

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**04M108**

**School Name:**

**P.S. 108 ASSEMBLYMAN ANGELO DEL TORO EDUCATIONAL COMPLEX**

**Principal:**

**GRYSSELE MACHICOTE**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Assemblyman Angelo Del Toro Educational Complex School Number (DBN): 04M108  
Grades Served: Pre-K-8  
School Address: 1615 Madison Avenue, New York, NY 10029  
Phone Number: 212-860-5804 Fax: 212-860-6095  
School Contact Person: Rafael Gondim Email Address: rgondim@schools.nyc.gov  
Principal: Rafael Gondim  
UFT Chapter Leader: Amanda Walsh  
Parents' Association President: Desiree Rodriguez-St.Plice  
SLT Chairperson: Abigail Medina  
Title I Parent Representative (or Parent Advisory Council Chairperson): Magdalena Sosa  
Student Representative(s): N/A

**District Information**

District: 04 Superintendent: Alexandra Estrella  
Superintendent's Office Address: 160 East 120 Street, New York, NY 10035  
Superintendent's Email Address: Astrel3@schools.nyc.gov  
Phone Number: 212-348-2873 Fax: 212-348-4107

**Borough Field Support Center (BFSC)**

BFSC: Manhattan-D4 Director: Yuet Chu  
Director's Office Address: 333 7<sup>th</sup> Ave., NYC 10001  
Director's Email Address: Ychu@schools.nyc.gov  
Phone Number: 917-705-5856 Fax: 718-9235146

## 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)
Gryssele Machicote	*Principal or Designee	
Amanda Walsh	*UFT Chapter Leader or Designee	
Desiree Rodriguez-St-Plice	*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>	
Abigail Medina	Teacher/Chairperson	
Kelly Ferguson	Teacher/Secretary	
Joanna Aquino	Teacher/Financial Liaison	
Debbie Turner	Parent/Timekeeper	
Evelyn Steinhart	Parent/ Facilitator	
Tina Louallen	Parent	
Leana Culpepper-Green	Parent	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

PS/MS 108 is located in vibrant East Harlem on Madison Avenue between 108<sup>th</sup> and 109<sup>th</sup> street. Our Pre-K to 8<sup>th</sup> Grade school has approximately 594 students representing a very ethnically diverse population comprised of 64% Hispanic, 28% African American, 1 % Caucasian, 1% American Indian, 4% Asian. Our special education students represent approximately 19% and our English Language Learners represent 13% of our population.

At PS/MS108 we are committed to delivering a rigorous curriculum that provides our pre-K through 8th grade East Harlem students with tools to successfully navigate future challenges and grow into intellectually active learners. By motivating our students through discussions, writing and whole child learning, we empower our students to become role models for our community.

Students, faculty and administrators trust in the value of hard work and maintain high expectations because they see themselves as lifelong learners. Teachers continually work at improving and enhancing pedagogical practices and they are deeply involved in their own learning. Parents are an important part of our school community. They are involved in leadership positions within the school and work together with teachers and staff to ensure that all of our children get the education they deserve. The 108 family works hard to ensure that our students are provided with different experiences that will set them up for success for years to come.

Our school has established strong partnerships with numerous cultural and educational organizations including:

-Boys Harbor

-Harlem RBI

-YMCA after-school programs

-Mount Sinai Hospital

-New York Cares

-Urban Advantage Science Program

-Asphalt Green

-NY Philarmonic

-Learning Leaders

-Northside

-Lehman

PS/MS108 offers different programs to strengthen our children's educational program. Some of these programs include:

-G.O.A.L after-school program

-Jeremy's Heroes

-Swimming

-Flag Football

-Boys and Girls Basketball

-Student Government

-Cool Culture Program

-Very Young Composers

-Music

-Technology

-Art

-Physical Education

-Road Runners, Young Runners Program

-Community Service – Operation Smile

### 04M108 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	628	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
				7
Types and Number of Special Classes (2014-15)				
# Visual Arts	9	# Music	5	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	87.2%	% Attendance Rate		91.8%
% Free Lunch	79.3%	% Reduced Lunch		1.0%
% Limited English Proficient	11.5%	% Students with Disabilities		23.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		28.4%
% Hispanic or Latino	65.2%	% Asian or Native Hawaiian/Pacific Islander		4.4%
% White	1.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.13	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		5.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)		9.92
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	12.2%	Mathematics Performance at levels 3 & 4		18.6%
Science Performance at levels 3 & 4 (4th Grade)	90.2%	Science Performance at levels 3 & 4 (8th Grade)		58.2%
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	NO	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		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## 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.

#### New York State Test % Proficient Data: Approaching Target

Math 2013-2014: 18.6%

Math 2014-2015: 13.9%

ELA 2013-14: 12.2%

ELA 2014-15: 14.5%

#### Quality Review 2014-15 Data (1.1, 1.2, 2.2): Developing

Strength :

- We are beginning to align our curriculum to Common Core à we are growing and getting better
- We are using exit tickets to assess progress
- Homerooms are getting students in the mindset of college and career ready
- We have adapted our curriculum to add a writing component
- The use of technology to enhance our curriculum
- Most students have access to technology
- Use of scaffolding and organizers
- Use of questioning to drive instruction
- Started using common assessments across subject areas to determine progress toward goals
- Using checks for understanding
- School is using Common Core aligned interim assessments
- Using MOSL data and Fountas and Pinnell assessment to identify targeted students for small groups and additional literacy intervention
- Teachers agree that using multiple student work samples will help impact a large group of students

Growth Areas:

- Lack of consistency between higher order thinking or questioning that reflects in our activities and content
- Lack of consistency with scaffolding among tasks/subjects
- Need more evidence of student discussion
- Lack of differentiation
- Need more engaging tasks
- Lack of actionable feedback
- Lack of differentiation with higher achieving students
- Lack of student-led lessons (we are more teacher led directions)

- Need more push of questioning usage
- Assessments are not being utilized in science and social studies

Advance (Measure of Teacher Performance) 2014-15 Data:

1a: Demonstrating knowledge of content and pedagogy – 3.27

1e: Designing coherent instruction – 3.02

3b: Using questioning and discussion techniques – 2.96

**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, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the percentage of students at level 3 or 4 on the ELA State Test in grades 3-8 will increase from 14.5% to 20%. By June 2016, the average teacher rating in component 3b (Using questioning and discussion techniques) of Danielson’s Framework for Teaching will increase from 2.96 to 3.25.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> <li>• Monthly Family Newsletters with tips for ways to engage children in writing at home.</li> <li>• Workshops:               <ul style="list-style-type: none"> <li>○ District 4 workshop series</li> <li>○ Families writing workshop series</li> </ul> </li> <li>• Student-Led Conferences</li> </ul>	<p>Parents</p>	<p>Sept. 2015 - June 2016</p>	<p>Principal, Assistant Principals, Parent Coordinator, Teachers</p>

<ul style="list-style-type: none"> <li>• Increase the number of ELA instructional time in grades K-8.</li> <li>• Increase writing instruction provided to students in the 6<sup>th</sup> grade.</li> <li>• Additional writing instruction provided to ELLs in grades 2, 4, 5</li> <li>• Increased writing instruction through ESL push-in services/ pull-out services</li> </ul>	K-8 stud.  6 <sup>th</sup> Graders  ELLS in 2,4,5	Sept. 2015 - June 2016	Principal, Assistant Principals, classroom teachers, support specialists
<ul style="list-style-type: none"> <li>• Classroom teachers will attend workshops in improving writing instruction, literacy, and supporting</li> <li>• Teachers will work collaboratively to improve Tier 1 instruction to students &amp; differentiated instructions to SWDs, ELLs, and at-risk students</li> <li>• Special Education teachers will attend workshops in different models of ICT instruction</li> <li>• ESL teachers will provide push-in services to ELLs</li> </ul>	Teachers and support specialists Pre-K to 8 <sup>th</sup>	Sept. 2015 - June 2016	Principal, Assistant Principals, Special Ed Liason, ESL Teacher
<ul style="list-style-type: none"> <li>• Engage teachers in professional development opportunities to develop questioning and discussion in the classrooms to promote high order thinking in classrooms (Danielson Framework 3b)</li> <li>• Utilize Teacher’s College Resources to build our writing curriculum in K-8 classrooms</li> </ul>	Teachers and support specialists Pre-K to 8 <sup>th</sup>	Sept. 2015 - June 2016	Principal, Assistant Principals, Consultants, Teachers

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> 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>As a Title I School-wide program school, we will incorporate Conceptual Consolidation which will allow us to combine Federal and local funds to include Fair Student Funding (Tax Levy), Title I Funds, Title IIA Supplemental, Title III Funds and human resources to maximize our budget resources to improve student achievement.</p> <p>Library Books – TL NYSTL Library Books</p> <p>ELLs Innovative Programs – Title III</p> <p>Supplies – Title I SWP</p> <p>Per Session – TL Citywide Instructional</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		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 January 2016, 30% of students in grades 3-8 will achieve a 70% or above on the ELA benchmark assessment. By January 2016, the average teacher rating in component 3b (Using questioning and discussion techniques) of Danielson’s Framework for Teaching will increase from 2.96 to 3.10.

**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.

**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.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**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.

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

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

**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.

#### School Survey 2014-15:

##### Strength:

- Parents were pleased with teachers
- Parents felt appreciated
- Teachers are cordial to one another
- Teachers feel responsible for student learning
- Students feel their culture is appreciated
- Communication between parents and teachers is positive
- A lot of culture awareness
- Teachers feel they are modifying
- Environment accepting of backgrounds
- Teachers continuously trying new ideas

##### Growth Areas:

- Teachers expressed interest in receiving more professional development, visiting other schools, school moral,
- Teachers expressed interest in Principal/staff/teacher collaborations to run effectively

#### Quality Review 2014-15 Data (2.2, 4.2): Developing

##### Strength:

- Teachers engaging in inter-visitations
- Teachers meeting twice a month
- Teachers examining student work
- Discussing strategies
- Creating an end goal
- Sharing best practices and sharing strategies
- Monitor and determine student outcomes

##### Growth Areas:

- Unclear how the students would be monitored
- Use of specific protocols or structures were not evident
- Need a follow up/next steps
- Consistency of modifications in each class

**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, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, classroom teachers will be involved in weekly data driven instruction (DDI) cycles with grade design teams (K-5) or content teams (6-8). They will be engaged in meaningful professional development experiences to enhance Tier 1 instruction and improve student academic performance for all students including ELLs, SWDs, and at-risk students as evidenced by PD and team meeting agendas/minutes, data conference discussions, and teacher reflections following professional development cycles.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Teacher design teams will meet regularly to look at student work/data, examine curriculum in connection to CCLS/instructional shifts, diagnosing what changes and supports are needed to improve student performance, develop a plan for improvement of student performance, review and/or adjust plans during/after plan implementation, and exam teacher practice to enhance Tier 1 instruction and improve student academic performance for all students including ELLs, SWDs, and at-risk students.</p>	<p>Teachers and support specialists Pre-K to 8<sup>th</sup></p>	<p>Sept. 2015 -June 2016</p>	<p>Principal, Assistant Principals, Teachers, Teacher Leaders</p>
<p>Through professional learning, teachers will engage in professional conversations and professional development geared at enhancing teacher practice and increase student achievement.</p> <ul style="list-style-type: none"> <li>• Mondays Professional Development Cycles</li> <li>• Vertical ELA Design Teams</li> <li>• 108s School’s Cabinet</li> <li>• Curriculum Planning Sessions</li> <li>• Off site professional development/Interschool Visitations</li> </ul> <p>Whole day professional developments</p>	<p>Teachers and support specialists Pre-K to 8<sup>th</sup></p>	<p>Sept. 2015 -June 2016</p>	<p>Principal, Assistant Principals, Model Teacher, Teacher Leaders, Consultants</p>

Interclass visitations will assist in developing teacher practices aligned to the needs of specific teachers and Danielson's Framework for Teaching.	Teachers and support specialists Pre-K to 8 <sup>th</sup>	Sept. 2015 -June 2016	Principal, Assistant Principals, Model Teacher
<ul style="list-style-type: none"> <li>Teachers and leadership staff will engage in professional conversations through observation and feedback cycles designed to promote improved pedagogy aligned to Danielson Framework for Teaching.</li> <li>Leadership staff will be conducting regular instructional walkthroughs for norming purposes and gathering evidence to determine alignment between teacher practice and student learning.</li> </ul> <p>Leadership staff will be norming observation debriefs to ensure consistency in the type of feedback that teachers are receiving.</p>	Teachers K to 8 <sup>th</sup>	Sept. 2015 -June 2016	Principal, Assistant Principals, TDEC, Model Teacher

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<p>As a Title I School-wide Program, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title IIA Supplemental Funds and human resources to support program initiatives to refine data driven instruction. We will use protocols to examine student work and enable us to adjust instruction and inform planning to ensure high levels of rigor and challenge for students.</p> <p>Professional Development Resources</p> <p>CUNY Tech</p> <p>Library Books – TL NYSTL Library Books</p> <p>Professional Development Consultants</p> <p>Supplies – Title I SWP</p> <p>Per Session – TL Citywide Instructional</p>											
<b>Part 4b.</b> 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	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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 January 2016, 100% of teacher design teams will be fully running utilizing the data driven instruction cycle and newly introduced looking at student data protocol.
<b>Part 5b.</b> In <b>February 2016</b> , 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.

#### School Survey 2014-15:

##### Strength:

- Positive Relationship between principal and parents
- Sets high standards for student learning
- Review of curriculum materials with alignment to CCSS
- Setting standards for student behavior
- Parent/Teacher and Parent/leaders trust very high

##### Growth Areas:

- Selecting instructional materials
- Developing instructional materials
- Deciding if the curriculum is effective at the end of year
- Clearer expectations for teachers
- Understanding how *all* students learn
- Participating in planning with teams
- Expectations implementing PD
- Use of materials across classes/grades
- Communicates a clear vision for the school
- Tracking student achievement
- Knows what is happening in the classrooms.

### **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.

By June 2016, the leadership team will observe teachers using the Danielson's Framework for Teaching along with analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth including professional learning opportunities and timely effective and actionable feedback that will result in 70% of teachers receiving a minimal rating of effective or highly effective in Advance.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>The Leadership team will engage in timely feedback and observation debriefs with clear next steps that accurately capture the strengths and growth areas of teacher practice and its impact on student learning</p>	<p>Teachers and support specialists Pre-K to 8<sup>th</sup></p>	<p>Sept. 2015 -June 2016</p>	<p>Principal, Assistant Principals, TDEC</p>
<p>The Leadership team will implement a system to track teacher observations/feedback, monitor growth over time, and identify individual needs of teachers and supports through other professional learning opportunities including Interclass visitations that will assist in developing teacher practices aligned to the needs of specific teachers and Danielson’s Framework for Teaching</p>	<p>Teachers and support specialists Pre-K to 8<sup>th</sup></p>	<p>Sept. 2015 -June 2016</p>	<p>Principal, Assistant Principals, TDEC, Model Teacher</p>
<p>Develop and communicate a school’s vision and mission demonstrating a set of beliefs about how our students learn best and support teachers through observation and feedback cycles to develop teaching practices informed by Danielson Framework for Teaching</p>	<p>Teachers and support specialists Pre-K to 8<sup>th</sup></p>	<p>Sept. 2015 -June 2016</p>	<p>Principal, Assistant Principals, Cabinet, Model Teacher</p>
<p>Teachers will incorporate best practices/actionable next steps within instruction and curricular decisions with specific strategies to meet the needs of subgroups including English Language Learners, Special Education Students, and students at-risk.</p>	<p>Teachers and support specialists Pre-K to 8<sup>th</sup></p>	<p>Sept. 2015 -June 2016</p>	<p>Principal, Assistant Principals, Model Teacher</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> 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>As a Title I School-wide Program, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title IIA Supplemental Funds and human resources to support system-wide implementation of a research based rubric that promotes teacher reflection, increased rigor, within curriculum, pedagogical growth, and student engagement.</p> <p>Per Diem – Contracts for Excellent</p>

CUNY Tech  
 Per Session – TL Citywide Instructional

**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		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		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 January 2016, the Principal and Assistant Principals will have conducted 35% of formal and informal observations including timely and effective actionable feedback.

**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.

**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.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></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.

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

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

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

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

***(Required for All Schools)***

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Students scoring at Level 1 on NYS ELA test; Students reading below grade level as indicated on F&P	close reading of text, guided reading, workshop model, interactive writing, Foundations	Combination of small group, 1:1 tutoring, team teaching, push-in services	Regular school day
<b>Mathematics</b>	Students that did not meet promotional criteria for 2014-15	Good Math Response to Intervention Model, problem-solving through use of manipulatives, use of technology	Combination of small group, 1:1 tutoring, team teaching, push-in services	Regular school day
<b>Science</b>		Inquiry-based approach to science workshop	Combination of small group, 1:1 tutoring, team teaching	Regular school day
<b>Social Studies</b>		Use of differentiated texts and strategies to support needs of students (Cornell Notes and use of graphic organizers)	Combination of small group, 1:1 tutoring, team teaching	Regular school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Students that are demonstrating at risk guidance supports.	Collaborative problem solving, individual and group counseling, mentoring	Combination of small group, 1:1 tutoring, team teaching	Regular school 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Administrators hire teachers with input from staff. Interviews and demonstration lessons by prospective candidates ensure that teachers with sound educational philosophy and pedagogical expertise will be hired. Teachers already on staff will engage in on-going professional development. Additionally, teachers will continue working with a instructional leader in their classrooms; observe model lessons; collaborate with each other, Principal and Assistant Principals in refining the Curriculum Frameworks and Pacing Calendar on each grade and aligning them with Common Core State Standards; attend workshops; and participate in study groups and/or book clubs.</p> <p>Model teacher, principal, and assistant principals provide support for new teachers through weekly conferences and classroom support. Leadership staff provides support and resources to assist all teachers with implementation of Danielson 'Framework for Effective Teaching' from the Department of Education. Leadership staff supports teachers with implementation of rigorous curriculum through professional development including Depth of Knowledge (DOK), increased student engagement, and questioning and discussion techniques. Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified classroom teachers and specialists.</p> <p>We will continue to provide quality professional development through data driven instruction cycles; revising and refining our curriculum maps to ensure alignment to NYC and NYS standards; attending district and city workshops (for reading, writing, math, science, social studies, art, and music); inter-/intra school visits; attending science workshops offered by local institutions; and discussing strategies and curriculum planning in study groups (grade teams, content teams).</p> <p>Our school has developed relationships with Hunter College which have sent us a number of student teachers. We include student teachers in all educational activities and staff development, where possible, with the goal of recruiting highly qualified teachers who have training and whose philosophy is aligned with our school community.</p>

#### 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).
New teachers are encouraged to attend Department of Education Summer Training programs sponsored by the DOE.

All teachers (Pre-K to Grade 8 and Clusters) and paraprofessionals attend full day workshops in September, November and June focused on school goals.

Classroom teachers and support specialists are provided with ongoing support through weekly professional development.

### **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.).

PS/MS108 has one full day Pre-Kindergarten class within our Pre-K to Grade 8 school. Students in our Pre-Kindergarten program participate in regular science, music, movement and art programs similar to elementary students. They have access to technology computer lab. Pre-K teacher participate in all school-wide professional development and follow grade level meeting protocol and procedures. Teacher meets monthly with administrators to discuss student progress and maintain portfolio data for each student. Parents of Pre-K students are encouraged to attend parent-teacher conferences. Students who are identified as in need receive special education services and/or ESL intervention.

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

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

- Teachers meet in grade level teams and cross functional teams to review student data gathered from running records, interim assessments, city and state assessments, and performance-based assessments.
- Teachers in grades K-5 administer running records and expect each student to increase a minimum of one reading level by January and an increase of a second reading level by June 2016.
- Grade level teams work collaboratively to develop common performance-based assessments for each unit of study. Interdisciplinary teams in grades 7-8 meet weekly to review and align units of study and assessments.

- Teachers will participate in ‘Learning Walks’ to observe colleagues with implementation of Danielson Framework.
- Teachers will participate in inter-visitations with regard to implementation of best practices.
- Teachers have option to select formal/informal observation format with teacher evaluation process.

#### 4c. “Conceptual” Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	392,304.00	X	13, 18, 20
Title II, Part A	Federal	140,694.00	X	13, 18
Title III, Part A	Federal	11,200.00	X	13, 18
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,027,487.00	X	13, 18, 20

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

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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.

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### **Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS/MS108, 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. PS/MS108 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### **School-Parent Compact (SPC)**

PS/MS108, 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department 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>Assemblyman Angelo Del Toro</u>	DBN: <u>04M108</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 type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>26</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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>4</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>0</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: \_

The direct instruction supplemental program will consist of both an Afterschool Program and Saturday Academy. The Afterschool and Saturday Academy program will serve ELLs in grades 3-8 as they build on their prior knowledge, build their comprehension skills, and develop their writing skills. The students in these testing grades will benefit from smaller groups, which will provide a safe non-competitive environment where students will feel secure, as well as opportunities for students to use technology to enhance speaking and listening skills. The Afterschool program will target students in grades 3-8 who are at the Beginner/Intermediate Level.

Schedule and Duration:

The Direct Instruction Supplemental Program will run in the following manner:

- Title III will fund an Afterschool Program: Wednesdays and Thursdays from 2:30- 4:00 pm for a total of 6 hours per week. The program will begin December 10, 2014 and end April 16, 2015 totaling 30 sessions.

The program will continue in 2015-2016 school year.

Subgroups and Grade Levels:

Students in Grades 3-8 will be grouped by Proficiency level (Beginner/Intermediate.

Teachers:

The afterschool will require 4 teachers who have bilingual and/or special education extensions or are ESL certified

Materials:

Students will use materials that will support them in understanding the new NYSESLAT test as well as build their skills for the NYS exams. Teachers will also have opportunities to utilize technology to enhance the program and meet the varied learning styles of students.

-  
-  
-

## 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 P.S. 108, we will conduct workshops for our teachers of ELLs on site as well as have staff attend our CFN 408 workshops and the NYCDOE ELL PD sessions.

Title III program staff will participate in professional development activities which will enable them to work together to plan/design the curriculum topics and develop the instructional activities that best meet the needs of the ELLs in their classes. The NYCDOE Specific Considerations for Teachers of ELLs PD document as well as the New Language Arts Progressions/Home Language Arts Progressions will be utilized as the main resource and best practices by our staff. This document outlines specific questions for teachers to consider within the 4 Domains of Danielson's Framework as well as online resources

### Part C: Professional Development

which enable teachers to create learning environments that will support our CEP goals. Professional Development will center around Domain One: Designing Coherent Instruction. All staff who work with ELLs work together to incorporate learning activities that are designed to engage ELL students in their classes and advance them through the content, intentionally organize their instructional groups to support ELL student learning and produce clear and sequenced lesson and unit structures to advance ELL students through their learning targets. Teachers will also receive Professional Development on RTI planning and focus for their students. Teachers will gain a deep understanding of the RTI model as it relates to effective instructional supports for ELLs, analyze current approaches to assessment, with considerations for key necessary adjustments, analyze data at the classroom and school level to surface patterns and trends, consider the corresponding adjustments needed to strengthen the instructional core and supplemental supports, as they relate to ELLs.

Teachers will be afforded opportunities to read and discuss current research, share best practices, materials, NYS-Bilingual Common Core Initiative, instructional strategies and alignment to core curriculum and the application of the New Language Arts Progressions/Home Language Arts Progressions. Teachers will also be informed of Testing Modifications and best practices afforded to ELLs in efforts to ensure success. Teachers of ELLs will be exposed to the the ELL Identification Process, NYSITELL testing, and the importance of NYSESLAT Testing as well as RTI for ELLs. These best practices will be shared to ensure that ELLs make progress throughout the Modalities.

### 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: \_\_\_\_\_ Parents are encouraged to join class celebrations sharing their culture, foods, and talents. Parents are often seen participating in these celebrations as well as contributing to fund raisers and activities such as Family Fall Fest, International Day, concerts, monthly school sponsored workshops, and our end of the year School As A Whole celebration, Spirit Day. These Parent Association activities provide a forum for our ELL students as well as their parents to socialize and volunteer in the school community.

We will conduct Parent Engagement workshops for parents of ELL students during the Parent Engagement time on Tuesdays. We will hold these bi-weekly Tuesday parent engagement workshops beginning in December through June. These workshops will address topics ranging from outlining the Special Education Evaluation Process to Understanding the Core Curriculum. Providers of these workshops will range from teachers to guest speakers. Parents will receive notification of these workshops through the school messenger system, letters sent home, as well as accessing the school's E-Chalk website where events are updated frequently.

December: Neighborhood Trips and Free Community Events

January: Internet Safety

February: Special Education Process \_\_\_\_\_

March: Math and ELA workshops getting ready for Parent Teacher Conference

April-May- Getting your child ready for the NYSESLAT/Promotional Criteria for ELLs

We also hold monthly PA meetings in the school to provide a forum for parents to share best practices, receive parenting skills, training, and information, as well as voice concerns. We also host workshops that outline the Middle/High School selection process, Understanding the Teenage Brain, Cyber-Bullying, Common Core Assessments DOE Parent Resources, and Internet Safety. We have found that as our ELLs reach the Middle School years their parents are having a difficult time understanding

**Part D: Parental Engagement Activities**

why their child's behavior has changed. These bilingual workshops help parents navigate through the Middle School years and encourage them to remain actively involved in their child's education. This academic year District 4 has scheduled monthly parent engagement/information sessions, which range in topics such as: The DOE Instructional Expectations, Special Education Reforms; ELLs, Preparing for for Parent Teacher Conferences, Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP), Promotional Policy, Assessments and Social and Emotional, and Summer School. These sessions support and reinforce the parent engagement focus of our Chancellor. Translators will be made available as requested by our parents.

**Part E: Budget**

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

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

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

**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 <b>04</b>	Borough <b>Manhattan</b>	School Number <b>108</b>
School Name <b>Assemblyman Angelo Del Toro</b>		

### 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 <b>Rafael Gondim</b>	Assistant Principal <b>Diana Patino, Jennifer Tegano</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Ramona Rovira</b>	School Counselor <b>Claudia Beloso</b>
Teacher/Subject Area <b>Arabella Cintron</b>	Parent <b>Miagdalenia Sosa</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Adelina Murphy</b>
Related-Service Provider <b>Abigail Medina</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Alexandra Estrella</b>	Other (Name and Title)

### 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	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	5	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	0	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 <u>not</u> 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	2

### D. Student Demographics

Total number of students in school (excluding pre-K)	596	Total number of ELLs	75	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

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

### 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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 #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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					
<b>All ELLs</b>	75	<b>Newcomers</b> (ELLs receiving service 0-3 years)	41	<b>ELL Students with Disabilities</b>	18
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	24	<b>Long-Term</b> (ELLs receiving service 7 or more years)	10

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		
<b>TBE</b>											0
<b>DL</b>											0
<b>ENL</b>	38	0	3	16	0	8	6	0	4		0
<b>Total</b>	0	0	0	0	0	0	0	0	0		0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
<b>TOTAL</b>	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 _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* 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
<b>TOTAL</b>	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): _____	Number of students who speak three or more languages: _____
--	---

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	3	1	5	6	5	4	12	12	11	0	0	0	0	0
Chinese								1	1					0
Russian														0
Bengali	1	3	0	0	1	1	0	0	1					0
Urdu														0
Arabic		0	0	0			1							0
Haitian							1							0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	0	0	0	0	2	0	1	2						0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)	1	0	0	0	1	0	2	4	1					0
<b>Emerging</b> (Low Intermediate)	2	0	3	0	0	0	3	1	5					0
<b>Transitioning</b> (High Intermediate)	1	2	0	3	5	2	1	1	3					0
<b>Expanding</b> (Advanced)	0	2	2	3	2	3	9	9	4					0
<b>Commanding</b> (Proficient)	0	0	0	0	0	0	1	1	2					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	0	0	0	0					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							3	3	5					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	7	1			0
5	4	1			0
6	12	2			0
7	12	1			0
8	11	1			0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	0		0						0
4	4		3		1				0
5	2		3						0
6	13		2						0
7	11		2						0
8	10		1		1				0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4					3		2		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)								
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 a variety of assessment tools to collect data and gain insight as to how we can improve the performance of our ELL students. Specifically, we assess their literacy skills by using Fountas and Pinnell levels using the TCRWP running records and comprehension tools as well as curriculum assessments from the ReadyGen K-2 and Expeditionary for Grades 3-8. In addition, we also use data from Performance series and the NYSESLAT exams. The above data helps us determine the reading, comprehension, and writing skills of our ELL students. Using this data, teachers drive their instruction by setting/planning long and short-term goals to help make the students successful. They also refer to it when planning to differentiate instruction and modify lessons accordingly. This data can also be used in revising curriculum maps, implementing project based assignments, and assessments.

We believe the raised state standards and the change in format and scoring contributed to our ELLs scoring at levels 1 and 2. Our special education students were particularly affected by the changes in scoring as many of them received a level 1. Fortunately, our Math and Science scores were not greatly effected by the new raised standards and the majority of our students did very well scoring level 3s and higher.

Generally speaking, we have found that our Special Education ELLs struggle testing in the Commanding level on the NYSESLAT and generally are our Long term ELLs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  

In 2015 the NYSESLAT test changed its format. The new format resulted in 6 students scoring in the commanding level on the NYSESLAT vs 0 students in 2014 scoring Proficient on the test. The same number of students (39) scored in the Expanding level in 2015 and Advanced level in 2014. Of the 6 students who scored on the Entering Level, four of the students were SWDs in self-contained classes. The majority of Middle School ELLs scored in the Expanding level. Our Kindergarten ELLs also scored in the Transitioning and Expanding levels. this can be attributed to an early childhood program grounded in phonics and basic language skills.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Looking at the patterns across the NYSESLAT, we make instructional decisions to improve the reading and writing skills of our ELLs. We accomplish this by implementing a wide variety of curricula, strategies, and methodologies. Our teachers use the modifications provided by the three literacy curricula in the various grade levels: ReadyGen in K-2 and Expeditionary in grades 3-8. In analyzing the NYSESLAT data, we realized that more emphasis needed to be placed on a writing program. We emphasized the writing programs in the above curricula to expose students to writing in a variety of genres. They also model the entire writing process from beginning to end and provide teachers with modifications to the lessons to support ELLs and SWD. The data yielded by the AMAO is used to focus on the progress toward achievement of proficiency of our ELLs, and design effective instructional programs and/or interventions for those students. Allows for an increased focus on ELL sub-population and provides the school with the names of At-Risk students and allows teachers and school leadership to tailor interventions specifically to the child.

4. For each program, answer the following:
  - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?
    - a. Our ELL students did not make as much progress as we would have liked on the on the NYS ELA assessments. On the NYS Math Test, of our ELL students who tested scored levels 3 and 4. On the NYS Science Test, of our ELL students who tested scored levels 3 and 4. None of our ELLs take the assessments in their native language.
    - b. We do not administer the ELL Periodic Assessments. However, classroom teachers and Ms. R group students and provide services based on their individual strengths and weaknesses. In addition, teachers differentiate lessons in the classroom to meet the individual needs of the students.
    - c. The Periodic Assessments allow us to gauge how the ELL students will perform on the NYS Exams. None take the tests in their native language.
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*.]

Our school uses the data to guide our instruction within the RTI Framework for grades K-8 by providing instruction that has strong Tier 1 strategies. Teachers plan and implement lessons that are vocabulary rich, discussion based, and provide multiple entry points for expanding oral language by building background, asking open ended questions, and discussion based projects. Teachers have word walls, use both student and teacher generated charts, and seizes opportunities to make connections both the community and their home lives.
6. How do you make sure that a student's new language development is considered in instructional decisions?

School leadership ensures that a child's second language development is considered in instructional decisions by encouraging teachers to collaborate with Ms. R to identify ELLs in their class. They collaborate with Ms. R to discuss what the child is struggling in and how Ms. R can address these areas in ESL class. Teachers are also asked to differentiate their lessons according to the resources provided in their new curriculums to allow for students to build their second language skills.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

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

We evaluate the success of our program by monitoring the proficiency of our English Language Learners from year to year. Our goal is to have our ELL students achieve fluency and/or proficiency on the NYSESLAT within 5 years. The programs that are currently in place for our ELL students are meeting the needs of our ELLs. 6 of our ELLs in grades 3-8 scored in the Commanding Level on the 2015 NYSESLAT vs 0 scoring a level of Proficient in 2014.

We attribute this success to having highly qualified teachers with a strong foundation in ELL teaching strategies and methodologies contribute to the success of our program

## 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.

1) P.S. 108 is an elementary/middle school serving students in grades K - 8. Students that are in the ESL program were initially identified at registration as potential ELLs with the use of the HLIS (Home Language Identification Survey). The certified ESL teacher, Ms. R or trained pedagogue who speaks Spanish is made available to work one-on-one with the parents of new registrants to facilitate the registration process, complete the HLIS, and conduct both formal and informal assessments. If the parent speaks a language other than English or Spanish, the teacher can use the language identification card to identify the language and call the Translation and Interpretation unit for further support. Then pedagogue conducts an informal interview to determine if the student is eligible to take the NYSITELL or if they must administer the Spanish LAB. Depending on the results of this interview, if it is deemed the student may be eligible for ENL services. Ms. R will administer the NYSITEL to determine entitlement for ESL services. Students that score below the state designated level of proficiency on the NYSITELL are entitled to services. When entitlement is verified, the Ms. R holds a Parent Orientation Meeting in her classroom with the parents/guardians of the newly enrolled ELLs within 10 school days. At the Parent Orientation, information is given on the programs available, state standards, assessments and expectations for their children. Parents/guardians choose the program that they feel will best meet their children's needs. Our school only offers a freestanding ESL program in grades K-8, however if a parent chooses a program other than the one offered here at the school we would assist the family in finding a program that meets their needs. We will also inform the parents know that we will keep their choices on file in a Master Binder in the event we have 15 or more requests for the same program and we open up a class that suits the parents choices. Students are placed in the program selected by the parent/guardian. To determine continuing entitlement to ENL services, we use the NYSESLAT test, which is given annually. If the students score below the state designated proficiency level, they remain in the ENL 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).

Once a student thought to be a SIFE is identified at the time of registration, The Oral interview questionnaire will be administered. For the students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish the Literacy Evaluation for Newcomer SIFE (LENS) will be administered. These assessments will enable the school to provide the needed supports to the child. Initial SIFE identification will occur no later than 30 days after enrollment and schools have up to a year to finalize the decision.

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).

3) The Identification process for newly enrolled students with an IEP is as follows:

a. The Language Proficiency Team is formed to review the evidence of the student's language development. Members of this team would include the ENL teacher, Ms. R, IEP Teacher, Ms. M, School Psychologist, Dr. R, and Assistant Principal, Ms. P.

b. If the parent speaks a language other than English or Spanish, the LPT will use the language identification card and seek translation through the Translation and Interpretation Unit. LPT can also use the Dictionary of SPED terms that has been translated in Bengali, Arabic, Chinese, Spanish, to assist with discussion.

c. The LPT either recommends the student take the NYSITELL or not

d. If the recommendation is for the child to take the NYSITELL the student takes the test to determine ELL status and the process continues.

e. If the recommendation is for the child not to take the test, the recommendation is submitted to the principal for review. If the principal determines the child should take the NYSITELL the child takes the test and the process continues.

f. If the recommendation is for the child not to take the NYSITELL, the principal's recommendation is sent to superintendent or designee for review. Parent or guardian is notified within 3 days of the decision. If the superintendent or designee determines the child should take the NYSITELL the child takes the test and the process continues.

g. If the superintendent or designee determines the child should not take the NYSITELL the parent is notified and the process is discontinued.

h. Timeline to accept or reject a recommendation is 20 days from enrollment.

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.

Each time a new student is registered that may be a potential ELL Ms. R is present at the registration to facilitate the process and make both parents and students feel welcomed. A mandatory meeting is held at the beginning of the year. At this meeting, entitlement letters are distributed as well as parent surveys, program selection forms, and how to interpret the new NYSESLAT Test Results. These forms are then collected at the meeting so that we can ensure their return. Then Ms. R also follows up with parents who did not attend the meeting via phone contact or availability during PTC, morning line up/dismissal, and any school function parents attend. Ms. R keeps a master binder with copies of all documents, i.e. sign-in sheets, Parent Choice, HILS, and Agendas. These forms are provided in the parent's preferred language. Templates in multiple languages are downloaded from the DOE website and for letters that are school specific the use of Google translate is used to communicate with parents in their preferred language.

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).  
At the time entitlement is verified, the parent will be informed of the re-identification process. It will be explained that they must write a formal letter asking for the re-identification process. Letters will be translated into the parents preferred language. The use of Google translate or the use of the Translation and Interpretation Unit service of translating documents will be used if the preferred language is a language other than Spanish. The ENL teacher, Ms. R and Assistant Principal, Ms.P, will review the documents.
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.  
When entitlement is verified, the Ms. R holds a Parent Orientation Meeting in her classroom with the parents/guardians of the newly enrolled ELLs. At the Parent Orientation, information is given on the programs available, state standards, assessments and expectations for their children. Parents/guardians choose the program that they feel will best meet their children's needs. Our school offers a freestanding ESL program in grades K-8, however if a parent chooses a program other than the one offered here at the school we would assist the family in finding a program that meets their needs. We will also inform the parents know that we will keep their choices on file in a Master Binder in the event we have 15 or more requests for the same program and we open up a class that suits the parents choices. Students are placed in the program selected by the parent/guardian. Ms. R presents a NYC DOE video in the Parent's native language describing the different programs that are available for their children. She then explains the differences/benefits of each model so that the parents can make an informed choice. This choice is then inputted into ATS within 10 days of the registration.
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.  
Ms. R follows up with parents who did not attend the meeting via phone contact or availability during PTC, morning line up/dismissal, and any school function parents attend. Ms. R keeps a master binder with copies of all documents, i.e. sign –in sheets, Parent Choice, HILS, and Agendas.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
Ms. R also follows up with parents who did not attend the meeting via phone contact or availability during PTC, morning line up/dismissal, and any school function parents attend.
9. Describe how your school ensures that placement parent notification letters are distributed.  
A mandatory meeting is held at the beginning of the year. At this meeting, Ms. R distributes entitlement letters as well as parent surveys, program selection forms, and how to interpret the new NYSESLAT Test Results. These forms are then collected at the meeting so that we can ensure their return. Templates of these letters in multiple languages are downloaded from the DOE website and for letters that are school specific the use of Google translate or the service provided by Translation and Interpretation will be used to translate documents so that the school can communicate with parents in their preferred language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
Ms. R keeps a master binder with copies of all documents, i.e. sign –in sheets, Parent Choice, HILS, and Agendas. This binder is kept in the Main Office. A copy of the HLIS is kept in the student's cumulative record.
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 NYSESLAT is administered in compliance with testing administration guidelines set forth by the state. Assistant Principal, Ms. P creates a testing schedule that ensures all 3 sessions are administered. Test materials are separated and secured by Testing Coordinator and Assistant Principal Ms. P and distributed the morning of test administration. Teachers must sign out and in materials each day. Materials are counted and any student who was absent that day is put on a make-up session list. Ms. R, ESL teacher, Ms. S, bilingually certified teacher, Ms. M, Bilingual Special Education certified teacher, and Ms. C, Bilingual certified teacher all administer the test for the grade band K-2, 3-5, 6-8 during the window allotted for test administration. Teachers must take attendance at each session of testing and students are tested within the make-up period allotted for the test. At the end of testing administration window, materials are counted and secured for pick up and delivery to borough offices.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
A mandatory meeting is held at the beginning of the year. At this meeting, entitlement letters are distributed as well as parent surveys, program selection forms, and how to interpret the new NYSESLAT Test Results. These forms are then collected at the meeting so that we can ensure their return. Templates of these letters in multiple languages are downloaded from the DOE website and for letters that are school specific the use of Google translate or the service provided by Translation and Interpretation will be used to translate documents so that the school can communicate with parents in their preferred language. Continued entitlement is determined by proficiency level reached on the NYSESLAT. Parents of students scoring in the Commanding level will be informed that they will continue to get support for 2 additional years in ENL.

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).

After reviewing the Parent Survey and program selection forms, we determined that 100% of our parents with students in grades K-8 choose our freestanding ENL program. In Kindergarten, we are finding that about 5 parents are choosing the Dual Language program for their children. We inform the parents that if we have at least 15 parents requesting the Dual Language program we will open up a DL kindergarten. Parent Choice Surveys are placed in Cumulative Folder and copies are kept in a Master Binder. The program models at our school are aligned with parent requests.

## 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.  
P.S. 108 utilizes a freestanding ENL program to service our ELL students for grades K-8. For the 2015-2016 school year, students are grouped according to their proficiency level. Students scoring in the Entering or Emerging levels will receive standalone as well as integrated ENL instruction in ELA. Students scoring in the Transitioning – Commanding levels will receive integrated ENL in ELA and/or content area.
  - b. TBE program. *If applicable.*  
Paste response to questions here:
  - c. DL program. *If applicable.*  
Paste response to questions here:
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)?  
Entering Level students will receive 360 minutes (180 in Standalone ENL and 180 of Integrated ENL in ELA), Emerging students (180 in Standalone ENL and 180 of Integrated ENL in ELA, 90 minutes Integrated ENL in ELA or any other content area or Standalone), Transitioning will receive 180 minutes (90 minutes Integrated ENL in ELA and 90 minutes Integrated ENL in other content area or Standalone), Expanding will receive 180 minutes (Integrated ENL in ELA or any other content area ) Commanding will receive 90 minutes (Integrated ENL in ELA or any other 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.  
The content areas are taught in English using ELL methodologies, such as SIOP. Teachers aim to help students acquire English Language proficiency in the areas of listening, speaking, reading, writing and critical thinking to scaffold content and language learning. Graphic organizers, exposure of academic vocabulary, and visuals are used to support ELLs in the content area.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
While we do not currently have a Dual Language program, we would allow our students to use Fountas and Pinnell in their native language, we would administer assessments in their home language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Teachers aim to help students acquire English Language proficiency in the areas of listening, speaking, reading, writing and critical thinking to scaffold content and language learning. Using the Bilingual Common Core Progressions, teachers will develop lessons, which will support ELLs in English language proficiency. Teachers will use checklists, teacher created assessments, rubrics, and discussion to assess students through the four modalities. These formative assessments can occur daily/weekly.
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

a. We currently have 0 SIFE students admitted at our school. We will develop an action plan to meet the needs of this student by having the ESL teacher work intensively with the student in their native language. We would begin by building the child phonemic awareness in their native language using the ESTRELLTA program. This plan will allow the child to begin to transfer second language acquisition. Role-playing, songs, picture books, and incorporating manipulatives in lessons will provide ample opportunities for the child to acquire basic skills in both native and second language. All teachers of this child will be informed of the best practices in ensuring that the student is successful. Outreach programs with community organizations to support the family in the transition to school.

b. Our school immerses our newcomer ELL students in the English language. Ms. R uses methodologies in academic content area instruction to develop English language skills. The ESL program aims to help students acquire English language proficiency in the areas of listening speaking, reading, writing and critical thinking to make content more accessible for the ELL student. Ms. R targets areas of concentration for newcomers as phonics, blending, and fluency. As ELA testing is mandated after one year for newcomers, teachers of ELLs focus on Reading comprehension skills and strategies throughout the day through differentiation. Teachers use Fountas and Pinnell levels to determine a child's reading level and have a very structures Independent Reading period where they conference with students individually and set appropriate goals for reading. Teachers also group students using varied criteria throughout the day in the content areas to work on projects, workshop, and research projects.

c. We continue to service our ELLs who have received service for four to six years by providing continuous support through our AIS programs such as Early Risers, Extended Day, and Saturday Academy. Teachers of ELLs focus on Reading comprehension skills and strategies throughout the day through differentiation. Teachers use Fountas and Pinnell levels to determine a child's reading level and have a very structures Independent Reading period where they conference with students individually and set appropriate goals for reading. Reading and Math workshops models allow teachers to differentiate content for ELLs in their classrooms. As ELLs are required to test after one year, they are exposed to focused test preparation, which includes simulations, lessons on how to answer extended response questions, and vocabulary enrichment. This allows ELL students to become comfortable and familiar with the test format. All ELLs receive extended time and testing modifications in compliance with Testing Administration guidelines. Teachers also group students using varied criteria throughout the day in the content areas to work on projects, workshop, and research projects.

d. We continue to service our ELLs who have completed six years of service by providing continuous support through our AIS programs as well as our extra curricular activities such as Early Risers, Extended Day, and Saturday Academy. Teachers of ELLs focus on Reading comprehension skills and strategies throughout the day through differentiation. Teachers use Fountas and Pinnell levels to determine a child's reading level and have a very structures Independent Reading period where they conference with students individually and set appropriate goals for reading. Reading and Math workshops models allow teachers to differentiate content for ELLs in their classrooms. As ELLs are required to test after one year, they are exposed to focused test preparation, which includes simulations, lessons on how to answer extended response questions, and vocabulary enrichment. This allows ELL students to become comfortable and familiar with the test format. All ELLs receive extended time and testing modifications in compliance with Testing Administration guidelines. Teachers also group students using varied criteria throughout the day in the content areas to work on projects, workshop, and research projects.

e. We continue to service our former ELLs in years 1 and 2 after testing proficient by providing continuous support through our AIS programs as well as our extra curricular activities such as Early Risers, Extended Day, and Saturday Academy. Teachers of former ELLs focus on Reading comprehension skills and strategies throughout the day through differentiation. Teachers use Fountas and Pinnell levels to determine a child's reading level and have a very structures Independent Reading period where they conference with students individually and set appropriate goals for reading. Reading and Math workshops models allow teachers to differentiate content for ELLs in their classrooms. Former ELLs receive extended time and testing modifications in compliance with Testing Administration guidelines.

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.

Between 6-12 months from the date of parent notification, the principal must review the re-identification process decision to ensure the student's academic progress has not been adversely affected by the determination. The principal will consult with Ms. R, ENL teacher and other teachers directly linked to student, the parent/guardian, and the student to review student work, teacher observations, and assessments to determine if the decision should be upheld. If the principal decides that based on

Chart the recommendations and consultation with parent feels the child has been affected the appropriate support services will be given and determination may be overturned.

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?

Our special needs ELL students receive the mandated instruction for their level of English language proficiency as well as any mandated services/instruction as indicated on their IEP i.e. SETSS, Counseling, Speech, OT/PT. Our literacy programs (ReadyGen K-2, Expeditionary grades 3-8) and GoMath (K-5) CMP3 (6-8) come with supplemental resources for ELL-SWDs that simplify the material, build vocabulary, and provide context clues and background information. These materials are on grade-level. They incorporate vocabulary enrichment, reading comprehension, visual and audio support, as well as technological components that allow for ELL-SWDs to reinforce vocabulary skills and strategies taught by honing in on tactile, visual, and auditory learning styles.

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?

Aligning the Core Curriculum with the goals as set forth in the ELL-SWDs IEP helps meet their diverse needs. All students placed in an ESL (English as a Second Language) Program will receive instruction in English only, using intensive ESL methodology. Teachers utilize strategies such as: simplifying the input, providing context clues, drawing on prior knowledge, providing opportunities for group work, using materials for hands-on work, and assessing all students. Teachers of ELLs differentiate instruction to provide ELL students with the interventions they need during the day in content areas. The ELL students are invited to AIS programs that are held after the regular school day such as After School, and Saturday Academy where small group instruction takes place.

### 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*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

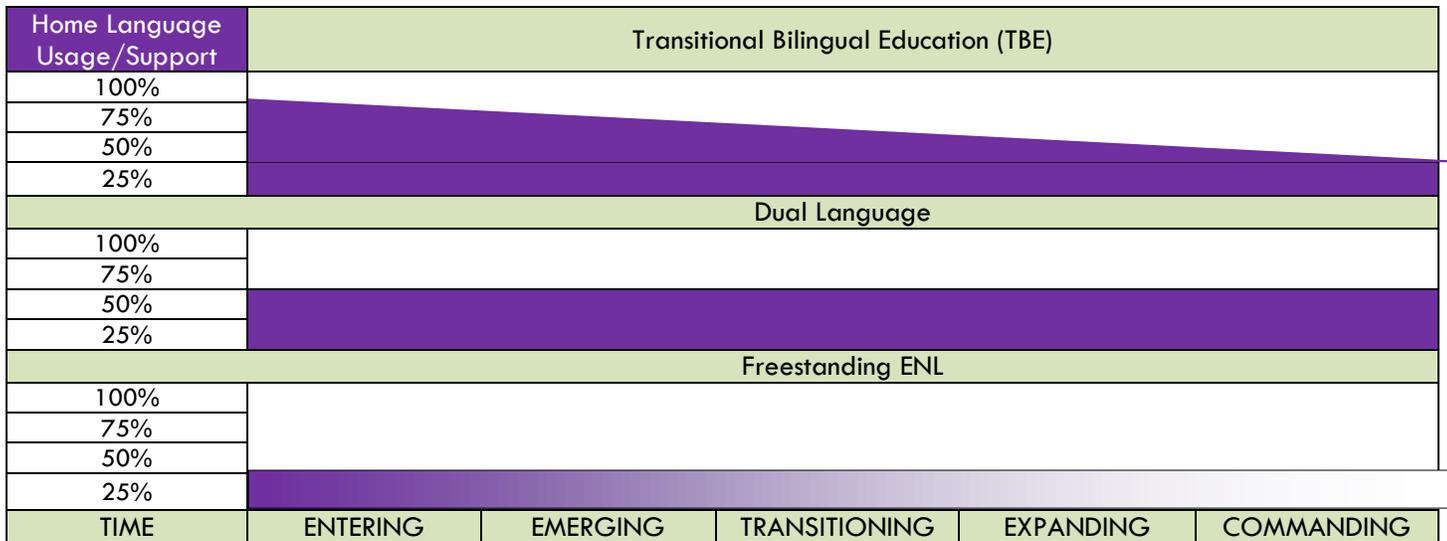


\*Note: “other approved services” does not apply to New York City at this time.

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. ELLs requiring additional academic interventions are invited to attend afterschool and Saturday programs. The programs provide modified small group instruction. Programs are designed with content specific focuses i.e. writing, math, reading. English as a Second Language students receive instruction in English only, using intensive ESL methodology. These approaches utilize strategies such as: simplifying text, providing context clues, drawing on prior knowledge, providing opportunities for group work, using materials for hand-on work, and assessing all students. Teachers use guided and shared reading across the content areas to service ELLs. In Science and Social Studies, will provide students with grade appropriate texts in the content area with the scaffolds needed to support their linguistics development. Graphic organizers, word walls, and visuals in the content areas will enable ELLs to access the information at multiple entry points. Students needing native language support can have access to glossaries and computers to support their learning of the content in their native language.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
For the Entering/Emerging students our program is meeting their needs by having the students pulled out for small group instruction focusing on language acquisition through ELL methodologies such as vocabulary development language development through cooperative learning, and building background. For the Transitioning – Commanding ELLs the ESL teachers provides support in the classroom by providing additional support through close reading of passages for comprehension.
12. What new programs or improvements will be considered for the upcoming school year?  
To support our ELLs have access to on-line programs such as iReady Reading and Math, Book, Brain POP/ Brain POP ESL! that will enhance and support our ELLs and their families both at home and at school. They allow ELL students to reinforce skills and strategies taught in class in fun formats. Students are given the opportunity to work at their own pace building their vocabulary, reinforcing skills and strategies taught in class, having books read to them modeling fluency and expression. All grades have access to Mac Books that can be used to further differentiate lessons, provide enrichment or review for ELLs. These laptops allow students access to programs in class, as well as completing online assessments that are specific to the students' needs. We will also be using the Academic Vocabulary Toolkit with our Middle School ELLs to support language development and acquisition.
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.  
ELLs are afforded access to all school programs. ELL students requiring additional academic interventions receive invitations to all of our school programs aimed at providing intervention for struggling ELL students for Afterschool and the Saturday Academy. Some of our Afterschool programs and Saturday Academy classes are also specifically designed to target our ELL students and are taught by the certified ESL teacher, Ms. R using proven ELL instructional methodology. Notifications are delivered to parents in their native language. Our Parent Coordinator, Mrs. M, is made available to translate and explain if necessary. Extra curricular programs (Jeremy's Heroes, Flag Football, Mock Trial) hold open registration. Students are invited by letter and if they are interested try-out alongside other students and if they are accepted begin the program.
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.  
Our school uses a variety of materials to modify instruction for ELLs. Each of our literacy programs (ReadyGen and Expeditionary) comes with supplemental resources for ELLs that simplify the material, build vocabulary, and provide context clues and background information. Ms. R also uses Words their Way to support Phonics and Decoding skills and strategies for ELL students. For our longterm Middle school ELLs we will also use the Academic Vocabulary Toolkit to build vocabulary skills. Additionally, every classroom in grades K-8 is equipped with a SMART board that provides interactive audio and visual support to the teachers and students. Through a RESO-A Grant ELLs in grades 3-8 have access to laptops as a tool to enhance learning. ELLs in Grade 8 also have access to laptops through iLearn grant and Special Education self-contained students in grades 5 and 8 have laptops carts that can be used to enhance and support their learning. 3 classes utilize document cameras to aid ELLs in instruction.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Native language support can be given in many ways in the different classrooms. Glossaries, dictionaries, and materials (electronic or hard copy) in the native languages represented by ELLs are available in the classrooms, teachers who are able to provide support to students during the school day in the content areas with translations, as needed, visuals, and ample opportunities for hand-on learning. Peer support with students of the same language for certain activities can also provide native language support.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
The required support services support and resources that are provided to ELLs are grade and age appropriate. Support services and resources are carefully chosen by the teachers and ESL teacher to ensure that students' needs are met across the grade levels and abilities.

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).

PS 108 hosts an orientation day for newly enrolled ELLs in K and 6th grade before school starts. Families are invited to tour the school, meet the teacher, and meet other families. This allows for families to acquaint themselves with the school and the other families in a comfortable setting. In September, we host Curriculum night for all families to come to the school to meet teachers, review curriculum, and tour the school. In both instances, Ms. M, Parent Coordinator is available to discuss school resources that are available to the families. Weekly Parent meeting are held to discuss pertinent information for all families.

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)?

n/a

## 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.)
  - 1) The Professional Development plan for all ELL personnel at the school will be held during 3 distinct times throughout the year. This professional development will occur for 80 minutes afterschool on a Monday as per UFT Collective bargaining. The following are the topics to be covered:
    - a. New CR Part 154 mandates and implementation
    - b. Implementation of the Bilingual Common Core Progressions
    - c. SIOP Strategies
    - d. Using Data to Drive Instruction for ELLs
  - :
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?

At P.S. 108, we will conduct workshops for our teachers of ELLs. The teachers will work together to plan/design the curriculum topics and develop the instructional activities that best meet the needs of the ELLs. Training will be made available to all ELL staff. Teachers will be afforded opportunities to discuss current research, best practices, materials, NYS-ESL standards, instructional strategies and alignment to core curriculum and the application of Core Knowledge. Teachers will be informed of Testing Modifications and best practices afforded to ELLs in efforts to ensure success. Teachers of ELLs will be exposed to the ELL Identification process and the importance of NYSESLAT Testing. The format and best practices will be discussed and explained so ELLs will have a better opportunity to move through the modalities with progress
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Guidance counselors attend professional development sessions which detail and outline the process for middle and high school applications. These workshops support the guidance counselor in supporting students with choices that best meet their needs.
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.

We will conduct workshops for our teachers, service providers (counselors, OT/PT, speech, SETSS, S.A.T. members) administrators of ELLs. These staff members will be afforded opportunities to discuss current research, best practices, materials, NYS-ENL standards, instructional strategies and alignment to core curriculum and the application of Core Knowledge. Staff will be informed of Testing Modifications and best practices afforded to ELLs in efforts to ensure success. Teachers and service providers of ELLs will be exposed to the ELL Identification process, the importance of NYSESLAT Testing and its impact on ELL-SWDs. The format and best practices will be discussed and explained so ELLs will have a better opportunity to move through the modalities with progress. Agendas and attendance will be kept in a binder as record keeping in the Mian Office. The Professional Development plan for all ELL personnel at the school will be held during 3 distinct times throughout the year. This professional development will occur for 80 minutes afterschool on a Monday as per UFT Collective bargaining.

### 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?

The school will provide annual individual meetings on or about October/November. The purpose of this meeting will be to discuss student language acquisition progress, NYSESLAT/NYSITELL results, and language development needs in the content areas. The ENL teacher and/or classroom teacher can meet with families during parent engagement time, via phone call/email, or any other mutually convenient time. Translation services can be secured for these meetings through the Translation and Interpretation Unit over the phone support, family advocates, and available staff members.

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.

Records for these annual individual meetings with ELL parents will be kept via phone logs, meeting minutes, electronic correspondence. MS. R, ENL teacher maintains these logs in her classroom.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parental Involvement is strong. Parents are encouraged to join class celebrations sharing their culture, foods, and talents. Parents are often seen in participating in these celebrations as well as contributing to fund raisers and activities such as Spirit Day. Parent Association Activities such as the Harvest Festival provide a forum for ELLs as well as their parents to socialize and volunteer. Weekly parent workshops provide ELL families with support and resources to help them better understand the changes in education and how they can support at home. When possible school staff provides translation at the events. The Parent Coordinator also organizes parent Workshops both in the school and outside of the school. She will travel with parents to workshops that are held at locations other than PS 108. She organizes give-a-aways for families who attend workshops and encourages parents to “bring a friend” to the next workshop.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We work with North Side Center, New York Public Library, and Union Settlement to assist parents with ESL classes, medical/health support, and afterschool programs encourage parents to use the various resources in the Library. When possible these agencies offer translation in languages other than English and Spanish.

5. How do you evaluate the needs of the parents?

We evaluate the needs of our parents informally through conversations after workshops. The Parent Coordinator, Mrs. M. is available at all Parent Workshops to answer any questions parents may have. Parents often come to school to share concerns about their child and learn how they can support at home despite the language limitations. These opportunities allow us to evaluate and plan workshops to address these concerns. We currently do not have a formalized evaluation form for parents to use after workshops; however will work with the PA and Parent Coordinator to create a form we can distribute to parents. This formalized way of assessing ELL parent needs will support PS 108 in planning next steps.

6. How do your parental involvement activities address the needs of the parents?

Our activities address the needs of our parents. We hold monthly PA meetings in the school to provide a forum for parents to voice concerns. These workshops address topics ranging from outlining the Special Education Evaluation Process to the new Common Core Curriculum. These workshops provide a forum for parents to become comfortable with the changes in their child’s education.

### 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.



School Name: Assemblyman Angelo de Toro

School DBN: 04M108

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)
Rafael Gondim	Principal		10/30/15
Diana Patino	Assistant Principal		10/30/15
Adelina Murphy	Parent Coordinator		10/30/15
Ramona Rovira	ENL/Bilingual Teacher		10/30/15
	Parent		10/30/15
Abigail Medina	Teacher/Subject Area		10/30/15
Arabella Cintron	Teacher/Subject Area		10/30/15
	Coach		1/1/01
	Coach		1/1/01
Claudia Belloso	School Counselor		10/30/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

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

**DBN: 04M108      School Name: PS/MS**  
**Superintendent: Estrella**

**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](http://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**

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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.

PS 108 uses data collected from the HLIS and ATS as well as teacher surveys to determine the native language needs of the school. During parent teacher conferences we try to pair bilingual teacher with monolingual teachers for translation. We encourage teachers to use the DOE telephone translation services as well as google translate to communicate with families.

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.

Spanish  
English  
Bengali  
Arabic  
Chinese  
Manadrin  
Wolof  
Cantonese

We currently have a school created document which lists ELLs and the home language. We can begin to expand this document to include all students and families. This will enable PS 108 to communicate

with all families.

## 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 documents that the school typically disseminates every year which require translation are:

- Parent newsletters- Monthly
- Teacher welcome packets- beginning of the year
- Testing calendars- ongoing
- Flyers for Parent Workshops- ongoing
- Parent teacher conference times- September, November, March,

For

- Parent Welcome packets we can begin to submit translation requests beginning at the end of June. This will enable that the turn around time is met by the first day of school.
- Flyers for parent workshops we can use Google translate to translate these workshops for parents.
- PTC conference and Testing calendars can be distributed already translated from DOE templates.

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.

Face -to-face ,meetings that will typically have at the school are as follows:

- Informal interactions
  - \*conversations at dismissal,
  - \*phone calls to the parent
  - \* notes home to the parent to inform of a special event, class happenings, behavior, homework
  - \* calls of introduction at the beginning of the year
  - \* Parents who come into the office with concerns and questions i.e. dropping off items to their child, Metrocards
- Formal interactions
  - \* Parent teacher conferences
  - \* Curriculum Night
  - \*IEP/Annual meetings

- \*Meetings with parents over concerns- (Parent Engagement Time/Scheduled meetings)
- \* Parent Association Meetings
- \* Parent Workshops
- \* Registration/ Discharges

### **Part C: Providing Language Assistance Services**

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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.

Generally our school prints the translated notices from the DOE website to support us in disseminating important information. For school notices, Spanish written translation is generally done by bi-lingual staff. We will utilize Google translations to provide additional support for families with other languages. We will also submit translation requests for documents in a timely manner to T & I unit to ensure that documents are distributed to families.

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.

Whenever possible, school translations are done in-house with school staff. Our ELL population is predominantly Hispanic and we have a large number of staff members to assist teachers. Additionally, we also have a small number of Bengali teachers have the option to use the translation unit number to reach a translator. We will have a roster of staff that speaks other languages and can be called upon to translate if necessary.

### **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.)

A workshop where all the services that T & I offer will be offered in the beginning of the year to teachers. Teachers will receive the resources from the DOE Translation and Interpretation Unit as a support in reaching out to parents. They will also be given the option to submit their documents to the T& I unit for interpretation.

### **Part E: Providing Notice of Language Assistance Services**

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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

PS 108 will provide parents with a copy of the Parents Bill of Rights and Responsibilities in their native language. We will also post in the main entrance a sign that downloaded from the DOE of the availability of translation and interpretation services. Posters and the number to the the Translation and Interpretation Unit will be provided to the Teachers so that they may utilize the service if they need to.

**Part F: Monitoring and Quality Control**

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

Feedback will be gathered from parents through informal conversations and parent surveys. We can begin to consider using online survey systems to gather feedback from our families about the quality and availability of services. Parent surveys can also be distributed to families throughout the year in their native language to further assess quality.