) principles including multiple entry points for lessons and units of study, explicit teaching of vocabulary, scaffolding – including instructional practices and use of graphic organizers, explicit focus on text structure and features, use of Native Language to enhance reading and writing.

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

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, at least 40% of all students in grades K-5 will move up at least one level and/or reach Level 3 in the Development category (using details and text-based evidence to support the topic) on a ReadyGEN Performance Task as measured by the New York City (NYC) Common Assessment Rubric.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

P.S. 108K conducted a comprehensive assessment of our school’s academic program in response to the Framework for Great Schools-Rigorous Instruction. This assessment was conducted by analyzing student performance trends, reviewing findings from our Quality Review (QR) and utilizing other relevant data.

Based on the New York State Assessment data from the New York State Education Department (NYSED ,) **46%** of students achieved a level 3 or 4 on New York State (NYS) Mathematics Assessment as compared to **39%** citywide. (Grades 3-5)

Based on the New York State Assessment data from NYSED, **40%** of English Language Learners and Former English Language Learners achieved a level 3 or 4 on the NYS Mathematics Assessment as compared to **26%** citywide and **33%** of Students With Disabilities achieved a level 3 or 4 on the NYS Mathematics as compared to **15%** citywide. (Grades 3-5).

We also have a diverse staff with diverse needs. We have several new teachers on staff and a total of 17 untenured teachers. Several of our new staff members are in the New York City Teaching Fellows Program and began with a limited educational background. Several staff members have changed positions based upon formal and informal observations and student outcomes. Research cited from, The Benefit to Professional Learning Opportunities, “American Educator” summer 2002, states that there is a direct correlation between effective professional development conducted in the classroom to student achievement.

Our student population is diverse. Student groups have different strengths and next learning steps. We have English Language Learners, Students With Disabilities with varying needs and students performing on and above grade level. Thus, these groups of students and individual students have multiple entry points. However, all students work towards grade-wide standards.

Our schools strengths and needs are as follows:

- **Strengths** : According to the 2014-15 Quality Review, pedagogy across all classrooms closely

aligns to the Danielson Framework and reflects a coherent belief of how students learn best. Pedagogy strategically provides multiple entry points, supports, and extensions for all learners. P.S. 108K believes that students learn best in data-determined groups, in all classrooms, teachers create opportunities for flexible grouping of students based on the results of ongoing assessments. Students participate in various learning activities that allow for self-paced learning opportunities, such as use of Read 180 for reading comprehension and vocabulary development, book clubs, Socratic seminar, group work and independent learning activities.

Lesson plans and units of study include Universal Design for Learning (UDL) and differentiation for groups of students. The Students with Disabilities (SWD) and English Language Learners (ELL) Teacher Teams meet to identify the gaps in learning and to provide the necessary scaffolding to ensure that all students have access to the Common Core Learning

Standards (CCLS.) Professional learning opportunities are provided to teachers of SWDs and ELLs impacting the effectiveness of the educators, who are responsible for improved student outcomes. All grades use ReadyGen and Go Math! core curriculum materials to ensure horizontal and vertical coherence.

P.S. 108K has a shared understanding of The Danielson Framework for Teachers and a coherent set of beliefs about how students learn best as outlined in The Danielson Framework for Teachers. Teachers self- assess and reflect upon progress using The Danielson Framework for Teachers. Teachers routinely reflect on lesson outcomes and student progress and next steps. Teachers are provided with actionable feedback from administrators, staff developers and colleagues.

The Professional Learning Team analyzed the 2013-14 Measures of Teacher Practice (MOTP). The teachers received scores for every component so that they can target their improvement plan collaboratively with administration. Professional learning opportunities are provided based on these individual findings. For example, a teacher who was rated highly effective for 2d Managing Student Behavior may host an inter-visitation or may provide a demonstration lesson for those colleagues who were rated developing or ineffective for 2d Managing Student Behavior. Our core belief about student learning is that students learn best when teachers have the opportunity to build their pedagogical capacity through job-embedded professional learning, which takes place in front of students and content.

- **Priority Needs** : P.S. 108K has several students who are recommended for District 75 and are either awaiting placement or whose parents have opted for their children to remain at P.S. 108K. Some of these students are autistic and some are cognitively challenged or both. The P.S. 108K school community has the challenge of meeting the needs of these students and providing their teachers and/or paraprofessionals with strategies to support both the students and the educators.

The paraprofessionals that we have trained are supportive of our students and go above and beyond for the good of the school community. Paraprofessional vacancies are being filled by paraprofessionals excessed from other school communities that do not share our vision and mission. We cannot say the same for those paraprofessionals that we are forced to staff. We must provide learning opportunities in order to support student learning.

Additionally, insufficient paraprofessional funding causes the P.S. 108K school community to use funds intended for other school goals to staff paraprofessionals. Also instead of risking staffing an unqualified or unmotivated paraprofessionals, we are forced to pay for high quality paraprofessional substitutes to ensure our students are effectively supported both academically and emotionally.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal 2: Supportive Environment: By June 2016, 80% of the students in grades K – 5 will move up one level and/or reach level 3, within a major cluster specific to the grade, as measured by the Go Math! Beginning, Middle, and End of the Year Benchmark Assessment, which is aligned with the CCLS for their grade level. UDL and differentiated support will be embedded into the mathematical lesson plans to support all learners no matter their entry points.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>P.S. 108K uses research-based instructional programs, professional development and other systems and structures to impact change.</p> <p>The P.S. 108K school community recognizes that when planning instruction for mathematics, you must begin with the standards and determine what students are expected to do and learn. Then you must backwards plan to ensure that the resources and learning activities align with the learning outcomes. It is ineffective to design a lesson then “try to match” the lesson to the Common Core Learning Standards (CCLS.) You must always begin with the standards.</p> <p>P.S. 108K school community has been provided with multiple learning opportunities revolving around the instructional shifts. Teachers have identified evidence of instructional shifts in their lesson plans. The CCLS Instructional Practice for Math has been utilized as a tool to guide teachers as they plan.</p> <p>The P.S. 108K school community is transparent. In other words, information regarding student data is shared with the entire staff. The AIS coordinator and data specialists create charts, graphs and tables that include multiple sources of data. The analysis of student outcomes is shared with the staff because everyone is responsible for the outcomes. Teachers understand that their effectiveness is measured by their student outcomes. The entire staff understands that the school’s effectiveness is measured by student growth—no matter the student’s entry point, he or she can make improvements if an</p>	<p>All students including English Language Learners (ELL,)Students With Disabilities (SWD,) Students With Interrupted Formal Education (SIFE) students, and over-age students</p>	<p>September 2015-June 2016</p>	<ul style="list-style-type: none"> • Administrators • Staff developers • Data specialists • Grade leaders • AIS coordinator • ESL teachers • SETSS teacher • Teachers • Consultants from Creative Solutions

effective educator provides the student with the necessary support and instruction.

In the fall 2014, Professional Learning Opportunities regarding multiple entry points was provided to the teachers. Teachers read the article, "Multiple Entry Points to Help Students Learn" to ensure that all teachers had a shared understanding. Then teachers read, "Multiple Intelligences in the Everyday Classroom" to identify how multiple entry points can be addressed in everyday lessons. Teachers then collaboratively planned lessons to address multiple entry points.

Teachers are provided opportunities to analyze student assessment such as beginning, middle and end of year assessments, as well as unit assessments during professional learning sessions and teacher teams. Teachers use common rubrics and scoring criteria, which has been "normed." Teachers are then able to develop lesson plans based on the identified needs of students.

P.S. 108K has an established protocol when analyzing student work. Teachers use the Analysis of Student Work document as a guide to ensure that we adhere to the protocol as described below:

1. Identify standard(s)
2. Group students into tiers based on performance
3. Identify commonalities of needs and strengths based on student current thinking vs. desired thinking using common rubric.
4. Identify implications for instruction.
5. Identify needed resources, including Professional Learning Opportunities (PLO.)
6. Collaboratively plan lessons, including Universal Design for Learning (UDL,) differentiation and multiple entry points.

All instructional decisions are based on the analysis of student and teacher data. Some examples or some topics explored during these teacher team meetings include, but are not limited to, using the Item Skills Analysis Tool, vertical and horizontal planning using the Math Progressions, identifying topics for lesson

<p>study, curriculum mapping and planning lessons and units of study.</p> <p>Lesson study in mathematics will continue to be used as a professional development process to engage our teachers in systematically examining their practice. During the lesson study our teachers working collaboratively on a small number of study lessons. Working on these study lessons involves analyzing data, researching, planning, teaching, observing, and critiquing the lessons based upon observation of the students. This provides focus and direction for our work. A goal is identified based on teacher and student need. Teachers and staff developers identify research-based best practices and strategies to address the identified need. The research then serves to guide their work on all the study lessons.</p> <p>As of February 2014, we have purchased the FASTT Math program from Scholastic to ensure we monitor and practice fluency in mathematics in all grades levels. In 2014/15 we are continuing to use this program to increase student fluency (instructional shift in mathematics,) speed and accuracy in addition/subtraction and/or multiplication/division based on students' individual level for grades 1-5.</p>			
<p>P.S. 108K utilizes strategies to address the needs of Students With Disabilities (SWD), English Language Learners (ELL), and other high-need student subgroups.</p> <p>Lesson plans and units of study include Universal Design for Learning (UDL) and differentiation/Response to Intervention (RTI) groups to support students' learning. The Students with Disabilities (SWD) and English Language Learners (ELL) Teacher Teams meet to identify the gaps in learning and to provide the necessary scaffolding to ensure that all students have access to the CCLS. Professional- learning opportunities are provided to teachers of SWDs and ELLs impacting the effectiveness of the educators, who are responsible for improved student outcomes. All grades use Go Math! core curriculum materials to ensure horizontal and vertical coherence.</p> <p>Our teams of teachers, including grade-wide teams, science team, arts team, Physical Education team, meet regularly to create curriculum maps, which are aligned with the CCLS, analyze student work in order to identify current student thinking vs. desired student thinking, and then design lessons/units that</p>	<p>All students including English Language Learners (ELL,)Students With Disabilities (SWD,) Students With Interrupted Formal Education (SIFE) students, and over-age students</p>	<p>September 2015-June 2016</p>	<ul style="list-style-type: none"> • Administrators • Staff developers • Data specialists • Grade leaders • AIS coordinator • ESL teachers • SETSS teacher • Dean • Teachers • Consultants from Creative Solutions

<p>include UDL and differentiation for groups of students to meet the needs of all students. These teams of teachers work collaboratively by grade and share vertically. This practice ensures coherence, as well as meeting the needs of multiple entry points. The SWD teams and ELL teams, comprised of teachers across the grade levels, meet bi-weekly to analyze data, look at student work, review research and/or new initiatives from New York City (NYC) or New York State (NYS) and strategize to support this sub-populations.</p> <p>In order to bridge the gap for targeted groups of students, Students With Interrupted Formal Education (SIFE), ELLs, and SWDs, as they work towards grade-wide standards, P.S. 108K applied for and was granted the ST Math grant. Spatial-Temporal (ST) Math® is the leader in visual math instruction and represents the highest quality and most effective blended learning math solution in K-12 education.</p> <p>Created by MIND Research Institute, ST Math is game-based instructional software for K-12 and is designed to boost math comprehension and proficiency through visual learning. Integrating with classroom instruction, ST Math incorporates the latest research in learning and the brain and promotes mastery-based learning and mathematical understanding. The ST Math software games use interactive, graphically rich animations that visually represent mathematical concepts to improve conceptual understanding and problem solving skills.</p> <p>Whether in the classroom, computer lab or at home, learning never stops with ST Math. When teachers bring ST Math into the classroom, projected onto a screen or interactive whiteboard, the software games help students make connections between the visual representations from ST Math and symbolic representations from in their core instructions. With the touch functionality of ST Math, students experience an even greater level of interactivity. With ST Math, learning continues outside of school, too, as teachers can assign specific math objectives in the software program for homework.</p> <p>A license bilingual teacher provides RTI in mathematics to English Language Learners in grades 4 and 5 in their Native Language.</p>			
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Members of the staff development team are funded with Tax Levy (TL) Fair Student Funding, TL Vision for School Improvements, Title I, and Contract for Excellence. Data specialists are funded with Title I School Wide Programs (SWP) and Tax Levy Fair Student Funding. The Academic Intervention Services (AIS) coordinator is funded with Title I SWP. They will provide professional support to every teacher in our school building on an on-going basis. All of our teachers are provided with common preparation periods during which the team engages teachers in collaborative inquiry. The consultants from Creative Solutions will provide job-embedded professional development for all teachers, including teachers of English Language Learner (ELL) students and Students With Disabilities (SWD) students. This support is provided through demonstration lessons, co-teaching, and one-on-one coaching - focusing on support for ELL students and SWD incorporating Universal Design for Learning (UDL) principles including multiple entry points for lessons and units of study, explicit teaching of vocabulary, scaffolding – including instructional practices and use of graphic organizers, explicit focus on text structure and features, use of Native Language to enhance reading and writing.

Additionally, members of the staff development team are funded with Tax Levy Fair Student Funding, TL Vision for School Improvements, Title I, and Contract for Excellence. Data specialists are funded with Title I SWP and Tax Levy Fair Student Funding. The AIS coordinator is funded with Title I SWP. They will provide professional support to every teacher in our school building on a weekly basis.

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

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, 45% of the students in grades K – 5 will move up one level and/or reach level 3, within a major cluster specific to the grade, as measured by the Go Math! Beginning and Middle Benchmark Assessment, which is aligned with the CCLS for their grade level. UDL and differentiated support will be embedded into the mathematical lesson plans to support all learners no matter what their entry points.

Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

P.S. 108K conducted a comprehensive assessment of our school’s academic program in response to the Framework for Great Schools–Rigorous Instruction. This assessment was conducted by analyzing student performance trends, reviewing findings from our Quality Review (QR) and utilizing other relevant data.

In literacy, we identified gaps in the Ready GEN writing component. During professional learning periods and collaborative planning periods, we compared the performance tasks at the end of the Ready Gen units of study and the grade-level expectations of the Common Core Learning Standards (CCLS) in English Language Arts (ELA.) Based on our findings, we used a backwards design model to revise the units of study to reflect the learning that would ready our students for the Common Core. We used Depth of Knowledge (DOK) to ensure the cognitive rigor of lessons and activities were grade-level appropriate. We used the principles from Universal Design for Learning (UDL) while planning to ensure all learners have equal access to the curriculum.

In spring 2015, we provided professional learning regarding the writing progressions for each grade. We looked at our tasks and rubrics on each grade level and compared them to the CCLS and to the writing progressions and identified gaps in our instruction. Additionally, we identified gaps in mathematics instruction grade to grade after engaging in professional learning using the math progressions.

Our schools strengths and needs are as follows:

- **Strengths:** According to the 2014-15 Quality Review, all P.S. 108K teachers participate in multiple structured professional learning venues that focus on strengthened teacher pedagogical capacity and continuous student improvement via implementation of Common Core Learning Standards and instructional shifts. Teacher leaders facilitate vertical and horizontal team meetings on a consistent basis that focus on the attainment of school goals and promote increased student achievement.

All teachers meet in vertical and horizontal teams using an inquiry approach to improve classroom practice. The English language learner (ELL) teacher team reviewed student writing and initiated adjustments to instructional practice using Universal Design for Learning (UDL) approach. The team developed a PowerPoint titled ‘Ensuring Equal Educational Opportunities for ELLs and presented it to all teachers, in order to share best practices that yield schoolwide improved performance for ELLs. This sharing of best practices occurred at the beginning of the year, and now the teams are showing a positive trend in improved student writing for ELLs. Teachers are also responsible for sharing information to their teams from off-site workshops, which builds teacher leadership practice.

Teacher teams utilize a consistent “looking at student work” protocol and all teachers share leadership roles during the team meetings. The analysis of student work includes pre-assessment, desired student thinking, what students need to know, implications for instruction and post-assessments. Based on data analysis, the team implemented the integration of technology in Go Math! with tutorial videos based on specific areas of student need. The team developed math progressions based on observations from the team inquiry that detail what students should know and be able to do on each grade level, thus providing coherency across grades.

All teachers engage in professional learning through rounds of lesson study. The lessons initiate from instructional practices identified as crucial to student progress during the inquiry cycles. Teachers research topics identified as areas of need and then select a focus for the lesson study. Lessons developed jointly are taught, observed, analyzed, rewritten and re-taught. In a kindergarten lesson, teachers adjusted the explicit teaching, modeling and use of oral rehearsing to improve student achievement. Teachers commented that lesson study allowed colleagues to identify and employ specific instructional strategies that meet the needs of all learners.

Teachers refine their practice according to identified next steps following the analysis of student work. During the lesson study, teachers have the opportunity to participate in intervisitations and refine their practice because of the team collaboration. Teachers utilize a Data-Analysis-Next Steps (DAN) sheet, which shows student growth and next instructional steps. Review of the DAN sheets show tracking for reading and math. Student reading levels are noted and strategies such as guided reading are recommended.

- **Priority Needs:** To ensure that student data is shared with entire school community in a timely manner. At times, some teachers do not enter their data by the due date, which causes a delay in analysis by data specialists.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal 3: Collaborative Teachers: By June 2016, classroom and cluster teachers will engage in at least two lesson studies where teachers join together to analyze data, research a new strategy, plan, observe, teach and debrief a lesson, frequently referred to as the “research” lesson. Throughout the process, the lesson study participants will focus on understanding student learning and raising student achievement.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>P.S. 108K will use research-based instructional programs, professional development and other systems and structures to impact change.</p>	<p>All students including English Language Learners (ELL,) Students With Disabilities (SWD,) Students With</p>	<p>September 2015-June 2016</p>	<ul style="list-style-type: none"> • Administrators • Staff developers

<p>Teacher teams will systematically analyze key elements of teacher work including classroom practice, assessment data, and student work, resulting in shared improvements in teacher practice and mastery of goals for groups of students. Teams of teachers will meet several times a week. P.S. 108K will put structures in place to ensure the implementation of the Common Core Learning Standards (CCLS) and the instructional shifts both horizontally and vertically. P.S. 108K will conduct grade-wide teacher teams, science teacher teams, The arts teacher team, and physical education (P.E.) teacher team. These teams will engage in inquiry-based structure, professional collaborations, such as lesson study, that have strengthened teacher instructional capacity and promoted the implementation of CCLS, resulting in school-wide instructional coherence and increased student achievement for all learners. Students With Disabilities (SWD) teacher teams and English Language Learners (ELL) teacher teams will meet with upper grades and lower grades bi-weekly.</p> <p>Our teams of teachers will meet regularly to reflect and revise curriculum maps, which are aligned with the CCLS, analyze student work in order to identify current student thinking vs. desired student thinking, and then design lessons/units that include Universal Design for Learning (UDL) and differentiation for groups of students to meet the needs of all students. These teams of teachers will work collaboratively by grade and share vertically. This practice ensures coherence.</p> <p>Distributed leadership structures will be embedded so that there is effective teacher leadership and teachers play an integral role in key decisions that affect student learning across the school. Members of the School Leadership Team (SLT,) teacher leaders, members of the Professional Learning Committee, the school consultation team, and members of the Measures of Student Learning (MOSL) committee are key staff members who will turn-key and /or provide professional learning opportunities to the staff. Teacher leaders will be the facilitators of their specific teacher teams. These teachers will set the agendas for their teams. Roles and responsibilities are assigned to other teachers on the teams.</p> <p>Professional learning opportunities regarding lesson study protocol and best practice will be ongoing. Teachers will be provided with a timeline for each lesson study. Teachers will provide one another with actionable feedback. The teachers who are identified</p>	<p>Interrupted Formal Education (SIFE) students, and over age students</p>	<ul style="list-style-type: none"> • Data specialists • Grade leaders • AIS coordinator • ESL teachers • SETSS teacher • Teachers • Consultants from Creative Solutions
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<p>as needing to build their capacity as effective teachers are the ones who will deliver the lesson so that they can receive feedback from their more skilled colleagues in a safe, learning environment.</p> <p>P.S. 108K will be videotaping the lesson studies for professional learning opportunities such as vertical sharing of strategies and/or self reflection.</p>			
<p>P.S. 108K utilizes strategies to address the needs of Students With Disabilities (SWD), English Language Learners (ELL), and other high-need student subgroups.</p> <p>The P.S. 108K School Community align assessments to curricula, uses on-going assessment and grading practices, and teams of teachers analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels. The assessments, rubrics, and grading policies t are aligned with school’s curricula and offer a clear portrait of student mastery. Teachers provide kid-friendly rubrics to provide students an opportunity to self-reflect and to receive feedback from peers. Teachers check in on understanding throughout a lesson. Teachers are able to provide actionable and meaningful feedback to students and teachers regarding student achievement. These common assessments create a portrait of students’ strengths, next learning steps and progress towards meeting their grade-wide standards.</p> <p>We use formative assessments/multiple sources of data so we can monitor and revise instruction to meet the needs of all students, including SWDs and ELLs. Teams of teachers, the (SWD and ELL teams meet bi-weekly), meet regularly to analyze these multiple sources of data, such as, but not limited to, Fountas and Pinnell levels, SRI/SPI Lexile scores, math benchmarks, writing benchmarks, and informal and formal observations. These multiple sources of data are used to plan for differentiated, professional learning opportunities and for goal setting/action planning.</p> <p>Teachers record notices for each subgroup of students, such as ELLs, SWDs and high achievers to evaluate if the instruction meets the needs of all learners.</p>	<p>All students including ELLs, SWDs, SIFE students, and over age students</p>	<p>September 2015-June 2016</p>	<ul style="list-style-type: none"> • Administrators • Staff developers • Data specialists • Grade leaders • AIS coordinator • ESL teachers • SETSS teacher • Teachers • Consultants from Creative Solutions
<p>P.S. 108K engages families to support their understanding of Rigorous Instruction and the</p>	<p>All parents and</p>	<p>September 2015-June 2016</p>	<ul style="list-style-type: none"> • Administrators • Staff developers

<p>Common Core, in order to support their children at home.</p> <p>In an effort to increase parent involvement and engagement in the area of providing and promoting rigorous instruction, we ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School Parent Compact.</p> <p>We provide parents with the information and training needed to effectively become involved in planning and decision-making in support of the education of their children and foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress.</p> <p>We utilize the Tuesday Parent Engagement block to reach out to parents and guardians to meet face to face with individual or groups of parents or guardians, conduct telephone conversations, correspond with parents or guardians in writing through letters, emails, and/or grade level newsletters. This enables the school staff to share information about student progress, the school ’ s educational program and other initiatives of the Chancellor.</p> <p>We provide opportunities for parents to help them understand the accountability system, e.g., Common Core Learning Standards (CCLS) assessment expectations, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report and allow parents to provide suggestions during Parent Teacher Association (PTA) and School Leadership Meetings.</p> <p>All parents/guardians are invited into the classroom on a monthly basis during Family Fridays to provide parents an opportunity to actively participate in their child’s school learning environment.</p> <p>We also distribute awards for recognition of Student-of-the-Month and Athlete-of-the-Month during PTA meetings to increase attendance.</p> <p>Our dance teachers create original performances for our students to perform during PTA meetings at least three times a year which also increases parental attendance.</p>	<p>guardians, including PTA members,</p> <p>School Leadership team.</p>	<ul style="list-style-type: none"> • Data specialists • Grade leaders • AIS coordinator • ESL teachers • SETSS teacher • Teachers • Guidance Counselor • Dean • Social Worker • Parent Coordinator • School Psychologist
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<p>We provide training/workshops in English and Spanish to help parents work with their children to improve their achievement level. This training includes workshops in literacy, and math, workshops to help parents understand city, state, and federal standards and assessments and to share information about school and parent related programs, meetings and other activities.</p> <p>P.S. 108K currently has a partnership with Literacy INC. (LINC): LINC developed its Comprehensive Literacy Model, based on research showing that mobilizing three key constituency groups—peers, parents, and community members with an intended goal to impact on early childhood literacy development.</p>			
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <p>Our budget reflects our philosophy that professional learning drives effective instruction. We have budgeted for 3 staff developers, one technology coordinator, and one Response To Intervention (RTI) coordinator who provide job-embedded professional learning, demonstration lessons, lesson planning, data analysis, inter-visitations, lesson studies and mentoring for all teachers to improve teacher practice and student performance. We have also hired an outside consultant to provide professional development in literacy to all pedagogical staff. These professional learning opportunities promote differentiation of instruction and identifying multiple entry points to ensure the needs of all learners are met. Our budget is also adjusted to provide opportunities for staff and administrators to attend network conferences, citywide and state conferences, such as Everyone Reads and Engage NY Network Team Institute (NTI.)</p> <p>We make additional budgetary decisions to include programs such as, Extended Day and Saturday Academy to provide at-risk students in grades 1-5 opportunities to increase student achievement.</p> <p>We also will be using per session funds to enable teachers to collaboratively plan curriculum maps and units of study for the 2015-16 school year. Our schedules allow for weekly common preps for teachers at all grade levels and subject areas. Teachers use these common preps to attend professional learning sessions based on student data, student work analysis, and trends found from informal and formal observations.</p> <p>PS 108K chose to purchase the Ready Gen Common Core Learning Standards (CCLS) aligned curriculum for the 2013-2014 school year. We supplemented our Ready Gen program by purchasing class sets of complex texts. To ensure all students receive guided reading we purchased books on all reading levels.</p> <p>Budgetary funds are used to purchase guided reading books in both fiction and non-fiction to address the instructional shifts and the Scholastic Read 180/System 44 to support literacy at the students’ current levels. Funds are used for Extended Day Programs for students in grades 2-5, Saturday Academy for students in grades 3, 4, and 5, English Language Learners (ELL) Extended Day program 2-5, and the Over Age support afterschool program.</p> <p>At P.S. 108, we value technology and as a result we appealed to the local politicians and were awarded a Resolution-A grant. Over the years this grant allowed us to provide all classrooms with smart boards, document cameras and computers.</p>

Members of the staff development team are funded with Tax Levy (TL) Fair Student Funding, TL Vision for School Improvements, Title I, and Contract for Excellence. Data specialists are funded with Title I School Wide Programs (SWP) and Tax Levy Fair Student Funding. The Academic Intervention Services (AIS) coordinator is funded with Title I SWP. They will provide professional support to every teacher in our school building on an on-going basis. All of our teachers are provided with common preparation periods during which the team engages teachers in collaborative inquiry. The consultants from Creative Solutions will provide job-embedded professional development for all teachers, including teachers of English Language Learner (ELL) students and Students With Disabilities (SWD) students. This support is provided through demonstration lessons, co-teaching, and one-on-one coaching - focusing on support for ELL students and SWD incorporating Universal Design for Learning (UDL) principles including multiple entry points for lessons and units of study, explicit teaching of vocabulary, scaffolding – including instructional practices and use of graphic organizers, explicit focus on text structure and features, use of Native Language to enhance reading and writing.

Additionally, members of the staff development team are funded with Tax Levy Fair Student Funding, TL Vision for School Improvements, Title I, and Contract for Excellence. Data specialists are funded with Title I SWP and Tax Levy Fair Student Funding. The AIS coordinator is funded with Title I SWP. They will provide professional support to every teacher in our school building on a weekly basis.

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

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, classroom and cluster teachers will engage in at least one lesson study where teachers join together to analyze data, research a specific teaching strategy based on need, plan, observe, teach and debrief a lesson, frequently referred to as the “research” lesson. Throughout the process, the lesson study participants will focus on understanding student learning and raising student achievement.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

P.S. 108K conducted a comprehensive assessment of our school’s academic program in response to the Framework for Great Schools-Rigorous Instruction. This assessment was conducted by analyzing student performance trends, reviewing findings from our Quality Review (QR) and utilizing other relevant data.

The Staff Development Team analyzed the 2014-15 Measure of Teacher Performance (MOTP.) The teachers received scores for every component so that they can target their improvement plan collaboratively with administration. Professional learning opportunities are provided based on these individual findings. For example, a teacher who was rated highly effective for 3b-Using Questioning and Discussion Techniques may host an intervisitation or may provide a demonstration lesson for those colleagues who were rated developing or ineffective for 3b-Using Questioning and Discussion Techniques. Our core belief about student learning is that students learn best when teachers have the opportunity to build their pedagogical capacity through job-embedded professional learning, which takes place in front of students and uses content.

The analysis of the 2014-15 MOTP led to further findings. The teachers who were found effective or highly effective in 3b-Using Questioning and Discussion Techniques, were also effective or highly effective in 1a-Demonstrating Knowledge of Content and Pedagogy and 1e-Designing Coherent Instruction. The components of the Danielson Framework for Teachers are not separate roads that lead to student achievement, instead they are interrelated. Thus, in order to impact teachers’ effectiveness in 3b-Using Questioning and Discussion Techniques, we must provide professional-learning opportunities in all components. Improvement of the instructional core has been embedded in professional learning opportunities, such as teacher teams, weekly staff workshops, parent workshops, demonstration lessons, intervisitations, videotaping of lessons for professional learning and self-reflection, lesson studies, and visiting other school communities.

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

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

Our instructional focus is Evidence in Argument. Students will develop the skills to use evidence to support arguments in discussion which will then transfer to stronger writing in literacy and math and develop the communication and collaboration skills that support college and career readiness. It ensures that our students are held accountable to be active participants in their learning and not become dependent observers. During intervisitations, demonstration lessons, informal and formal observations, recording sheets include what the students are doing and saying to promote high levels of student thinking and participation. We stress, “Look down at what the students are doing/saying.” It is

not about how hard the teacher is working. We must reflect, “What am I requiring my students to do?” “Are my students required to think critically and to actively participate in discussions in order to complete the learning activity?”

Our schools strengths and needs are as follows:

- **Strengths:** Teachers include questions in their lesson plans as well as on post-its right in guided reading books. Teachers regularly use think-pair-share and other discussion strategies such as “talk moves,” “revoicing,” carousel, numbered heads, and Socratic Seminars .
- **Priority Needs:** Our priority will be improving teacher effectiveness in the area of 3b-Questioning and Discussion Techniques. During focused walkthroughs, the administration found that some teachers had students spend instructional time discussing responses to scaffolded “right there” or “recall” questions, instead of higher-order questions with multiple answers and/or perspectives.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal 4: Effective School Leadership: By June 2016, 100% of classroom and cluster teachers will be assigned a staff developer and/or mentor in collaboration with the administration to deepen the understanding of the what effective and highly effective “looks like” and “sounds like” for component 3b-Questioning and Discussion Techniques, as measured by teacher participation in professional-learning opportunities, such as, but not limited to, workshops, demonstration lessons, co-teaching, intervisitations video-taping for self-assessment and peer assessment.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Principal will meet with Professional –Learning Team to match mentors/staff developers to teachers to ensure the nurture of professional growth.</p>	<p>All students including English Language Learners (ELL,) Students With Disabilities (SWD,) Students With Interrupted Formal</p>	<p>September 2015-June 2016</p>	<ul style="list-style-type: none"> • Administrators • Staff developers • Data specialists

<p>Year-long professional-learning plan will be differentiated depending on needs of individual teachers.</p> <p>Teachers will provide input regarding their professional –learning needs by completing surveys.</p> <p>The principal will meet with the Consultation Committee on a regular basis to ensure instructional and social –emotional supports are effective.</p> <p>Teachers will collaboratively design their action plan to meet their professional goals during IPC meetings.</p> <p>New teacher meetings will be offered and designed to meet the specific needs of new teachers.</p> <p>Teachers will receive “free feedback” during Fall 2016 from Staff development team, including administrators and staff developers.</p> <p>School wide PBIS will be implemented. “One of the foremost advances in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms). Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.”</p> <p>Analysis of learning tasks and teacher questions will be routinely done during lesson study, teacher teams and collaborative planning sessions. During professional learning opportunities, teachers identify what higher-order thinking “looks like” and “sounds like.” Teachers routinely analyze and rate their tasks</p>	<p>Education (SIFE) students, and over age students</p>		<ul style="list-style-type: none"> • Grade leaders • AIS coordinator • ESL teachers • SETSS teacher • Teachers • Consultants from Creative Solutions
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<p>and questions using Depth of Knowledge (DOK) and incorporating Universal Design for Learning (UDL.) Teachers in grades 3-5 use the released questions from the state to use as a model.</p> <p>During professional learning opportunities, teachers will explore what effective questioning and student discussion sounds like and looks like. Teachers observe one another focusing on student-centered discussions using Think-Pair-Share (T-P-S,) numbered heads, inner and outer circle, four corners, communicator regulator and collaborative student groups. Some groups have assigned roles to facilitate authentic student discussion.</p> <p>The Staff Development Team will use CCLS, DOK, Math Progressions, Writing Progressions, Hess matrix and shifts as tools to promote higher-order thinking skills. Teams of teachers collaboratively create lesson plans that include DOK and UDL. Teacher collaboration includes, but is not limited to, teacher teams, intervisitations, professional learning sessions, demonstration lessons and lesson study. Teachers emphasize that their student conversations are based on evidence from text. Questions that promote higher-order thinking skills are built into each lesson plan.</p>			
<p>P.S. 108K utilizes strategies to address the needs of Students With Disabilities (SWD), English Language Learners (ELL), and other high-need student subgroups.</p> <p>Our teams of teachers, including grade-wide teams, science team, arts team, physical education team, meet regularly to collaboratively create curriculum maps, which are aligned with the CCLS, analyze student work in order to identify current student thinking vs. desired student thinking, and then design lessons/units that include UDL and differentiation for groups of students to meet the needs of all students. These teams of teachers work collaboratively by grade and share vertically. This practice ensures coherence, finding and closing gaps in learning, as well as meeting the needs of multiple entry points. The SWD teams and ELL teams, comprised of teachers across the grade levels (K-2 and 3-5), meet bi-weekly to analyze data, analyze student work, review research and/or new initiatives from New York City or New York State and strategize to support this sub-population.</p>	<p>All students including ELLs, SWDs, SIFE students, and overage students</p>	<p>September 2015-June 2016</p>	<ul style="list-style-type: none"> • Administrators • staff developers • data specialists • grade leaders • AIS coordinator • ESL teachers • SETSS teacher • Teachers • Consultants from Creative Solutions

<p>Scaffolding tools are provided to students who need extra support such as conversation starters and accountable talk stems for literacy and math.</p>			
<p>P.S. 108K engages families to support their understanding of Rigorous Instruction and the Common Core, in order to support their children at home.</p> <p>In an effort to increase parent involvement and engagement in the area of providing and promoting rigorous instruction, we ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School Parent Compact.</p> <p>We provide parents with the information and training needed to effectively become involved in planning and decision-making in support of the education of their children and foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress.</p> <p>We utilize the Tuesday Parent Engagement block to reach out to parents and guardians to meet face to face with individual or groups of parents or guardians, conduct telephone conversations, correspond with parents or guardians in writing through letters, emails, and/or grade level newsletters. This enables the school staff to share information about student progress, the school ’ s educational program and other initiatives of the Chancellor.</p> <p>We provide opportunities for parents to help them understand the accountability system, e.g., Common Core Learning Standards (CCLS) assessment expectations, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report and allow parents to provide suggestions during Parent Teacher Association (PTA) and School Leadership Meetings.</p> <p>All parents/guardians are invited into the classroom on a monthly basis during Family Fridays to provide parents an opportunity to actively participate in their child’s school learning environment.</p> <p>We also distribute awards for recognition of Student-of-the-Month and Athlete-of-the-Month during PTA meetings to increase attendance.</p>	<p>All parents and guardians, including PTA members,</p> <p>School Leadership team.</p>		<ul style="list-style-type: none"> • Administrators • staff developers • data specialists • grade leaders • AIS coordinator • ESL teachers • SETSS teacher • Arts teachers • Teachers • Guidance Counselor • Dean • Social Worker • Parent Coordinator • School Psychologist

<p>Our dance teachers create original performances for our students to perform during PTA meetings at least three times a year which also increases parental attendance.</p> <p>We provide training/workshops in English and Spanish to help parents work with their children to improve their achievement level. This training includes workshops in literacy, and math, workshops to help parents understand city, state, and federal standards and assessments and to share information about school and parent related programs, meetings and other activities.</p> <p>P.S. 108K currently has a partnership with Literacy INC. (LINC): LINC developed its Comprehensive Literacy Model , based on research showing that mobilizing three key constituency groups—peers, parents, and community members with an intended goal to impact on early childhood literacy development.</p>			

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <p>Our budget reflects our philosophy that professional learning drives effective instruction. We have budgeted for 3 staff developers, one technology coordinator, and one Response To Intervention (RTI) coordinator who provide job-embedded professional learning, demonstration lessons, lesson planning, data analysis, inter-visitations, lesson studies and mentoring for all teachers to improve teacher practice and student performance. We have also hired an outside consultant to provide professional development in literacy to all pedagogical staff. These professional learning opportunities promote differentiation of instruction and identifying multiple entry points to ensure the needs of all learners are met. Our budget is also adjusted to provide opportunities for staff and administrators to attend network conferences, citywide and state conferences, such as Everyone Reads and Engage NY Network Team Institute (NTI.)</p> <p>We make additional budgetary decisions to include programs such as, Extended Day and Saturday Academy to provide at-risk students in grades 1-5 opportunities to increase student achievement.</p> <p>We also will be using per session funds to enable teachers to collaboratively plan curriculum maps and units of study for the 2015-16 school year. Our schedules allow for weekly common preps for teachers at all grade levels and subject areas. Teachers use these common preps to attend professional learning sessions based on student data, student work analysis, and trends found from informal and formal observations.</p> <p>PS 108K chose to purchase the Ready Gen Common Core Learning Standards (CCLS) aligned curriculum for the 2013-2014 school year. We supplemented our Ready Gen program by purchasing class sets of complex texts. To ensure all students receive guided reading we purchased books on all reading levels.</p> <p>Budgetary funds are used to purchase guided reading books in both fiction and non-fiction to address the instructional shifts and the Scholastic Read 180/System 44 to support literacy at the students’ current levels. Funds are used for</p>

Extended Day Programs for students in grades 2-5, Saturday Academy for students in grades 3, 4, and 5, English Language Learners (ELL) Extended Day program 2-5, and the Over Age support afterschool program.

At P.S. 108, we value technology and as a result we appealed to the local politicians and were awarded a Resolution-A grant. Over the years this grant allowed us to provide all classrooms with smart boards, document cameras and computers.

Members of the staff development team are funded with Tax Levy (TL) Fair Student Funding, TL Vision for School Improvements, Title I, and Contract for Excellence. Data specialists are funded with Title I School Wide Programs (SWP) and Tax Levy Fair Student Funding. The Academic Intervention Services (AIS) coordinator is funded with Title I SWP. They will provide professional support to every teacher in our school building on an on-going basis. All of our teachers are provided with common preparation periods during which the team engages teachers in collaborative inquiry. The consultants from Creative Solutions will provide job-embedded professional development for all teachers, including teachers of English Language Learner (ELL) students and Students With Disabilities (SWD) students. This support is provided through demonstration lessons, co-teaching, and one-on-one coaching - focusing on support for ELL students and SWD incorporating Universal Design for Learning (UDL) principles including multiple entry points for lessons and units of study, explicit teaching of vocabulary, scaffolding – including instructional practices and use of graphic organizers, explicit focus on text structure and features, use of Native Language to enhance reading and writing.

Additionally, members of the staff development team are funded with Tax Levy (TL) Fair Student Funding, TL Vision for School Improvements, Title I, and Contract for Excellence. Data specialists are funded with Title I SWP and Tax Levy Fair Student Funding. The AIS coordinator is funded with Title I SWP. They will provide professional support to every teacher in our school building on a weekly basis.

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

Two speech therapists provide students with mandated services as per their IEPs.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, 75% of classroom and cluster teachers will be assigned a staff developer and/or mentor in collaboration with the principal to deepen the understanding of what effective and highly effective “looks like” and “sounds like” for component 3b-Questioning and Discussion Techniques, as measured by teacher participation in professional-learning opportunities, such as, but not limited to, workshops, demonstration lessons, co-teaching, intervisitations videotaping for self-assessment and peer assessment

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

P.S. 108K conducted a comprehensive assessment of our school’s academic program in response to the Framework for Great Schools-Rigorous Instruction. This assessment was conducted by analyzing student performance trends, reviewing findings from our Quality Review (QR) and utilizing other relevant data.

Based on the New York City (NYC) School Survey 2013-14 Report, 95% of our parents were satisfied with the instructional core, 94% were satisfied with the systems for improvement and 94% were satisfied with the school culture. 96% of our parents agree that our school gives their child meaningful assignments that help him or her learn. Our School Leadership Team (SLT) usually meets at least bi-weekly to address our parent and students needs and inform them about our school’s curriculum, instruction and assessment practices. 97% of parents agree that our school keeps them informed about what their child is learning and also makes them feel welcome in our school. Our school invites parents/guardians to visit their child’s classroom on Family Fridays; our teachers send home monthly newsletters to inform parents/guardians about new learning and events happening in the grades.

Our schools strengths and needs are as follows:

- **Strengths:** According to the 2014-15 Quality Review, P.S. 108K’s families are partners and are kept abreast of student progress on a consistent basis. School leaders and staff convey high expectations through a robust system of communication with students and families that reinforce the school’s expectations. Teachers share quarterly reports with families, noting student progress and progress toward benchmarks. Teachers partner with families via scheduled weekly check-ins that focus on areas of growth for students. Via workshops, parents understand how rubrics are used across subjects to assess their child’s progress and are used at the weekly check-ins to review growth. Parents note that the school helps them understand how they are preparing students for college and careers through workshops on the new grading policy and Common Core Learning Standards. Schoolwide (CCLS), grade-wide and content area newsletters are distributed monthly to inform families of what students will be working on for the month.

Students state that the school prepares them to be successful and helps them get more prepared and organized to prepare for college and career. They set unit goals and develop plans to achieve their goals, which the student monitors. Each student and family is able to monitor progress through the bi-monthly progress reports and work portfolios for each unit of study that details the skills for mastery with accompanying work samples that confirm mastery.

Priority Needs: P.S. 108K is currently working on bringing in outside resources to partner with our families. For the 2015-16 school year, P.S. 108K is working towards partnering with New York Ciy (NYC) Literacy Network as part of the East New York Reads initiative.

This partnership was first piloted in South Jamaica, Queens in 2014-15 and is called South Jamaica Reads. The funder is the Pinkerton Foundation and their goal is to implement this partnership in the East New York area schools.

Several programs are involved in this initiative:

1. Building Educated Leaders for Life (BELL): Summer program for 120 fourth and fifth grade students from PS 108, which will be located at P.S. 345K.
 2. City Year New York: small-group push-in tutoring students in the primary grades during the school and extended day by 17-24 year olds.
 3. Experience Corps: One-on-one tutoring for students in the primary grades by older adults during the school day.
 4. Literacy Inc (LINC): Engages parents in workshops that promote positive literacy behavior at home; understanding core values that foster learning and academic achievement; and train engaged parents to become ambassadors in the community.
 5. Learning Leaders: Trains volunteers to work in schools under direction of classroom teachers and provides parents workshops to increase their capacity to support literacy development in family life.
 6. Reading Partners: Uses a structured curriculum that is aligned to the Common Core State Standards, to provide one-on-one tutoring, and help students become strong confident readers.
- P.S. 108K is working towards a partnership with Wellness in the Schools to promote healthy living and to educate the parents/guardians regarding healthy eating options.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal 5: Strong Family –Community Ties: By June 2016, PS 108K will share evidence of student progress with families at least five times a year. To ensure families are aware that all students are being challenged with rigorous and robust lessons aligned to the Common Core Learning Standards (CCLS) for the 2015-2016 school year (SY) and to encourage families to support their children in rising to this new challenge, P.S. 108K will engage families in a tapestry of professional learning opportunities, such as Open House, Tuesday Family Engagement time, “Family Fridays,” Parent Teacher Association (PTA) meetings, and workshops delivered by the parent coordinator, pedagogical staff member, or in partnership with Learning Leaders and Literacy INC.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>P.S. 108K uses research-based instructional programs, professional development and other systems and structures to impact change.</p> <p>We will provide opportunities for parents to help them understand the accountability system, e.g., Common Core Learning Standards (CCLS) assessment expectations, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report and we will allow parents to provide suggestions during Parent Teacher Association (PTA) and School Leadership Meetings.</p> <p>We will provide training/workshops in English and Spanish to help parents work with their children to improve their achievement level. This training will include workshops in literacy, and math, workshops to help parents understand city, state, and federal standards and assessments and to share information about school and parent related programs, meetings and other activities.</p> <p>Parent Teacher Conferences will be held in September, November, March, and May. Progress reports will be sent home to parents/guardians in January and May, and final report cards will be distributed on the last day of school in June.</p> <p>On Tuesdays, teachers will have a 40-minute Parent Engagement block: face-to face meetings (individual or group) with parents or guardians; telephone conversations with parents or guardians to address</p>	<p>All parents</p> <p>All students including English Language Learners (ELL,) Students With Disabilities (SWD,) Students With Interrupted Formal Education (SIFE) students, and over age students</p>	<p>September 2015-June 2016</p>	<ul style="list-style-type: none"> • Administrators • Staff developers • Data specialists • Grade leaders • AIS coordinator • ESL teachers • SETSS teacher • Teachers • Consultants from Creative Solutions

<p>any concerns, needs and/or achievements about the their child.</p> <p>Family Fridays will be scheduled on the last Friday of every month. During Family Fridays parents/guardians are invited to their children’s learning environment to actively participate with their children as they engage in Common Core Learning Standards (CCLS) lessons.</p> <p>Pupil Personnel Team (PPT) meetings will be scheduled for students who are not making adequate progress.</p>			
<p>P.S. 108K will utilize strategies to address the needs of students with disabilities (SWD), English Language Learners (ELL), and other high-need student subgroups.</p> <p>P.S. 108K will provide parents with a workshop in September to assist them in choosing their child’s English as a New Language (ENL) program.</p> <p>P.S. 108K will provide parents of English Language Learners with workshops to educate them regarding the New York State English as a Second Language Achievement Test (NYSESLAT) exam, its different components and how to help their child achieve success.</p> <p>In addition to the Tuesday parent teacher meetings, Integrated Co-Teaching (ICT) teachers, Special Education teachers, Guidance Counselor, Special Education Teacher Support Services (SETSS) teacher will meet with parents throughout the year to review and create new Individualized Education Plan (IEP) goals for the students.</p> <p>In addition to the report cards Students With Disabilities will receive progress reports based upon their individual goals as stated in the IEP.</p> <p>P.S. 108K will provide parents/guardians with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.</p> <p>P.S. 108K will provide materials and training to help all parents especially parents of ELLs to work with their children to improve their children’s academic achievement, such as literacy training, and using</p>	<p>All parents of ELLs, SWDs, SIFE students, and overage students</p> <p>ELLs, SWDs, SIFE students, and overage students</p>	<p>September 2015-June 2016</p>	<ul style="list-style-type: none"> • Administrators • staff developers • data specialists • grade leaders • AIS coordinator • ESL teachers • SETSS teacher • Teachers • Consultants from Creative Solutions

<p>technology, as appropriate, to foster parental involvement.</p> <p>P.S. 108K will provide training/workshops to help parents work with their children to improve their achievement level, e.g., workshops in literacy, and math.</p>			
<p>P.S. 108K promotes stronger family and community ties and increases parent involvement in support of improved student outcomes.</p> <p>There will be an open line of communication with parents/guardians. All staff will be available to meet with parents/guardians.</p> <p>SLT members will meet on a bi-weekly basis to collaboratively make decisions and to provide input.</p> <p>In an effort to increase parent involvement and engagement in the area of providing and promoting rigorous instruction, we will ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School Parent Compact.</p> <p>P.S. 108K will provide parents with the information and training needed to effectively become involved in planning and decision-making in support of the education of their children and foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.</p> <p>P.S. 108K will provide opportunities for parents/guardians to help them understand the accountability system, e.g., New York State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report.</p> <p>P.S. 108K will foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.</p> <p>P.S. 108K will schedule additional parents/guardians' meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions.</p>	<p>All parents and guardians, including PTA members,</p> <p>School Leadership team.</p>		<ul style="list-style-type: none"> • Administrators • Staff developers • Data specialists • Grade leaders • AIS coordinator • ESL teachers • SETSS teacher • Teachers • Guidance Counselor • Dean • Social Worker • Parent Coordinator • School Psychologist

<p>P.S. 108K will involve parents in the joint development and joint agreement of our school’s Parent Involvement Policy and our school wide plan in an organized and timely way.</p> <p>P.S. 108K will share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.</p> <p>P.S. 108K will provide parents with a monthly school newsletter, a monthly grade newsletter, and a science and arts newsletter to share information about our curriculum, skills and strategies of the week or month.</p> <p>P.S. 108K will also distribute awards for recognition of Student-of-the-Month and Athlete-of-the-Month during PTA meetings to increase attendance.</p> <p>P.S. 108K will provide school facilities for community use, including community meetings and community interest groups.</p> <p>P.S. 108K will build parent involvement into staff meetings to strengthen commitment, knowledge and skills such as SLT meetings, Safety Committee meetings.</p> <p>Our dance teachers will create original performances for our students to perform during PTA meetings at least three times a year which also increases parental attendance.</p> <p>P.S. 108K currently has and will continue to have a partnership with Literacy INC. (LINC): LINC developed its <i>Comprehensive Literacy Model</i> , based on research showing that mobilizing three key constituency groups—peers, parents, and community members with an intended goal to impact on early childhood literacy development.</p>			

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>P.S. 108K’s Parent Coordinator is funded with Tax Levy Fair Student Funding Parent Coordinator funds.</p> <p>Members of the staff development team are funded with Tax Levy Fair Student Funding, TL Vision for School Improvements, Title I, and Contract for Excellence. The Parent Coordinator is funded with Tax Levy Fair Student</p>

Funding Parent Coordinator funds, The Guidance Counselor is funded with Title I SWP, TI Rs Mandated Counseling. The Dean funded with Tax Levy Fair Student fund. Data Specialists is funded with Title I – SWP monies and Tax Levy Fair Student Funding.

East New York Reads Initiative

P.S. 108K will partner with community-based organizations, such as BELL, City Year, Experience Corps., Reading Partners, Learning Leaders, and Literacy INC. in the East New York Reads initiative. P.S. 108K will contribute funds to participate in the East New York Reads initiative and the Pinkerton Foundation will also provide funds. Their will be additional fund raising by partner organizations.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Goal 5: Strong Family–Community Ties: By February 2016, PS 108K will share evidence of student progress with families at least three times. To ensure families are aware that all students are being challenged with rigorous and robust lessons aligned to the Common Core Learning Standards (CCLS) for the 2015-2016 SY and to encourage families to support their children in rising to this new challenge, P.S. 108K will engage families in a tapestry of professional-learning opportunities, such as Open House, Tuesday Family Engagement time, “Family Fridays,” PTA meetings and workshops delivered by the Parent Coordinator, pedagogical staff member, or in partnership with Learning Leaders and Literacy INC.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<ul style="list-style-type: none"> • State assessments • F&P Independent Level Benchmarks • Read 180 SRI Lexiles • DIBELS assessments 	<p><u>PROGRAMS</u></p> <ul style="list-style-type: none"> • My Sidewalks on Reading Street • F&P Intervention • Read 180 • System 44 • Great Leaps <p><u>STRATEGIES</u></p> <p>Use of research based methodology in the following areas: phonemic awareness, phonics, fluency, vocabulary, and comprehension.</p>	<ul style="list-style-type: none"> • Small group • One- to- One 	<ul style="list-style-type: none"> • During the day • Extended day program • Saturday program • Title III program after school
Mathematics	<ul style="list-style-type: none"> • State assessments • GO MATH! Assessments • Math Benchmarks 	<p><u>PROGRAMS</u></p> <ul style="list-style-type: none"> • FASTT MATH • Think Central • ST Math <p><u>STRATEGIES</u></p> <p>Use of Centers, manipulatives, and differentiated instruction based on research and based on methodology.</p>	<ul style="list-style-type: none"> • Small group • One- to- One 	<ul style="list-style-type: none"> • During the day • Extended day program • Saturday program • Title III program after school

Science	Pre and Post tests for each unit.	Differentiated instruction using the scientific process.	<ul style="list-style-type: none"> • Small group • One- to- One 	During the day
Social Studies	BOY MOY EOY	Differentiated instruction using strategies in determining important information	Small group	During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Formal and informal classroom observations Screening process Inventory Surveys Assessment forms Teachers' anecdotal Referral forms	Differentiated instruction using strategies, skills and coping techniques, which address child's needs. Strategies/Coping Techniques	Individual/Small Group/Whole classroom instruction	During regular school hours (Day)

Section 7: Title I Program Information

Directions:

- 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 section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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>100% of P.S. 108K’s teachers are fully licensed and permanently assigned to PS 108K. 80% are teaching for more than two years at this school. 72% are teaching for more than five years. 96% have a Masters Degree or higher. 100% core classes are taught by “highly qualified” teachers (NCLB/SED) definition).</p> <p>Many of our new teachers are recruited through staff referrals. All candidates are required to submit a resume which is reviewed by our Professional Learning Team. We involve a variety of staff in our new teacher interview process. Candidates are interviewed by administrators, staff developers and members of our teaching staff. All candidates are required to conduct a Common Core Learning Standards (CCLS) aligned demonstration lesson incorporating literacy into other content areas. The lessons are observed by a team consisting of teachers, staff developers and administrative staff. This team then meets to collaboratively choose the most highly qualified candidate. All teachers who join the PS 108K staff are provided with mentoring and support from the administrative staff, professional learning team and lead teachers on the grade.</p> <p>The Professional Learning Team meet with untenured teachers every Thursday before school for one half hour. These meetings are differentiated to meet the needs of new teachers, probationary teachers who have only several years teaching experience and any other interested teachers.</p> <p>We have a very extensive professional learning plan to ensure all pedagogical staff is provided with strategies for high quality instruction designed to enable all students to meet the expectations of the common core. The professional learning team, funded with Title I, Contract for Excellence, and Children First monies, provide professional job-embedded support to every teacher in our school on a weekly basis. All of our teachers are provided with a common preparation period during which the team engages teachers in collaborative inquiry. We also provide all of our teachers with ongoing support by providing multiple opportunities for professional learning. This support is provided through workshops, demonstration lessons, co-teaching, and one-on-one mentoring and coaching – focusing on support for English Language Learners and Students With Disabilities incorporating Universal Design for Learning principles including multiple entry points for lessons and units of study, explicit teaching of vocabulary, scaffolding – including instructional practices and use of graphic organizers, explicit focus on text structure and features and the use of Native Language to enhance reading and writing.</p>

Frequent classroom visits prior to informal and formal observations to provide feedback, foster best practices, set clear criteria and expectations for lessons. Teachers meet regularly with the administrative staff during faculty conferences, one-on-one conferences, teacher teams and professional development sessions.

We also build respect and empower teachers by offering professional learning opportunities to multiple teachers on the grade. Teachers are expected to turnkey information gleaned from these workshops to their colleagues through work sessions, intervisitations and one-on-one coaching, thus building an atmosphere of collegiality and support.

2b. High Quality and Ongoing Professional Development

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

All teachers meet in grade level groups at least three times a week with a member of the Professional Learning Team during common prep periods, Monday professional development periods and Tuesday parent involvement sessions. During these sessions teachers meet to analyze student work, reflect on teaching practices, engage in Lesson Study, collaboratively create curriculum and plan lessons and units of study. Teachers were provided an opportunity to choose topics from a professional learning menu. Teacher were provided with a series of learning opportunities based on the topics of their choice. We also provide selected teachers with opportunities to attend professional development provided by the New York City Department of Education and Children’s First Network.

The Professional Learning Team funded with Tax Levy (TL) Fair Student Funding, TL Vision for School Improvements, Title I, and Contract for Excellence , will provide professional support to our teachers on a daily basis. All of our teachers are provided with common preparation periods. During which, the team engages teachers in professional learning opportunities, including but not limited to collaborative inquiry, lesson study, intra/inter-visitations, demonstration lessons and videotaping of lessons for professional learning purposes.

We will continue to provide teachers and paraprofessionals with opportunities to select topics for professional learning from a menu of choices which best meet their professional needs. All teachers from grades Pre-K through 5 and specialty teachers are required to engage in lesson study to further their pedagogical skills and student achievement. During lesson study, teachers meet in grade level teams to analyze student and teacher data. With the support of the professional learning team, these teams of teachers research best practices to meet the needs of their students.

Our bilingual teachers funded with Tax Levy Fair Student Funding , and our Students With Disabilities staff developer provide bi-weekly staff development to teachers of English Language Learners (ELL) and Students With Disabilities (SWD) focusing on analyzing student work to support for ELL students and SWD. This gives us the opportunity to meet vertically and horizontally to analyze student work, identify gaps in understanding, determine implications for instruction thus yielding improved student achievement.

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.).

P.S. 108K's transition plan used to assist preschool children from early childhood programs to the elementary school program consists of providing our students and families with a welcoming environment, including them in joint decisions, ensuring they receive ongoing communication during the summer and throughout the year and extending the learning between home and school. This serves to keep our parents informed and creates a learning partnership that will enhance our students learning experience. To further assist our children, we build families' capacity and develop solid partnerships with them in supporting children's learning and development. We believe that the earlier in a child's educational process family involvement begins, the more powerful the potential effects on the student's learning.

At P.S. 108K, we align the curriculum to the Common Core Learning Standards (CCLS) by creating units of study utilizing the Big Day for Pre-K Scholastic New York City (NYC) approved program and embedding the NYC Units of study into our curriculum. This ensures all students are prepared for the rigorous instruction in kindergarten.

Parent workshops are provided in June 2015 and September 2015 to allow for a smooth transition into kindergarten. An introduction to kindergarten teachers and a tour of the kindergarten classes is provided to prepare parents and student for a smooth transition. Parent workshops targeting specific topics will be conducted monthly throughout the school year.

Pre- Kindergarten teachers prepare students by immersing their students in books and engage in rich discussions regarding kindergarten and what they can expect. The Moving-Up Ceremony provides our students with a sense of accomplishment, readiness, and excitement about their new year in kindergarten.

The Social Worker attends professional development sessions related to the importance of transitions into kindergarten and turnkeys information to staff developer and pre-k teachers.

Pre-K teachers provide informational materials to parents that will engage students in summer activities that promote literacy and math skills for kindergarten.

Teachers are required to provide parents and kindergarten teachers with the Work Sampling System Summary Report to show the students developmental progress throughout the year.

The social worker has an integral role acting as the liaison between parents and agencies to aid and support parents in obtaining services for children with Individualize Education Plans. This includes supporting families in the referral process and continued services through Committee of Pre-School Special Education (CPSE.)

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.

The decision making process that teachers at P.S. 108K participate in regarding the use and selection of appropriate multiple assessment measures are as follow:

In literacy, teachers continue to reflect on and revise Ready Gen performance task and assessments. In Go Math, teachers decided to implement beginning, middle and end of the year assessments in addition to the Go Math chapter assessments. Teachers are provided opportunities to analyze students’ beginning, middle and end of year assessments to monitor and revise the progress of our students.

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

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

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

The following professional development is provided regarding the use of assessment results to improve instruction in our schools.

Our teams of teachers meet several times a week with administration and the professional learning team. Teachers meet bi-weekly in English Language Learners (ELL) and Students with Disabilities (SWD) teacher teams. This gives us the opportunity to meet vertically and horizontally to analyze student work, identify gaps in understanding, determine implications for instruction thus yielding improved student achievement.

Teacher team meeting time has been deeply embedded in the educational philosophy of the staff at P.S. 108. Data is at the forefront of our instructional decisions. We begin by looking at teacher and student data. Data and technology specialists provide data to all staff. During initial planning conferences teachers reflect on progress made by students in the previous year with the administrators. Teachers create goals based on this data. Additionally, data is analyzed during meetings with the professional learning team to identify the gaps and inconsistencies in teacher and student achievement. Teams of teachers work together to determine implications for instruction, plan lessons, and create targeted intervention for at-risk students .

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 codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **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	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> , section references where a related program activity has been described in this plan.

		FY '16 school allocation amounts)	Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	745,008.00	X	18-25 5A-Section 3 29-36 5B-Section 3 38-45 5C-Section 3 47-52 5D-Section 3 54-60 5E-Section 3
Title II, Part A	Federal	203,276.00	X	18-25 5A-Section 3 29-36 5B-Section 3 38-45 5C-Section 3 47-52 5D-Section 3 54-60 5E-Section 3
Title III, Part A	Federal	14,564.00	X	18-25 5A-Section 3 29-36 5B-Section 3 38-45 5C-Section 3 47-52 5D-Section 3 54-60 5E-Section 3
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,639,222.00	X	18-25 5A-Section 3 29-36 5B-Section 3 38-45 5C-Section 3 47-52 5D-Section 3 54-60 5E-Section 3

¹Explanation/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.

²The **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 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 an 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.
- **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:** 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 have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) 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.

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

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 108K, The Sal Abbracciamento School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S. 108K, The Sal Abbracciamento School**, will support parents and families of Title I students by:

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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.

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

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 to 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.

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

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

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

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

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

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

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

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

Part C: Professional Development

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

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

Begin description here: _

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

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

- Title III Teachers to receive training/provider: The teachers delivering the services for the Title III program will meet with the school ELL Staff Developer to analyze student data and to determine the instructional and assessment needs of the ELL students enrolled in the Title III program. Additionally, Gloria Ortiz, from NYS Language RBE-RN at New York University Metropolitan Center for Urban Education will provide ongoing professional development and support to teachers and program administrator.

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

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

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

Part D: Parental Engagement Activities

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

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

Begin description here: _

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

Part D: Parental Engagement Activities

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

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

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

- Refreshments will be served during the parent-school sessions.

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

Part E: Budget

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

Allocation Amount: \$0

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 19	Borough Brooklyn	School Number 108
School Name Sal Abbracciamento		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Constance Hahn	Assistant Principal Angelica Espinal-Hutton
Coach Lisette Geraci	Coach Jennifer Persaud
ENL (English as a New Language)/Bilingual Teacher	School Counselor Ramona Jimenez
Teacher/Subject Area Ricardo Colon	Parent Ricardo Harrigan
Teacher/Subject Area Miriam Diaz	Parent Coordinator Joana Nieves
Related-Service Provider Josephine Ferretti	Borough Field Support Center Staff Member type here
Superintendent Joyce Stallings - Harte	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	8	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	984	Total number of ELLs	117	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language	2	1	1	1	1	1								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	117	Newcomers (ELLs receiving service 0-3 years)	114	ELL Students with Disabilities	13
SIFE	2	Developing ELLs (ELLs receiving service 4-6 years)	3	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL	87	1	0	1						0
ENL	27	1	11	2		1				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 11

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	23	25	14	17	17	12	7	22	14	15	11	20							0	0
Arabic			1																0	0
Bengali	1																		0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>72</u>	Number of students who speak three or more languages: <u>0</u>
----------------------------------------------------------------------	----------------------------------------------------------------

Freestanding English as a New 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	14	9	3	3	3	2								0
Chinese														0
Russian														0
Bengali	1		1											0
Urdu														0
Arabic	0	1				1								0
Haitian						1								0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1											0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	2	1	1	3	5	9								0
Emerging (Low Intermediate)	1	2	1	1	4	0								0
Transitioning (High Intermediate)	3	3	4	2	0	0								0
Expanding (Advanced)	9	11	4	6	3	4								0
Commanding (Proficient)	8	14	6	12	3	3								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	n/a								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	8	16	16	19	4								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2				0
4	3	3			0
5	10	4			0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	6		2						0
4	6		2		2				0
5	8		2		4		2		0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	1	1	0	1	6	2	5	1	0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	10	11	16		4	15	4	
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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 We use Fountas and Pinnell to assess early literacy skills. The data shows that our students need a lot of vocabulary development and phonetic practice.

 Assessment Analysis:
 The data shows that most ELL students in the lower grades are below grade level in English Language Arts compared to their monolingual peers. The majority of these ELLs are at the Emerging/Transitioning levels. As a result, these students receive AIS support during the day. The AIS teacher pushes into grades 3 - 5 throughout the day, and especially during the literacy block, to provide small group, individualized and differentiated instruction. They will receive small group instruction with UDL and ENL strategies. Grades K - 2 who are at the Emerging and Transitioning levels use various online resources such as System 44, to provide literacy support in the areas of phonemic awareness and vocabulary development. Students in grades 2 to 5 who are at the Expanding level use technology-based reading programs such as Read 180 to support phonemic awareness, vocabulary development and reading comprehension.

 Teachers will provide targeted instruction to address the strengths and next learning steps of the students. The students will be grouped based on language proficiency. The teachers will use authentic literature, story cards, and non-fiction magazines as well as other resources and materials.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 NYSESLAT
 The data from the 2015 NYSESLAT indicates that our students continue to show growth in the four modalities. This year's NYSESLAT results show that there are 21 Entering, 9 Emerging, 12 Transitioning, 37 Expanding and 46 at the Commanding level who became proficient.
 There were more students achieving Expanding (24 students) and Commanding levels (28 students) in grades K - 2. In grades 3 - 5

there were 13 Expanding students and 18 Commanding students. Most of our ELLs in grades 3-5 were Newcomers or SWDs. Newcomers will receive targeted ENL instruction using research-based ESL strategies. Based on the results, we will continue to provide students in grades 3 - 5 instruction that is tailored to their needs with either the System 44 or READ 180 technology based programs which provide instruction in listening, speaking, reading and writing. These programs generate data for the teachers so they can monitor the students' progress. They can analyze the information and point out the students' needs and strengths. In grades K-2 we will be using the Treasure and Tesoros Leveled Libraries. Beginner students are also given AIS services through the My Sidewalks Programs.

None of our ELLs met the new criteria of scoring 3 or 4 on the ELA and attaining Expanding level on the NYSESLAT.

NYSITELL

Fall 2015 NYSITELL is ongoing. This is the most recent results for kindergarten students: 35 students have been tested so far. There are 3 Beginners, 4 Intermediates, and 3 Advanced. 25 students were deemed to be English Proficient. We have purchased new early reader literacy books for guided reading instruction. During their literacy centers they will be using living books and other audio-visual materials. There are 5 Beginners in grades 2-5.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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

AMAO Results for 2015

55 ELLs made progress in English language acquisition by moving up at least one level on the NYSESLAT. 35.65% of the ELLs became proficient on the NYSESLAT, thereby achieving AMAO 2.

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

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
- Comparing how ELLs performed in English as compared to the Native Language.

Our English Proficient Students in grades 3-5 are assessed in Spanish with the ELE. 41 EP students took the ELE exam. 1 scored at quartile 1, 40 scored at quartile 2. After five years of Spanish as a second language, half of the EPs who were tested scored in the second quartiles, showing that they are starting to be functionally bi-literate. Many of these students are former ELLs.

EPs taking the 2015 ELA Exam

In 4th grade 11 EPs took the ELA. 2 scored at level 2, 6 scored at level 3, and 3 scored at level 4. In 3rd grade 15 students took the test. 2 scored at level 1, 8 scored at level 2, and 5 scored at level 3. EPs continue to make significant progress on the ELA.

EPs taking the 2015 Math Exam

In the NY State Science exam, 17 ELLs took the Science test. 5 students took it in Spanish and 12 took it in English. On the Spanish version of the test, 1 student

scored a level 1, 1 scored a level 2, 2 scored a level 3 and 1 scored at level 4. In the English version, 1 scored a level 1, 6 scored at level 3 and 5 scored at level 4. Students who took the exam in English scored higher than those taking it in Spanish. This may be because the people taking it in Spanish were mostly newcomers.

In the 3rd grade, students who took the Math exam in their native language performed at the same level as those taking it in English. In the 4th and 5th grade, the students who took the Math exam in English scored higher than those students who took it in their native

language. Many of our 4th and 5th grade ELLs were SIFE so that was a major factor in why they didn't fare as well as the other ELLs.

ELL Periodic Assessment

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

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

The results of the ELL Periodic Assessment show that ELLs are stronger in Listening and Reading, but they need to improve their writing skills. The results are a prediction of the students' overall performance on the NYSESLAT. The school leaders put structures in place for the 2014-15 school year to assess the ELLs using the ELL periodic assessment in fall 2015 instead of waiting for the spring so that the teachers can use this data as formative assessments to drive their instruction in preparing the students for the NYSESLAT 2016. The ELL periodic assessment will also be administered in the spring to monitor progress. The ELL periodic assessments are analyzed to identify strengths, next learning steps and implications for instruction. ENL teachers push-in to assist during the Literacy Block. Bilingual paraprofessionals are also assigned to work with special needs ELL students throughout the day to provide targeted instruction in specific reading strategies and skills.

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

RTI

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

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

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

All instructional decisions about ELLs start with careful analysis of the NYSITELL/NYSESLAT scores. Specific attention is paid to how students performed on each of the modalities, to see which areas need to be improved, be it Speaking, Listening, Reading or Writing. For example, teacher observations and other informal assessments are used to determine whether a student needs more vocabulary development as opposed to using evidence from the text in writing responses. Teachers include differentiated activities in each lesson, such as using ENL and UDL strategies to scaffold instruction.

ELL Teacher Teams meet bi-monthly to analyze how ELL students' proficiency levels affect their reading and writing performance. The Teacher Teams then create lesson plans and initiate strategies which will help ELLs improve in their reading and writing.

7. For dual language programs, answer the following:

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

Assessment of EPs in the Dual Language Program

Our English Proficient Students in grades 3-5 are assessed in Spanish with the ELE. 41 EP students took the ELE exam. 1 scored at quartile 1, 40 scored at quartile 2. After five years of Spanish as a second language, half of the EPs who were tested scored in the second quartiles, showing that they are starting to be functionally bi-literate. Many of these students are former ELLs.

EPs taking the 2015 ELA Exam

In 4th grade 11 EPs took the ELA. 2 scored at level 2, 6 scored at level 3, and 3 scored at level 4. In 3rd grade 15 students took the test. 2 scored at level 1, 8 scored at level 2, and 5 scored at level 3. EPs continue to make significant progress on the ELA.

EPs taking the 2015 Math Exam

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

We evaluate the success of our Dual Language and ENL programs by analyzing the results of the NYSESLAT, growth in reading levels as evidenced by Fountas and Pinnell scores, and by how the ELL students perform on State and City assessments, such as the ELA and the Math exams .

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section.

During the registration process, our Bilingual Secretary ensures that the parent receives the HLIS in their home language where available. There are various pedagogues available through out the day to assist the parents in filling out the HLIS. This team includes an assistant principal and two ENL teachers.

As the parent completes the HLIS, the Bilingual Secretary contacts the ENL teachers to perform an interview of the student and the parents in both English and their native language. The ENL teachers speak Spanish and French. When a parent speaks a language other than Spanish or French, we contact the Translation Unit and have the HLIS interview conducted by teleconference.

If according to the HLIS and the interview it is determined that the child speaks another language other than English and speaks little or no English, then the child is eligible to be administered the NYSITELL and the parents are informed.

Once the ESL teacher administered the NYSITELL, the test is scanned to ATS. The results are kept in the ELL documentation binder. Students' eligibility is determined by the NYSITELL score. Based on the NYSITELL scores, if the student needs to be administered the Spanish LAB, they are tested by the ESL teachers. The eligibility/entitlement letter informs parents that they have 45 days to appeal the home language designation. The parents are informed of the child’s eligibility or non-eligibility for ENL and bilingual instruction within 5 days. The process is the same for students who are re-entering the NYC system, after having been enrolled in a school outside of NYC and/or NYS for two or more years. These students have to go through the entire ELL identification process. When students enroll as new students in NYC and are coming from a NY state public school, we will obtain NYSITELL/NYSESLAT scores from the previous NY state school in order to have the student continue in the ELL status in effect at the time of discharge.

The entire ELL identification process will be completed within 10 school days of enrollment.

Parents of new ELLs receive an orientation workshop, within the first ten days of school, where they are shown the video on ELL programs. At this time they are also given the Parent Surveys and the Program Selection Forms. After the video, the placement options available for their child are discussed and the parents fill out the Survey and choose a program for their child. If the parents choose a program not available at our school (such as Transitional bilingual program), the parents are referred to other local schools which offer the selected program or to the district office. These children are placed in the Dual Language program and their names are placed on a waiting list for the Transitional Bilingual Program. If there were at least fifteen parents on the same grade level or consecutive grades, who requested a Transitional Bilingual Program, we would open a Transitional Bilingual class. Brochures about services for English Language Learners are provided in the parents’ native language.

After students are tested, the ENL teachers fill out the information on the ELPC screen for each new student who was administered the NYSITELL.

Once the parent signs the parent survey letter that indicates their choice of program, the student is placed in the program indicated by the parent. A placement letter informing parents of their child's final program placement is sent home. Placement letters, HLIS and parent survey letters are placed in the student's cumulative folder. The ENL teachers keep copies of all these letters in the ELL Documentation binder.

The parent coordinator reaches out to parents who do not attend the parent orientation sessions. She ensures that an appointment is made for the parent to come in, view the video, discuss program options and choose a program for their child. Parents who fail to return the Parent Choice Survey are told that their child will be placed in the default bilingual program, which in our school is the Dual Language Program.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
We make an initial SIFE determination within 30 days of enrollment. Determining SIFE status begins at the time of the completion of the home language survey when the parent is asked to indicate prior schooling. If during the initial interview there are any indications that the student has had an interruption or inconsistency in their formal schooling, we will administer the oral interview questionnaire. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, we will administer the LENS or Language Evaluation for Newcomer SIFE. Teacher observations, student work and interviews with parents and students are all used to determine SIFE status. The SIFE designation is for students who are newly identified as ELLs, are in grades 3-9, and are at the Entering or Emerging level of proficiency as indicated by the NYSITELL results. The initial SIFE status is entered into the DOE's data collection system (BNDC).

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
Students entering our school with an IEP have their NYSITELL eligibility determined by the Language Proficiency Team (LPT). The LPT determines whether the student should take the NYSITELL, by considering evidence of the student's English language development. Based on the evidence, the LPT will make a determination as to whether the student may have second language acquisition needs, or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines the student does not have English deficiency and should not take the NYSITELL because of a disability, they send their recommendation to the principal for review. The principal in turn, will send her recommendation to the Superintendent. The final decision is made by the superintendent.

The Language Proficiency Team is composed of the following staff: two assistant principals, two ENL teachers, the bilingual school psychologist and the parent or guardian of the student.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
The ESL teachers use the NYSITELL and the HLIS to cross-reference student information and then they send out entitlement letters to parents of eligible ELLs, within 5 school days of enrollment. Non-entitlement letters go out to parents of those students who passed the NYSITELL. Copies of these letters are kept on file by the ENL teachers. The entitlement letters, parent survey letters as well as the HLIS are kept in the student's cumulative folder and the copies are kept on file by the ENL teachers in the ELL Documentation binder. The parent coordinator reaches out to parents who do not attend the parent orientation sessions. She ensures that an appointment is made for the parent to come in, view the video, discuss program options and choose a program for their child. Parents who fail to return the Parent Choice Survey are told that their child will be placed in the default bilingual program, which in our school is the Dual Language Program.

Continuous Entitlement and No-Longer Entitled letters

A letter is sent to parents, informing them of the results of the NYSESLAT and their child's continued entitlement. A copy of the letter is kept on file by the ENL teachers. Parents of students who passed the NYSESLAT are also informed through a No-Longer Entitled letter. A copy is also kept on file.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
The school will send the entitlement letters of ELL status notification within 5 school days, letting parents know the results of the NYSITELL and explaining to them that they have the right to appeal the ELL status within 45 days of enrollment. During the mandated parent orientation sessions, parents will be told of their right to appeal their child's ELL status within 45 days.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
In September, ENL teachers send out entitlement letters inviting parents of new ELLs to orientation workshops where they are shown the video on ELL programs. Parents are apprised of the three ELL Programs offered in the NYC school system: Transitional Bilingual, Dual Language and English as a New Language, and specifically of the programs offered in our school. These workshops are offered in September, once during the school day and once during the evening so that parents who work have the option to attend the evening session. After the video, the placement options are discussed and the parents are asked to think about the ELL program choice they would like their child. If the parents choose a program not available at our school (such as Transitional bilingual program), the parents are referred to other local schools which offer the selected program, or to the district placement office. These children are placed in the Dual Language program and their names are placed on a waiting list for the Transitional Bilingual Program. If there were at least fifteen parents on the same grade level or consecutive grades, who request a Transitional Bilingual Program, we would open a Transitional Bilingual class. Brochures about services for English Language Learners are provided in the parents' native language. This information is downloaded from the Office of ELLs DOE website.
The Parent Orientation Workshops, parent program selection and are done within 10 days of the student's admittance.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
- At the time of the Parent Orientations, parents are given the Parent Survey and the Program Selection Forms. After the video, the placement options available for their child are discussed and the parents fill out the Survey and choose a program for their child. If the parents choose a program not available at our school (such as Transitional bilingual program), the parents are referred to other local schools which offer the selected program, or to the district placement office. These children are placed in the Dual Language program and their names are placed on a waiting list for the Transitional Bilingual Program. If there were at least fifteen parents on the same grade level or consecutive grades, who request a Transitional Bilingual Program, we would open a Transitional Bilingual class. Brochures about services for English Language Learners are provided in the parents' native language. This information is downloaded from the Office of ELLs DOE website.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- The parent coordinator reaches out to parents who do not attend the parent orientation sessions. She ensures that an appointment is made for the parent to come in, view the video, discuss program options and choose a program for their child. Parents who fail to return the Parent Choice Survey are told that their child will be placed in the default bilingual program, which in our school is the Dual Language Program.
9. Describe how your school ensures that placement parent notification letters are distributed.
- Once the ENL teachers cross-reference student information and fill out the ELPC, placement parent notifications are sent out to the parents/guardians.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- Each child's cumulative folders will house all documentation such as: HLIS, entitlement and placement letters, program selection and parent survey. The ENL teachers also maintain copies of these documents in an ELL documentation binder.
11. 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 ENL teachers use the ATS report RLER to determine students' eligibility for the NYSESLAT. The ENL teachers test the Speaking portion of the NYSESLAT. They pull the students one by one to administer this portion of the exam. The ENL teachers in conjunction with the Dual Language teachers and the testing coordinator administer the Day 1, 2 and 3 portions of Listening, Reading and Writing. All students with special needs are provided their prescribed testing accommodations as per their IEPs.
- Parents are informed in writing of the dates, and the format of the NYSESLAT. We also hold a workshop to inform parents about the NYSESLAT and discuss the Parent Brochures. The team ensures that every student is tested following the protocol set forth by the DAA.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- After verifying the data in the RLAT, a letter is sent to parents, informing them of the results of the NYSESLAT and their child's continued entitlement or transitional support. Parents of FELLs are also informed that their children will continue to receive the extended time modification during the NYS/ NYC standardized examinations for the following two years. A copy of the letter is kept on file by the ENL teachers. Parents of students who passed the NYSESLAT are also informed through a No-Longer Entitled letter. A copy is also kept on file.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
- Trends in Program Selection**
- Based on our review of the Program Selection Forms which were completed by parents of new admits, we noticed the following trend: over the past 8 years, the trend has been for parents to request ENL or Dual Language placement. Most parents seem to prefer both of these options over the Transitional Bilingual program. The program models offered in our school is aligned with parent requests. If the parents choose a program not available at our school (such as Transitional bilingual program), the parents are referred to other local schools which offer the selected program or to the district placement office. These children are placed in the Dual Language program and their names are placed on a waiting list for the Transitional Bilingual Program. If there were at least fifteen parents on the same grade level or consecutive grades, who requested a Transitional Bilingual Program, we would open a Transitional Bilingual class.
- Aligning Program models with Parent Request

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).

a. Freestanding ENL program.

We have an ENL push-in program. ENL is taught by two certified ENL teachers. Teachers provide ENL instruction with home language support as needed. Students receive the mandated ENL minutes according to their proficiency levels. Students are grouped heterogenously.

The ENL teachers provide support for their students through standalone and integrated ENL. Students receive the required periods of ENL based on their NYSESLAT and/or NYSITELL scores.

b. TBE program. *If applicable.*

N/A

c. DL program. *If applicable.*

Dual Language Program:

There are 2 Dual Language classes in Kindergarten. In grades 1 - 5, there is one Dual Language class per grade. Classes are mixed heterogenously across proficiency levels. Each teacher holds a Common Branch license and a Bilingual Extension license. English Language Learners and English Proficient students are enrolled in all of our Dual Language classes. The Bilingual teachers provide support for their students through standalone and integrated ENL. Students receive the required periods of ENL and HLA based on their NYSESLAT and/or NYSITELL scores.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Dual Language Instruction in the Dual Language classes alternate between Spanish and English. Guided reading in the primary grades is provided in the Native Language of the student with the exception of those students who have demonstrated the ability to learn to read in both languages or who have demonstrated the need to learn in one language. Students receive the required periods of HLA, ELA and ENL based on their NYSESLAT or NYSITELL scores.

Dual Language ELLs will receive one Home Language Arts (HLA) class. Entering and Emerging ELLs will receive a minimum of 2 bilingual content area subject (Math and Science), while Transitioning and Commanding students will receive a minimum of one bilingual content area subject (Math).

ENL

The ENL teachers provide support for their students through standalone and integrated ENL. Students receive the required periods of ENL based on their NYSESLAT and/or NYSITELL scores.

For ELLs in both ENL and Dual Language the instructional minutes will be as follows:

Entering ELLs receive 180 minutes of integrated ENL/ELA and 180 minutes of standalone ENL, totaling 360 minutes of ENL instruction per week.

Emerging ELLs receive 90 minutes of standalone ENL, and 180 minutes of integrated ENL/ELA. They will also receive an additional 90 minutes of instruction in either standalone or integrated ENL/Content area for a total of 360 minutes per week.

Transitioning ELLs receive 90 minutes of integrated ENL/ELA and 90 minutes of either standalone or integrated ENL/Content area, totaling 180 minutes of ENL instruction.

Expanding ELLs receive a total of 180 minutes of ENL/ELA or ENL/Content area.

Commanding ELLs receive 90 minutes of integrated ENL in ELA/Content area.

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

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

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

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

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

The English Language Learners in the Dual Language classes are assessed with El Examen de Lectura en Espanol or ELE. This test is administered to ELLs and EPs in grades 3-5. Some ELLs in the Dual Language Classes are assessed in Spanish for Math, Science and Social Studies.

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

We also administer the ELL periodic assessment in the fall and in the spring to monitor the progress of our ELLs. Throughout the year informal assessments of the four modalities are done by the Bilingual and ENL teachers. Reading and Speaking are tested quarterly with Fountas and Pinnell benchmark assessments. Listening is tested through the Read 180 reading Program and the Writing is assessed through the NYS ELA Performance Tasks.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

SIFE Plan

SIFE students are pulled out during the school day to receive small group instruction with a bilingual paraprofessional who tutors them in the My Sidewalks reading program. A bilingual teacher provides small group Math instruction for SIFE students in grades 4 and 5. They also attend the after school program, which meets on Wednesdays and Thursdays from 2:21 to 3:21 pm. 3rd, 4th and 5th grade SIFE students attend the Saturday Academy Program which provides ENL instruction with Native Language support in Mathematics and the Content areas. The purpose of these supplemental programs is to provide ENL and NLA instruction as well as the academic and content language support that these students lack. These classes are taught by certified bilingual teachers.

Plan for ELLs in School less than 3 years/Newcomers

ELLs with less than 3 years of service who are deemed Entering or Emerging receive 360 minutes of ENL instruction per week. During guided reading these children receive small group instruction. The at risk students also receive the support of a paraprofessional who provides small group instruction using the My Sidewalks reading program. The students will be grouped based on language proficiency to provide targeted instruction to address their strengths and next learning steps.

Plan for Developing ELLs in school 4-6 Years

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

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

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

FELLs or Former ELLs

FELLs will receive 90 minutes of integrated ENL per week for two years. This will be provided by the ENL and Bilingual teachers.

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

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

N/A

8. 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?

Teachers use several instructional strategies to teach ELLs -SWDs. UDL, ENL strategies, scaffolding, native language support, vocabulary development and modified are some of the strategies used to accelerate English language development. Teachers also use the Go Math!, Ready Gen and Read 180 technology-based literacy programs.

Plan for ELL Students with Special Needs/ Disabilities

Seventeen of our ELLs are students with special needs. Five of these students are in the 5th grade, eight are in third grade, 2 are in second, 1 is in 1st and 1 in Kindergarten. Nine students are in self-contained Special Education classes, while the rest of the students are in ICT classes. Some of our ELL students with IEPs are in general education classes. The ENL teachers push in to work with all of these students. In addition, the upper grade students use the technology based System 44, READ 180 and Ready GEN reading programs which focus on phonemic awareness, vocabulary development, comprehension and self-correction. ENL teachers provide ENL support to Special Education teachers by sharing ENL strategies and materials.

Native language Materials

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

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

The AIS coordinator and one Paraprofessional provide push-in support for identified at-risk English Language Learners during the school day. The SETTS teachers and the Bilingual Speech teachers provide SETTS and speech services to entitled ENL and Dual

Language students. These teachers meet the diverse needs of our ELL students with disabilities in various ways: A push-in model

Chart

of instruction is followed in order to maximize the time ELL students with IEPs spend along side their non-disabled peers. Lessons are planned using information from the students IEPs that are aligned with the CCLS. The Universal Design for Learning (UDL) is used to develop instruction that addresses the needs of our ELL students with disabilities. Self contained ELLs are mainstreamed into general education classes whenever appropriate.

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

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

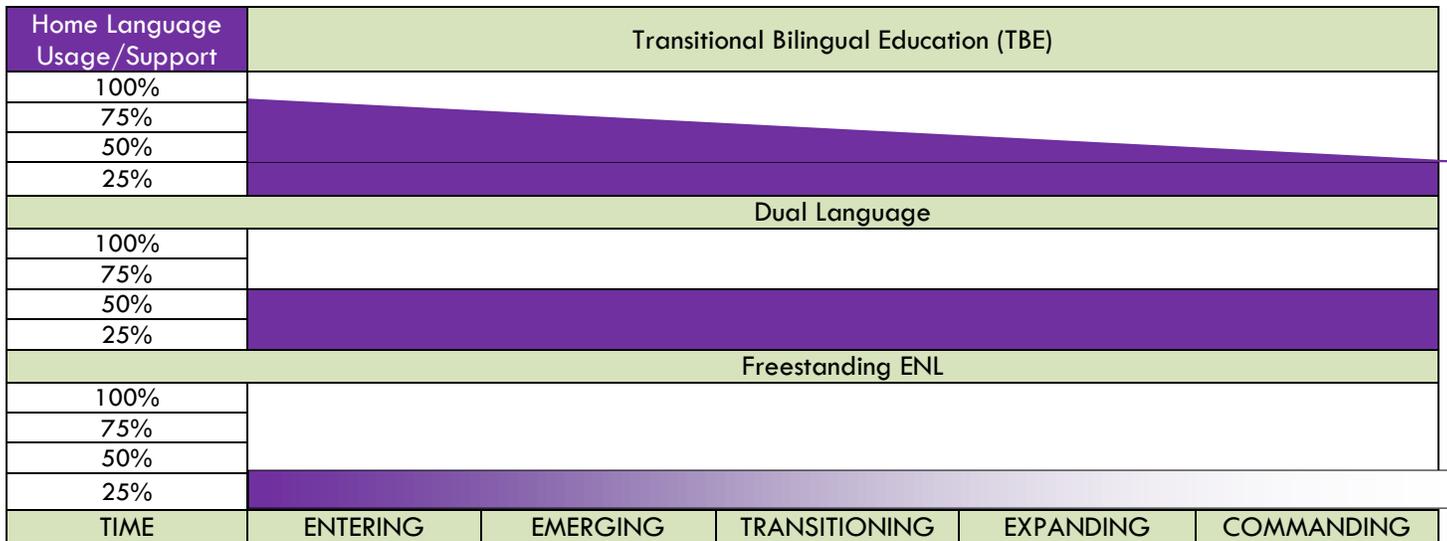


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

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

ELA Intervention/Support

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

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

- System 44—This intervention is for Entering and Emerging ELLs with disabilities who are unable to blend sounds and who score BR on the SRI assessment.
 - Ready Gen Scaffold Instruction— is used for ELLs of all levels.
 - Ready Gen ELL intervention – is used for Entering, and Emerging ELLs.
 - Targeted small-group instruction during guided reading.
 - Extended Day Program on Mondays and Tuesdays for ELLs in grades 3 - 5.
 - Title III Program on Thursdays and Fridays—after school – For ELLs of all levels.
 - Saturday Academy– for ELLs in grades 3- 5.
 - Bilingual paraprofessional provides at-risk, push-in, support during the school day using F & P LLI program and/or My Sidewalks—for ELLs who are not making adequate progress. Progress is monitored by the AIS coordinator.
 - ENL teachers provide support to students in the Dual Language Program who are recently arrived ELLs. These students receive intensive ENL instruction which is focused on vocabulary development across the four modalities.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our Dual Language and ENL programs continue to be effective. Out of 126 students who took the NYSESLAT, 33 students became proficient. 96 students moved up at least one proficiency level. An increasing number of students have acquired near native fluency as evidenced by the NYSESLAT results. The majority of students have made the shift from Basic Interpersonal Communication Skills (BICS) to CALP (Cognitive Academic Language Proficiency).

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

Upon analysis of the ELL periodic assessment from spring 2014, it is evident that the results are a prediction of the students' overall performance on the NYSESLAT as well as their performance for the reading, writing and listening components. The school leaders put structures in place for the 2015-16 school year to assess the ELLs using the ELL periodic assessment in fall 2016 instead of waiting for the spring so that the teachers can use this data as formative assessments to drive their instruction in preparing the students for the NYSESLAT 2016.

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

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

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

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

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

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

ELLs in grades 3-5 will be using the ST Math program (Spatial-Temporal Math). This program is designed specifically for ELLs, is technology-based and generates data and feedback on each student so that teachers can deliver targeted instruction.

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

N/A

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

Equal Access to all Programs

Our enrichment programs are available to all our students including ELLs, throughout the week. All of our students receive the mandated minutes of Physical Education and the Arts. ELLs have equal access and opportunities to participate in all programs. Some of these programs include the Dance and Theatre club, Art club, Homework club and Fitness Gram. ELLs are also invited and encouraged to participate in all afterschool and Saturday Academy programs.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Instructional materials including technology

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

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

At risk and special education ELLs receive differentiated instruction through the use of the technology based Reading Program System44.

Instructional materials in Content Areas

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

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Native Language Support

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

In ENL classes, teachers use cognates, bilingual content area picture dictionaries and bilingual science and social studies glossaries.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Activities for newly enrolled ELLs

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

When parents/guardians register their children, pedagogical staff members, including the ENL teachers, meet with them to describe the different programs available to English Language Learners. Some of these parents/guardians and students also meet with our Guidance Counselor, Social Worker, School Psychologist, ENL specialists and/or Parent Coordinator to address specific social, emotional, and or academic needs during the registration process.

19. What language electives are offered to ELLs?

N/A

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

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

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

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

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Professional Development and Support for School Staff
Professional Development

The focus of our professional development plan for the 2015-2016 school year is to strengthen student work and teacher practice by continuing to examine and implement the Common Core Standards and the Danielson Framework for Teachers. Our goal is to strengthen student work by refining classroom instruction with teacher effectiveness.

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

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Teachers of ELLs in Dual Language and Monolingual classes attend weekly professional development sessions. These workshops will cover the following topics:
 - Scaffolding close reading for ELL students.
 - Analysis of teacher practice, assessment data, and student work for ELLs and FELLs, to strengthen teacher instructional capacity and promote the continued implementation of the CCLS to ensure increased student achievement
 - Strategies for struggling readers during guided reading
 - Promoting instructional shifts with Go Math!
 - Analysis of ELA and Math performance tasks: Identifying grade, class, ELL, SWD, and gender trends, to determine implications for instruction.

ELL Teacher Staff Development schedule

New Dual Language Teachers-Thursdays: 7:15 – 8:00 am.

There are two ELL Teacher Teams which meet on alternating Mondays.

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

ELL Teacher Team meeting for Grades 3-5 - Mondays at 8:45 - 9:30 am.

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

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Throughout the school year, training is provided to the school guidance counselor, staff and fellow teachers of ELLs and bilingual students. Training is provided during professional development days, faculty conferences as well as new teacher workshops. All staff is aware of the importance of providing support to the children that attend our school and their families.

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

The School Based Support Team and ELLs

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

productive sessions with the students.

Jose P. Mandated Training

All of our new teachers will receive the 7.5 hours of ELL training as per Jose P. mandate throughout the year. New special education teachers receive 10 hours of training. The Jose P. training will be held in the fall. The sessions will be a combination of after school and school day trainings. The after school sessions will be held on Wednesdays from 2:30-4:00 pm, starting in November, 2015. Sessions will be conducted by the Assistant principal, the ENL teachers and the Bilingual Staff Developer. During these meetings, teachers will be informed about compliance issues, the identification process for ELL students, testing accommodations and strategies for differentiating and supporting ELLs in their classrooms. Attendance, agendas and completion certificates will all be kept on file.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Professional Development for ENL and Bilingual Teachers

50% of the total hours of PD are ELL-specific for ENL and Bilingual Teachers

15% of the total hours of PD for all teachers is ELL-specific.

These professional development hours will be dedicated to language acquisition in alignment with core content area instruction, including a focus on integrating language and content instruction for ELLs.

ELL-specific PD is given during the extended day on Mondays from 2:21 -3:40 and Tuesdays from 3:00-3:30 p.m.

Content Area PD

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

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

The ENL teachers attend periodic ENL meetings facilitated by District 19 ELL specialists. The information from the meetings is turn- keyed to the professional development team and pedagogical staff. Our Assistant Principal and the Staff Development team also provide our Dual Language and ENL teachers teachers with professional development in Literacy, Mathematics, and ENL strategies. Differentiated Instruction for students who are English Language Learners is embedded in all lesson planning and workshops.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Parental Involvement for Parents of ELLs

Teachers will individually meet with parents or guardians of new English Language Learners at the beginning of the year to welcome the parents and students and provide them with the support they need.

Teachers will also individually meet with the parents or guardians of English language learners during conferences, orientations, and previously scheduled meetings. This additional meeting will include school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas. These meeting will be held in English and in the parent's preferred language through the use of a translator.

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

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

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

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

The Parent Coordinator evaluates parental needs by having parents fill out surveys indicating the types of workshops and/or services they would like us to offer. The Parent Coordinator also provides and accepts the Parent Concern Form which was created as a communication method between parents/guardians of ELLs and Bilingual Students.

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

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

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

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

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

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

How the School Keeps Records of Contacts with ELL Parents

The parent coordinator maintains a log of meetings with parents. Each ENL and Dual Language teacher has a Parent Contact Log, which details the type of parent contact (teleconference, in-person meeting, etc), date, time and topic of conversation. A more detailed record sheet which describes the topic of discussion and the recommended follow-up, is kept by teachers.

Question 3

Parental Involvement

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

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

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

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

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

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

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

- * Bullying Prevention
- * Common Core State Standards
- * State and City assessments
- * "Grade Expectations"- These are monthly workshops which provide parents with the school's expectations for each grade
- * Family Fridays- The last Friday of every month has been designated as Family Friday. At this time parents are invited to visit the classroom while instruction is going on so that they can experience the education we provide for their children.
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A bilingual monthly calendar, as well as a school newsletter is sent to each of our students' home in an effort to keep parents informed of current activities and upcoming events in the school.

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

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
We occasionally invite community based organizations to send in special speakers and offer their services to our parents. PS 108 partners with Cypres Hills Community Development Corp. This community based organization provides GED, and ENL classes as well as hold informational sessions about job fairs, health care and other services.

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

5. How do you evaluate the needs of the parents?
The Parent Coordinator evaluates parental needs by having parents fill out surveys indicating the types of workshops and/or services they would like us to offer. For example, this year we offered several classes on Computer Basics, based on the feedback we recieved from parents.

The Parent Coordinator also provides and accepts the Parent Concern Form which was created as a communication method between parents/guardians of ELLs and Bilingual Students.

6. How do your parental involvement activities address the needs of the parents?
PTA Meetings are held on the third Tuesday of each month from 4:30 – 5:30 pm. These meetings are conducted in both English and Spanish. At this time, special student achievement is celebrated , such as perfect attendance and student and athlete of the month are recognized.

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

- * Bullying Prevention
- * Common Core State Standards
- * State and City assessments
- * "Grade Expectations"- These are monthly workshops which provide parents with the school's expectations for each grade
- * Family Fridays- The last Friday of every month has been designated as Family Friday. At this time parents are invited to visit the classroom while instruction is going on so that they can experience the education we provide for their children.
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A bilingual monthly calendar, as well as a school newsletter is sent to each of our students' home in an effort to keep parents informed of current activities and upcoming events in the school.

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

D. Additional Information

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

ELL Program Success

Upon reviewing the most recent NYSESLAT scores , we can see that our students are progressing through the hierarchy of modalities as expected. The overall proficiency levels continue to rise across the grades. On the Spring 2015 NYSESLAT, we had a total of ____ students who advanced one proficiency level or more. There were 48 students who tested Intermediate or higher on their first NYSESLAT. We also had 46 students become proficient.

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

School Name: _		School DBN: #INGEST ERROR!	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Constance Hahn	Principal		9/22/15
Angelica Espinal-Hutton	Assistant Principal		9/22/15
Joana Nieves	Parent Coordinator		9/22/15
Ruth Parker / Joseph Viola	ENL/Bilingual Teacher		9/22/15
Ricardo Harrigan	Parent		9/22/15
Ricardo Colon, 5th DL	Teacher/Subject Area		9/22/15
Miriam Diaz, K DL	Teacher/Subject Area		9/22/15
Jennifer Persaud	Coach		9/22/15
Lisette Geraci	Coach		9/22/15
Ramona Jimenez	School Counselor		9/22/15
Joyce Stallings - Harte	Superintendent		9/22/15
	Borough Field Support Center Staff Member _____		9/22/15
Josephine Ferretti	Other <u>SETSS</u>		9/22/15
Angel Andino	Other <u>School Psychologist</u>		9/22/15
	Other _____		9/22/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **19K108** School Name: **Sal Abbracciamento**
Superintendent: **Stalling**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Looking at our language surveys, 43% of our students' households speak a language other than English. The vast majority speak Spanish, therefore, the communication between the school community and the parents, including monthly school calendars and notices, are sent home in Spanish and English. A few of our parents speak Bengali, Arabic, Haitian Creole and Chinese, as well as English. We distributed the New York City Parent Language Cards which help the parents to tell us the language they speak. We use parent answers on the HLIS itself, the Home Language Report (RHLA) and the Adult Preferred Language Report (RAPL) on ATS, to track any new languages that are used in our school community.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Most of our parents prefer their oral and written communication to be in English, followed closely by Spanish. Other languages requested by parents include Arabic, Bengali, Haitian Creole, Mandarin Chinese and French.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

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

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

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

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

There will be 4 formal parent-teacher conferences this year. These will occur in September, November, March and May. The attendance teacher and guidance counselor are both bilingual and will make calls in both English and Spanish. We use the Interpretation and Translation unit for calls/meetings involving other languages. We also use translators for IEP meetings and our September Open House meeting. Teachers also conference with parents for the Tuesday afternoon parent meetings.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

School newsletters, calendars, notices, etc. are translated in-house by bilingual staff members in English and Spanish. The Bill of Parents Rights and Responsibilities is provided in all of the languages spoken in our school: English, Spanish, Chinese, Bengali and Arabic. Signs that tell parents/guardians that translation services are available are displayed in both the Main Office and the school's foyer. It is also

advertised in the school's newsletter.

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

Written Spanish translations are done in-house by school personnel, such as the Parent Coordinator, Bilingual and ENL teachers. When a translation into a language other than Spanish is needed, the parent coordinator sends the document to the Interpretation/Translation Unit or to an outside vendor, The Big Word Translation Services.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

During our September, Professional Development Sessions, teachers are taught or reminded of how to use the translation services. They are given the Translation and Interpretation brochure which provides the over the phone interpretation number. They are also informed of the location of the Parents' Guide to Language Access Posters and the availability of various in-house translators. The information is provided as part of the Staff Handbook. This information is also reviewed various times during the school year, such as before the Open House and Parent-Teacher conferences.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

In order to gather feedback from our parents/guardians on the quality and availability of services we provide them with surveys . We want parents to know that their feedback is greatly valued, that their voice is being heard, and that their concerns are addressed, therefore, parents are always invited to come in and speak to the parent coordinator, as well as other staff who are always on hand.