

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

27Q108

School Name:

P.S. 108 CAPTAIN VINCENT G. FOWLER

Principal:

MARIE BIONDOLLO

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Captain Vincent G Fowler School School Number (DBN): 27Q108
Grades Served: PreK-5
School Address: 108-10 109th Avenue
Phone Number: 718-558-2700 EXT 0 Fax: 718-558-2701
School Contact Person: Marie Biondollilo Email Address: mbiondo@schools.nyc.gov
Principal: Marie Biondollilo
UFT Chapter Leader: Patricia Klein
Parents' Association President: Lisa Naudus
SLT Chairperson: Sara Palmese
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Luisa Valentin
Student Representative(s):

District Information

District: 27 Superintendent: Mary Barton
Superintendent's Office Address: 82-01 Rockaway Blvd Room 201B Ozone Park NY 11416
Superintendent's Email Address: mbarton@schools.nyc.gov
Phone Number: 718-642-5770 Fax: 718-348-2994

Borough Field Support Center (BFSC)

BFSC: Queens South Director: Marlene Wilks
Director's Office Address: 82-01 Rockaway Blvd
Director's Email Address: MWilks@schools.nyc.gov
Phone Number: 917-520-6743 Fax: 718-348-2994

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)
Marie Biondollilo	*Principal or Designee	
Patricia Klein	*UFT Chapter Leader or Designee	
Lisa Naudus	*PA/PTA President or Designated Co-President	
Gilda Quijije	DC 37 Representative (staff), if applicable	
X	Title I Parent Representative (or Parent Advisory Council Chairperson)	
X	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
X	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
X	CBO Representative, if applicable	
Asha Ramnath	Member/ Parent	
Elaina Figueroa	Member/ Staff	
Sara Palmese	Member/Staff	
Abeda Asma	Member/ Parent	
Luisa Valetin	Member/Parent	
Gail Narine	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

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

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

PS 108Q Mission Statement:

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

P.S. 108Q is a Pre-K to 5 school serving approximately 1500 students from a culturally diverse background. The school has many distinctive features that are reflective of the environment, culture and instructional components of the school. Historically, we have 55-60 classes each year, that's approximately 10 classes on a grade. This includes an average of two integrated classes on each grade, one Gifted and Talented class per grade and four 12:1:1 classes' in total. In September 2015, our traditional half-day Pre-K program will convert to a full day program; we're scheduled to open two classes. We continue to reduce class size in most grades, with an average ranging from 20-28 students, as per funding. Last year we piloted our fifth grade departmentalization with demonstrated great success. Recent State scores indicate most students met promotional criteria. Results reflect the following data: out of the 221 fifth graders who took the ELA State Exam, only 3% (6 students) did not meet promotional criteria, for the Math Exam only 2% (four students) did not meet promotional criteria. Our fifth grade students have adjusted well, making smooth transitions to classes and are confident students who have established organizational, social and academic skills to successfully move on to Middle School. We plan to continue the initiative by scheduling eight fifth grade classes with an average of 23-26 students in each class this year. Again, students will be taught all content areas by teachers who are strong in the content area subject. Students will move to designated classes throughout the day; each classroom will offer a rich learning environment specific to the area of study. Teachers have been successful further developing their own professional practice, as they teach one content area and are fully embedded in the common core instructional shifts into their core subjects. Research supports departmentalization in elementary and its success has been evident in several areas for students and teachers. This includes: student performance, organizational skills, social & emotional growth and an increase in student's confidence; for teachers: a deeper knowledge base of concept development, enhancing teachers practice, the development of cohesive instructional teams. Fifth grade students are doing extremely well, making transitions and engaging in a high level of targeted instruction.

Below I've outlined some of our strengths, accomplishments and areas of focus:

- Through the use of Google , we have constructed a Google school website, www.ps108q.com , with a public site for parents and a private site for teachers.
- The public portion establishes an open line of communication with parents, which provides: timely school information, parent reminders, parent letters, school calendar, cluster newsletters, teachers class pages, P.T.A Corner ... etc
- The private portion provides the entire staff with the ability to communicate through e-mail, highlight weekly reminders, post curriculum maps for all grades, which all teachers have access to, grade meeting minutes, Teacher Resource section, which provides links to professional development videos and literature, School Staff Handbook, C.C.L.S standards and instructional resources to enhance teacher best practice. Through the site the staff can effectively collaborate on documents/curriculum maps and share professional development videos from model lessons by staff, administrators and literacy and math consultants .
- We will continue to use the online Grade Book called On Course , which allows teachers to enter students' grades in content subjects, homework, project and assessment grades in a timely fashion. Parents have access to their child's progress using a secure user-name and password. Data shows parents are visiting the site

periodically to track and monitor progress, as well as, providing parents with tangible and timely information they use as ‘talking points’ for teacher meetings.

- Our comprehensive shared Literacy Tracking sheets , were created to allow teachers to enter data for Fountas & Pinnell and DRA Benchmarks, Writing Baseline/Endline assessments and students’ monthly writing genre pieces. We are able to monitor student progress by individual, class and grade, as well as capturing a student’s academic history from kindergarten to grade five on tracking sheets. Administrators have access to various links to monitor trends across the grades and analyze the quality of student responses.
- Prosper software is utilized to scan multiple choice Unit assessments for Grades 2-5. Assessments are uploaded to our Google site and shared with teachers through spreadsheets. These spreadsheets provide information based on individual students, classes and grades allowing teachers to have clear data analysis based on their classroom tests and helps to identify trends. Teachers use the data to focus and differentiate instruction based on results. The review and use of a variety of data allows teachers to individualize student instruction and provide opportunities to practice specific areas of need. This is achieved through small group instruction, individual teacher conferences and center activities that provide targeted support.
- Teachers work collaboratively on grade and across grades to design comprehensive curriculum maps. They are stakeholders in the instructional planning and take great pride in the work they do. Weekly- Monday & Tuesday professional learning time gives teachers the time to design, reflect and adjust instructional objectives in a timely manner. This includes: modifications for struggling learners, as well as, students who are performing above grade level standards.
- Parent Workshops are provided by several constituents; they include the following: Parent Coordinator, the P.T.A, Teachers- general and special education, OT/PT, S.B.S.T, Speech, Guidance, Clusters and Administrators. Workshops are aligned to parents’ needs which are reflected in our parent surveys and interests. Historically parent workshops are well attended and in fact, many of our parents volunteer to facilitate workshops and are eager to share and exchange ideas and information with each other.
- P.S. 108 Parents are an integral part of the school community . The school offers many opportunities for parents to share in the education of their children through regular workshops, family nights, partnership activities and school celebrations. Many parents have completed Learning Leader courses and are school volunteers. We have a strong parent partnership, this includes: S.L.T, P.T.A, Learning Leaders, Parent Volunteers and our Parent Book Club, which is going on its 4th year.
- Through collaborative planning, collaborative supervision, and targeted professional development, we have been able to build and create instructional continuity and set clear expectations across all grades. This is evident as you walk through the building and visit classrooms.
- In addition, you’ll see the visual celebration of the children’s academic and artistic achievements . We’re proud of the fact that we provide the children of the community with a balanced educational experience. We have a focused instructional plan across the grades designed around the Balanced Literacy and Math Workshop model. We are extremely proud of our Arts programs, which includes: Dance, Music, Instrumental, Visual Arts and Theatre performances, as well as Academic programs which include science and technology.
- Classrooms are equipped with a minimum of two to four desktop computers . Grades 2-5 classrooms and special education classes have Smart boards . Additionally, several classrooms have laptops and . Children are given daily opportunities to use a variety of instructional software programs to strengthen their literacy and math skills. Last year we opened our second Technology Lab with RESO A funds. The Lab has the latest state of the art resources and allows all students to have technology instruction. We will continue our partnership with an F-Status technology teacher who comes twice a week to support upper grade students. One of our initiatives this year was to introduce students to writing “program code”. We expect to further build on this initiative to include opportunities for more students to participate .
- The school bulletin boards reflect evidence of quality standard-based written student work. Teacher commendations and recommendations provide children with specific feedback and next steps. The hallways, library, auditorium and cafeteria are lined with murals painted by students and parents. These are planned and designed with a focused purpose aligning to our curriculum planning objectives (themes). The murals reflect long term projects in various curriculum units of study and character development- Cloud 9 and Math Masterminds. The displays throughout the school promote and celebrate children as writers, readers, scientists, dancers, mathematicians and artists.

- Classrooms are designed for quality instruction. Daily small group instruction, one-to-one conferences, center work and triad groups provide children with a variety of opportunities to work collaboratively and independently. In this way, teachers are better able to differentiate instruction and target student support throughout the day. Materials are ordered with the purpose of fostering and maximizing student learning and teacher best practices. The tone of the building is reflective of the children's interest in learning; as well as the entire school community's commitment to provide a safe and educationally focused environment. We value the importance of maintaining an orderly environment; understand that it enhances teaching and learning, and creates a positive learning space for children and parents. Teachers have high expectations for students and students are greatly engaged in their learning process.
- In a large diverse population we are most proud of our ability to effectively adjust and design the educational plans to accommodate our student population. Using intervention resources, such as Fountas & Pinnell Leveled Literacy Intervention Program, we are able to provide targeted support for struggling students. In addition, several after-school academic programs are available for student support.
- Children identified in specific at-risk sub-groups, i.e. Special Needs and ENL students, are provided with additional academic support. This includes the following: mainstreaming of children, pull-out/push-in support staff, using technology and implementing research based programs to support learning. All students are placed in the least restrictive environment as per their need.
- Teachers track the lowest third students in reading in their classes and provide them with Guided Reading support. They track their growth with the R.T.I online tracker and this helps close the achievement gap.

Early Student State Assessment Data for 2014-2015 exams released in mid-June indicates the following:

ELA Grade 3: only 4% of students did not meet promotional criteria. This represents 9 students out of the 214 students tested.

Math Grade 3: only 2% of students did not meet promotional criteria. This represents 5 students out of the 214 students tested.

ELA Grade 4: only 6% of students did not meet promotional criteria. This represents 12 students out of 209 students tested. (5 out of the 12 students came to PS 108Q after January 2015)

Math Grade 4: only 3% of students did not meet promotional criteria. This represents 5 students out of 209 students tested.

ELA Grade 5: only 3% of students tested did not meet promotional criteria. This represents 6 students out of 221 tested.

Math Grade 5: only 2% of students tested did not meet promotional criteria. This represents 4 students out of 221 tested.

According to our Framework for Great Schools report 2015, we achieved strong ratings in the following areas:

- Inclusive Classroom Instruction
- Safety
- Social-Emotional Measure
- Principal Instructional Leadership
- Parent-Teacher Trust
- Parent-Principal Trust

According to our latest School Quality Review on February 5th, 2015, the school was rated Well-Developed in four of the five categories. They included the following:

Instructional Core: Engaging, rigorous and coherent curricula in all subjects, accessible for a variety of learners and aligned to the Common Core Learning Standards and content standards

Aligning assessments to curricula, using on-going assessments and grading practices and analyzing information on student learning outcomes to adjust instructional decisions at the team and classroom levels.

School Culture : Establish a culture for learning that communicates high expectations to staff, students and families and provides supports to achieve those expectations. This was noted as an " Area of Celebration" for the school.

Systems for Improvement: Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.

The Superintendent's feedback from the 2014-2015 Principal Performance Observation visit on December 10th indicated the following:

Curriculum purposefully aligned to Common Core Learning Standards and Instructional Shifts offer a wide range of rigorous learning opportunities that promotes high levels of student progress. (1.1)

The principal makes informed and effective organizational decisions across all aspects of the school to support the school's instructional goals. (1.3)

Through a regular use of a wide range of relevant data, the principal and staff have an on-going understanding of the performance and progress of students, by group and subject, which effectively informs instructional and organizational decisions. (2.2)

The principal and faculty use collaborative data-informed processes for suitable and timely planning and goal setting across grades, subjects and for individual and groups of students, track progress and make adjustments to accelerate student progress. (3.1)

The principal conveys high expectations to students, teachers, and parents, thus impacting positively on student achievement. (3.4)

The key areas of focus this year will concentrate on the specific areas denoted in the Quality Review and Principal Performance Observation. Both documents indicated an area of focus on 1.2 of the Quality Review: Developing teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson's Framework for Teaching, aligned to the curriculum, engaging, and meets the needs of all learners so that all students produce meaningful products. The Superintendent indicated we need continue to promote the use of teaching strategies, linked to the Danielson Framework for Teaching, that enable staff to further develop questioning and discussion practices so that learning is further extended (1.2)

27Q108 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	1458	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population		75.2%	% Attendance Rate	94.0%
% Free Lunch		75.8%	% Reduced Lunch	9.6%
% Limited English Proficient		4.1%	% Students with Disabilities	13.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		N/A	% Black or African American	7.5%
% Hispanic or Latino		27.3%	% Asian or Native Hawaiian/Pacific Islander	60.7%
% White		4.4%	% Multi-Racial	0.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		10.17	# of Assistant Principals (2014-15)	4
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	3.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.3%	Average Teacher Absences (2013-14)	7.44
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		43.1%	Mathematics Performance at levels 3 & 4	57.1%
Science Performance at levels 3 & 4 (4th Grade)		89.5%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		N/A	Multi-Racial	YES
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.

1. A comprehensive assessment of our academic program was completed using information from the School Quality Review and the Principal Performance Observation visit. Both reports indicate the school needs to establish a focus in the areas of 1.2, which includes the following:

- Effective instruction that yields high quality student work
- A shared belief informed by the Danielson Framework and aligning pedagogy and curricula
- Teaching strategies to provide multiple entry points that engage all learners and creating higher levels of student thinking and participation which culminate in meaningful work products

2. Our strength lies in our dedicated staff, as they are committed to improving upon their teacher practice, in order to increase the quality of student work. This is evidenced by work captured in student portfolios and teachers providing students with actionable feedback in 1:1 and small group conferences.

Our priority needs will include the following:

1. To work collaboratively with teachers to better improve upon their teaching practices and support their instructional goals as aligned to the Danielson Framework
2. To work collaboratively with teachers to improve upon differentiating instruction by developing curriculum maps with lesson modifications, tiered tasks and embedding a variety of quality questions that engage all learners
3. To develop actionable teacher to student feedback with targeted next step that will show evidence of student progress

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, all teachers will work collaboratively to adjust current and future lessons plans by creating modifications and enrichment activities to include multiple entry points for all lessons. This will be evidenced and measured by student samples of tiered activities aligned to their level.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Collaborative planning will take place on Monday’s during professional learning time. Teachers will do vertical and horizontal planning .</p>	<p>Teachers</p>	<p>9/2015-6/2016</p>	<p>Teachers, Professional Learning Team & Administrators</p>
<p>Teachers will meet to look at student data for all sub-groups-special needs and ENL students, to analyze trends, create lesson modifications based on student need, in order to have multiple entry points to rigorous instruction.</p>	<p>Teachers Students</p>	<p>9/2015-6/2016</p>	<p>Teachers, Professional Learning Team & Administrators</p>
<p>Trust will be gained by setting norms and expectations to establish a positive working environment for all staff.</p>	<p>Teachers Parents</p>	<p>9/2015 - 6/2016</p>	<p>Teachers, Professional Learning Team & Administrators</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Maintain Google site, pay for Generation Ready consultant to make modifications to literacy student data tracking sheets, purchase On Course- Parent Portal and supplemental materials .</p>										
<p>Part 4b. 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		Title II, Part A	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded	In Kind		Other

Part 5 – Progress Monitoring

<p>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.</p>
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1. Administrators will attend monthly grade planning meetings to discuss, reflect, and adjust lessons in partnership with teachers.
2. Bi-monthly analysis of student unit assessments to evaluate all student performance, including sub-groups to adjust curriculum maps as needed.
3. By February 2016 teacher teams will meet to analyze changes to curriculum maps from September to February and all modifications to lessons to further adjust lesson modifications based on student data trends.

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.

1. A comprehensive analysis of our OORS Incident Level Infraction Data shows that we met our CEP Capacity Framework for Supportive Environment last year by reducing the total number of incidents from 32 to 13. This number is greater than the targeted goal of 50%. An analysis of the Framework for Great Schools Report 2015 under the Framework Element of Supportive Environment indicates a strong area for the school at 98%, as compared to the 95% percent citywide average. Additionally, the ‘Social Emotional Learning’ is rated at 97%, which matches the citywide average.

2. Although we’ve made great strides in reducing the overall incidents, a further analysis of the 2014-15 Location Summary indicates, that the 13 incidents which occurred this year are as follows: 8 out of 13 transpired during morning transitions and the remaining 5 occurred during student lunches.

Our priorities needs will include the following:

1. Purchase specific Character Education Read Aloud books, to be used as a book of the month in all classes to promote character development and create a Character Development Team called: PS 108 Character Counts.
2. Assign school aides to specific classes in the lunchroom, to ensure safety and to further develop a positive relationship with students.
3. Revisit seat assignments for morning line-up to ensure a quick transition to classes.
4. Hire additional school aides/support staff to assist during the transitions: morning arrivals, dismissal and lunches
5. Further develop our Town Hall meetings to focus on positive behavior intervention and incorporate the character development Book of the Month.
6. Provide teachers with specific strategies they can use in the classroom to promote “Access for All”.

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.

By June 2016, we will reduce the number of incidents that occur during morning transitions and lunch periods by 25%. This will be evidenced by qualitative data from OORS and feedback from teachers and support staff. We will do this by fully implementing a school-wide character education program- PS 108 Character Counts initiative to foster a supportive learning environment for all students.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Purchase read aloud books related to character education, such as honesty, loyalty, etc. to promote character development.</p>	<p>Teachers, Students</p>	<p>9/ 2015- 6/2016</p>	<p>Teachers , Administration & Character Education Team</p>
<p>We will fully implement a school-wide PS 108 Character Counts initiative to foster a supportive learning environment for all students through monthly using a dedicated text as the Read Aloud to support character development , with a focused emphasis on sub-groups.</p>	<p>Teachers, Students</p>	<p>9/ 2015- 6/ 2016</p>	<p>Teachers , Administration & Character Education Team</p>
<p>Establish a PS 108 Character Counts Team consisting of 1 teacher per grade level, guidance counselor and social worker to spearhead this work and turn-key lessons and activities to the staff.</p>	<p>Teachers , Students Parents</p>	<p>9/ 2015- 6/ 2016</p>	<p>Teachers , Administration & Character Education Team</p>
<p>Trust will be established through engagement with families and students by inviting parents/guardians to character education events. These events will take place during monthly Family Fridays and parent engagement time. This will help to support the work we will be implementing around character education.</p>	<p>Parents, Students</p>	<p>9/ 2015- 6/2016</p>	<p>Teachers , Administration & Character Education Team</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<ul style="list-style-type: none"> • Purchase character education books and materials for each class. • Funds will be used to hire additional school aides to support arrivals, dismissals and lunch periods. • Supplies for assemblies-Town Hall Meetings/Spirit Day 										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

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.

- Monthly analysis of OORS reports-Hourly Analysis Report and Location Report
- Bi-monthly meetings held by the Lunch Coordinator, School Aides and administrators to evaluate student behavior at arrival/dismissal and during lunch periods. Monthly Safety Meeting to evaluate incidents
- By February 2016 administrators, teachers, guidance counselors will meet to evaluate data from September to February to analyze progress towards goal and adjust accordingly.

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.

Part 2 – Annual Goal

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

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

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 st 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.

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

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

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 st 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.

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.

1. An analysis of the 2014-2015 Framework for Great Schools Report in the section, Strong Family - Community Ties, specifically, in the area of “Parent Involvement in the School” we received a 70% positive rating as compared to 77% in the citywide average. We need to strive to provide additional opportunities for parents to attend school events within the school day, specifically through class celebrations. Our PTA meetings are not well attended, even though we have both day and evening meetings.

2. A school strength reflected in the Framework for Great Schools Report demonstrates a high percentage rating for ‘Teacher Outreach to Parents’, as well as “Parent-Staff trust”. This includes: Parent-Teacher Trust and Parent-Principal Trust, which both have a higher percentage rate than the citywide average. Monthly parent workshops facilitated by our Parent Coordinator, parent volunteers and learning leaders are well attended, as evidenced by sign-in sheets. We will continue to schedule a minimum of two monthly assembly programs. Our Celebration/Event calendar indicates there are at least 2 school events a month (assemblies/programs) which continue to be well attended. This is evidenced by sign-in sheets.

Our priority needs include the following to enhance parent attendance:

- Parents will be invited to celebrations in classrooms on a monthly basis- these special events will be called ‘Family Fridays.’
- Student of the Month Awards distributed during PTA meetings
- Provide teachers with professional development to design quality parent activities in the classroom that encourage higher levels parent participation.
- Schedule outside agencies to make presentations at PTA meetings. Topics would include the following: Health, Saving of College Finances ...
- Teacher facilitated parent workshops based on parent interest will be provided throughout school year.

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.

By June 2016, the school will develop a more comprehensive plan to improve parent attendance at PTA meetings and school events, as measured by a 5% increase in the 2016 Framework for Great Schools Report in the area of ‘Parent Involvement in Schools’.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Work collaboratively with the PTA members to develop a monthly PTA calendar of events to increase parent attendance. Agenda items to include: Distribution of Monthly Student of the Month Awards, as well as, extending partnerships with community based agencies , with a focus on meeting the needs of all sub-groups.</p>	<p>Parents, Teachers, Students</p>	<p>9/2015-6/2016</p>	<p>PTA President, Administration, Teacher representative & Outside Agencies</p>
<p>Meet with teachers during professional development to plan for grade-wide activities that will invite parents to participate in classroom celebrations of work.</p>	<p>Parents, Teachers</p>	<p>9/2015-6/2016</p>	<p>Administrators, Teachers & Parents</p>
<p>Trust will be gained through the collaborative partnership established between PTA members, parents, teachers and administrators.</p>	<p>PTA Parents Teachers, Administrators.</p>	<p>9/2015-6/2016</p>	<p>PTA Parents, Teachers & Administrators</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Purchase Student of the Month Awards-Paper/Ink</p>										
<p>Purchase resource materials to support in-class celebrations (Art materials/Books)</p>										
<p>Part 4b. 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	Title II, Part A	Title III, Part A		Title III, Immigrant	
	C4E		21 st 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.

1. Monthly we will monitor parent attendance at all P.T.A meetings through sign-in sheets.
2. Monthly we will collect all class sign in sheets to monitor parent attendance at Family Friday events.
3. In February 2016 we will analyze all parent sign-in sheets from from Family Friday events to identify the number of parents attending, gaps in grades or classes that have a low turn-out, and reach out to those parents.
4. In September and January, we will continue to analyze our teacher surveys to assess the quality of the professional development as related to its positive impact on parent participation in the school.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	To ensure that all students who need A.I.S services receive them we use the ‘cut-off scale score’ for ELA in grades 3-5, as per Board of Regents guidelines. In grades K-2 we use F & P Reading Benchmarks and in grades 3-5 we use DRA student assessments. Student portfolios and teacher feedback are used to track student progress.	We use the Reading program called Treasures. Close Reading Strategies, annotating the text, and using text-based evidence questioning are embedded into the program. Students work in Triads (interactive) looking for text based evidence related to essential questions designed to promote critical thinking. We have incorporated several Modules from Expeditionary Learning in grades 3-5 into our curriculum maps. Teacher explicit modeling in literacy/writing is incorporated daily providing additional support through the program Write Steps, giving children time to reflect and write independently. After-school programs are also available for at risk students in grades 3-5.	Small group instruction is provided daily during guided reading lessons in all classes and as needed per lesson. I.T.T teachers provide parallel teaching to ensure all students’ needs are met. A.I.S teachers push in to classrooms to provide additional one-to-one and small group support.	Service is provided daily during the school day and twice a week during after-school.

		<p>An F-status Art teacher pushes-in twice a week to several classes; as a result, this releases the classroom teacher who then pushes-in to colleagues classrooms to provide additional support to at-risk students.</p> <p>Our Lunch Coordinator provides additional literacy support to at-risk students three times a week.</p>		
Mathematics	<p>To ensure students who need A.I.S services receive them we use the 'cut-off scale score' for Math in grades 3-5, as per Board of Regents guidelines. In grades K-5 we use Math Baselines, Midlines and End lines to assess progress, as well as student portfolios.</p>	<p>An F-status Art teacher pushes-in twice a week to several classes; as a result, this releases the classroom teacher who then pushes-in to colleagues classrooms to provide additional math support to at-risk students.</p> <p>Our Lunch Coordinator provides additional math support to at-risk students three times a week.</p> <p>Components of Go Math and Engage NY are being implemented in all grades. The intervention component in the program is used by A.I.S push-in staff.</p>	<p>The math workshop model is used daily: teacher model, partner-triad work/independent work. Teachers meet with at risk students in small groups (4-5) and one-to-one when necessary .</p>	<p>Service is provided during a designated math block of time which is a minimum of 100 minutes of daily math instruction.</p>
Science	<p>We have 2 science clusters who service all children in grades K-5. They meet weekly to plan their lessons and to create tiered tasks</p>	<p>C.C.L.S aligned Science text books, plus additional supplemental materials for hands-on activities.</p>	<p>Science teachers use whole class and small group instruction to ensure students are able to successfully</p>	<p>Service is provided weekly during the school day.</p>

	for students as needed, in order to give students additional support.	Teachers incorporate the same Close Reading strategies as classroom teachers. Materials such as: National Geographic, Weekly News, Discovery.com, Learning A-Z and a variety of websites are used as instructional resources. This is in addition to the science core materials. Hands-on activities are an integral part of the units of study.	comprehend the text.	
Social Studies	Social studies text is covered within the literacy block by teachers. All students receive this instruction. Students who are identified as struggling readers through F & P benchmarks receive additional scaffolding to support their learning.	The use of a variety of complex non-fiction text, and in-depth units of study surrounding social studies based topics are embedded into curriculum maps. Materials are aligned to the C.C.L.S using Close Reading strategies .	Small group instruction	Service is provided daily during the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students who are mandated per their IEP receive services. At risk students are also provided with guidance support, as per parent's request and teacher/administration recommendation.	We have two full time Guidance Counselors who provide mandated and at-risk students with intervention services during the school day. The Guidance Counselors utilize a variety of behavior intervention strategies in their sessions: Anger Management 'Fast Track', Reading Books such as, Scripto-Graphic Series-Building character, and Anger Management.	Small group, one-to-one and whole group.	Service is provided daily during the school day .

		<p>Conflict Resolution & Peer Mediation using the Defamation Manual.</p> <p>Monthly Town Hall Meetings with all grades provides time for them to meet with all students collectively to discuss expectations, share ideas and develop a positive school culture.</p> <p>Our school motto is read by different students each day during morning announcements: “The PS108 student does the right thing at the right time because it’s the right thing to do, regardless of who is watching”, and is posted throughout the school</p>		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • We currently have 100% Highly Qualified personnel. When vacancies occur due to teacher retirement, administrators attend Hiring Fairs to identify highly qualified teachers to join the staff. • During the school year we seek out qualified substitutes to cover teacher absences. Their performance is monitored by all staff, and when we find someone who has as high skill set, we include them in our professional development and support their learning. Over the last few years we have hired a few of our 'regular' substitutes and they've become effective members of our school team. • Our continued partnership with HR helps to ensure that any new teachers we hire are properly certified. • All newly hired teachers receive a Mentor who provides daily hands-on support. • Weekly Peer-inter-visitation of best practices by all staff provides quality professional development. • Model lessons & Co-teaching by administrators provides teachers with timely and targeted support .

2b. High Quality and Ongoing Professional Development

Describe the 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).
<ul style="list-style-type: none"> • Weekly professional development-for all staff on Mondays/Tuesdays- facilitated by teachers, consultants and administrators. Professional Development is differentiated and targeted to support teachers individual needs. • Dedicated assistant principals by grade and/or subject area and sub groups allows for differentiated targeted professional development. This helps foster solid relationships and ensures professional learning is personal, purposeful and supports teachers' individual needs. • Teachers are given opportunities to participate in shared leadership roles, such as, grade leader, facilitators at professional learning sessions and as participants at conferences/workshops in order to expand their level of expertise.

- Each teacher establishes short and long term goals with administration, as aligned to the Danielson rubric, with a focus on incorporating feedback from their previous observations. This provides a 'roadmap' for teachers' professional development plan .

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Part 4: SWP Schools Only

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

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

This year we have two full day Pre-K programs, with the maximum number of 20 students in each class: totaling 40 students. To ensure continuity from Pre-K to Kindergarten within the school, Pre-K teachers collaborate with Kindergarten teachers throughout the year to familiarize themselves with the CCLS standards. A dedicated Assistant Principal provides professional development and supports of Pre-K throughout the year. To further ensure continuity the same Assistant Principal supervises Kindergartners, in this way, there is built in continuity from Pre-K into Kindergarten. To ensure a smooth transition from the CBO's we schedule inter-visitations to the school by children and families who are zoned for our school. Annual June Orientation meetings with incoming Kindergartners and parents in May and June, allows us to begin establishing a relationship with families and provides the time to outline school goals and expectations. On the first day of school in September all Kindergartners. Students are accompanied to school with parents and are given the opportunity to visit the classroom for the morning session. During this time they have an opportunity to meet the teacher and learn about the instructional expectations for the year. This conversation is continued during the during September Parent-Teacher conference held in mid-September.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

- All teachers participate in weekly professional development sessions that include time to discuss, reflect and review assessments and plan accordingly.

- RTI bi-monthly meetings provide time for all constituents to meet and monitor student progress and to adjust instructional plans as needed.
- Planning sessions with teachers on and across grades throughout the school year allow for open dialogue and time to review materials by staff.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for 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	664,659.00	x	5A, 5E
Title II, Part A	Federal	315,660.00	x	x
Title III, Part A	Federal	11,200.00	x	x
Title III, Immigrant	Federal	0	x	x
Tax Levy (FSF)	Local	6,602,600.00	x	5A, 5B, 5E

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

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

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

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

Parent Involvement Policy (PIP)

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

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

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

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

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

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

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

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

School-Parent Compact (SPC)

PS108Q, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

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

Part A: School Information	
Name of School: <u>Captain Vincent Fowler</u>	DBN: <u>27Q108</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>30</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u> </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: Begin description here: _

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

Part C: Professional Development

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

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

Begin description here: _

We will continue our long term partnership with Ready Generation (formerly, AUSSIE Consultants),

Part C: Professional Development

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

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-

Part D: Parental Engagement Activities

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

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

Begin description here: _

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

-
We are dedicated to increasing parental involvement of our ELL students, therefore, the Administration, Parent Coordinator, and ESL teachers are active in promoting ESL parent involvement. ESL parents receive flyers about weekly/monthly parent workshops. ESL Workshops address specific strategies that ESL parents can use at home in all content areas of the curriculum in order to help their child succeed. The Parent Coordinator provides workshop and parent outreach on a consistent, on-going basis, as well as, supports the needs of the school's ESL parents at district-wide parent forums and training sessions. ESL Workshops are typically 2 hours in duration and topics include: Science Workshop, "Why Do Leaves Change Color?"; "Learning about Halloween: Fact or Fiction?"; "Becoming a Learning Leader"; "Helping Your Child Make the Transition to Middle School"; "What is Parent Involvement?"; "Getting Ready for Parent Conferences"; and moving forward additional topics will include:"The Importance of Reading at Home"; "Getting Ready for State Exams"; "What are the Common Core Standards and How Will They Effect My Child's Learning"; and a Multicultural Day Luncheon.

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

-
The Administration works closely with the Parent Coordinator and the teachers, to assess the needs of

Part D: Parental Engagement Activities

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

Part E: Budget

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

Allocation Amount: \$ _____

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

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

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District	Borough Queens	School Number 108
School Name The Captain Vincent G. Fowler School		

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 Marie Biondollilo	Assistant Principal Mary Szczerba
Coach	Coach type here
ENL (English as a New Language)/Bilingual Teacher Eugenia Garcia Irizar, ESL	School Counselor Paige Sacks
Teacher/Subject Area Betty Mohammad, ESL	Parent type here
Teacher/Subject Area Maria Ortega, ELA/Math/SS/SCI	Parent Coordinator Esther Rosa
Related-Service Provider type here	Borough Field Support Center Staff Member Pierre Galvez
Superintendent Mary Barton	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	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	0

D. Student Demographics

Total number of students in school (excluding pre-K)	1445	Total number of ELLs	76	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

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 #
Transitional Bilingual Education	0	0	0	0	0	0								0
Dual Language	0	0	0	0	0	0								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	76	Newcomers (ELLs receiving service 0-3 years)	58	ELL Students with Disabilities	16
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	74		16	2		0	0		0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 3

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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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	12	10	11	8	2	2								0
Chinese		1	1	1		1								0
Russian														0
Bengali	1	1	1		3	1								0
Urdu			1	2										0
Arabic	3	5	1	3		1								0
Haitian														0
French														0
Korean														0
Punjabi		1	1			1								0
Polish														0
Albanian														0
Other		0	1											0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	2	0	2	1	0	1								0
Emerging (Low Intermediate)	4	1	1	5	1	0								0
Transitioning (High Intermediate)	4	3	2	0	1	1								0
Expanding (Advanced)	10	13	6	1	1	4								0
Commanding (Proficient)	5	1	0	1	0	5								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				1	1	4								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	5	1	0	1	0	5								0

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0		0		3				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.
 The following assessment tools are used to assess the early literacy skills of our ELL students:
 All kindergarten students are screened using the Dial Program, before September, in skills based on PreK Common Core Standards. Fountas and Pinnell Benchmarking Reading System is used school wide. In order to track student growth over the year, the students are benchmarked four times a year: September, December, February, and June.
 Teachers use the Treasures Reading Program which also assesses students' comprehension monthly. Both of these programs are aligned to the Common Core Standards.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 An analysis of NYSESLAT results from 2015 reflects the following breakdown:
 24 kindergarten students scored the following: (1) Entering, (4) Emerging, (4) Transitioning, (10) Expanding, and (5) Commanding
 18 first grade students scored the following: (0) Entering, (1) Emerging, (3) Transitioning, (13) Expanding, and (1) Commanding
 11 second grade students scored the following: ((2) Entering, (1) Emerging, (2) transitioning, (6) expanding, and (0) commanding
 8 third grade students scored the following: (1) Entering, (5) Emerging, (0) Transitioning, (1) Expanding, and (1) Commanding
 3 fourth grade students scored the following: (0) Entering, (1) Emerging, (1) Transitioning, (1) Expanding, and (0) Commanding
 11 fifth grade students scored the following: (1) Entering, (0) Emerging, (1) Transitioning, (4) Expanding, and (5) Commanding
 Of the 24 kindergarten ENL students who took the NYSESLAT, 5% are Entering, 20% are Emerging, 20% are Transition, 30% are Expanding, and 25% are Commanding. These results show that 55% of our ENL kindergarten students are Expanding & Commanding.
 Of the 18 first grade ENL students who took the NYSESLAT, 0% are Entering, 10% are Emerging, 15% are Transitioning, 65% are Expanding, and 5% are Commanding. These results show that 70% of our grade 1 ENL students are Expanding and Commanding.
 Of the 11 second graders who took the NYSESLAT, 18% are Entering, 10% are Emerging, 18% are Transitioning, 54% are Expanding, and 0% are Commanding. These results show that 54% of our grade 2 ENL students are Expanding and Commanding.
 Of the 8 third grade students who took the NYSESLAT, 13% are Entering, 60% are Emerging, 0% are Transitioning, 13% are Expanding, and 13% are Commanding. These results show that 26% of our grade 3 ENL students are Expanding and Commanding.

Of the 3 fourth grade students who took the NYSESLAT, 0% are Entering, 33% are Emerging, 33% are Transitioning, 33% are Expanding, and 0% are Commanding. These results show that 33% of our grade 4 ENL students are Expanding and Commanding. Of the 11 fifth grade students who took the NYSESLAT, 10% are Entering, 0% are Emerging, 10% are Transitioning, 35% are Expanding, and 45% are Commanding. These results show that 80% of our grade 5 ENL students are Expanding and Commanding.

An analysis of NYSITELL results from 2015 reflects the following breakdown:

Kindergarten: 39 tested - 24 tested out, (4) Entering, (0) Emerging, (3) Transitioning, (8) Expanding, and (0) Commanding

First grade: 2 students were tested, (1) Entering, and (1) Emerging

Second grade: 3 students were tested, (2) Entering, and (1) Emerging

Third grade: 3 students were tested, (2) Entering, and (1) Commanding

Fourth grade: 3 students were tested, (2) Entering, and (1) Transitioning

Fifth grade: 3 students were tested, (1) Entering, (1) Expanding, and (1) Commanding

There are 4 students in grades 1 to 5, that are new to the country. Data patterns show that the greatest number of ENL students who entered our school in September are in Kindergarten. Of these 39 Kindergarten ENL students who took the NYSITELL, 60% tested out, 10% are Entering, 0% are Emerging, 8% are Transitioning, 20% are Expanding, and 0% are Commanding. In Grade 1, 2 students were tested, 50% are Entering and 50% are Emerging. In grade 2, 3 students were tested, 66% are Entering and 33% are Commanding. In grade 3, 3 students were tested, 66% are Entering, and 33% are Commanding. In grade 4, 3 students were tested, 66% are Entering, and 33% are Transitioning. In grade 5, 3 students were tested, 33% are Entering, 33% are Expanding and 33% are Commanding.

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

According to the NYSESLAT Modality Analysis, the majority of our students are proficient in listening and in speaking with several students performing in the advanced level of proficiency. Our students are performing lower on the reading and writing section of the NYSESLAT. We continue to use the reading program called Treasures and the program, Expeditionary Learning. These programs include a rich vocabulary, and exposes students to a variety of non-fiction literature, with multiple opportunities to scaffold students' learning and several ELL resources. The school leadership, ENL teachers, and classroom teachers use the data results from the NYSITELL and the NYSESLAT to create an action plan to meet the needs of all of the students. The results help in planning instructional curriculum, professional development, academic intervention, and the purchasing of materials in order to meet the needs of the children. The students are grouped according to their proficiency levels in grade appropriate settings using materials to enhance their level of language acquisition.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

The data collected from the Spring 2015 State ELA Exam indicates the following:

In Grade 3 - There were 7 students who took the ELA: (5) Level 1, (2) Level 2, (0) Level 3, and (0) Level 4

In Grade 4 - There was 1 student who took the NYState ELA: (0) Level 1, (1) Level 2, (0) Level 3, and (1) Level 4

In Grade 5 - 10 students took the ELA: (6) Level 1, (3) Level 2, (1) Level 3, and (0) Level 4

The data collected from the Spring 2015 NYState Math Exam indicates the following

In Grade 3 - 8 students took the Math: (5) Level 1, (1) Level 2, (2) Level 3, and (0) Level 4

In Grade 4 - 3 students took the Math: (0) Level 1, (3) Level 2, (0) Level 3, and (0) Level 4

In Grade 5 - 10 students took the Math: (4) Level 1, (4) Level 2, (2) Level 3, and (0) Level 4

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

The school leadership, the ESL teachers, and classroom teachers use the data results from the NYSITELL and the NYSESLAT to create action plan to meet the needs of all students. the results help in Planning Instructional Curriculum, professional development, academic intervention, and the purchasing of materials in order to meet the needs of the children. The students are grouped according to their proficiency levels in grade appropriate settings using materials to enhance their level of language acquisition.

Teacher teams, which include the ESL teachers meet weekly to analyze student data, look at student work, and collaboratively plan instructional lessons geared toward meeting the needs of our ELL population. The team meet weekly to analyze and discuss data, plan and organize assessments and outline an action plan to meet the needs of the students. The school leadership, the ESL teacher and the classroom teachers use the data results from the assessments outlined above to create a plan for each student. The results help in planning instruction curriculum, professional development, academic intervention services, and the purchasing of appropriate materials based on the students' age and level. All students are given bi-monthly periodic assessments to monitor student progress and performance. Teachers use data to design specific centers, small groups and use additional resources to scaffold their learning.

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](#).]
Progress monitoring data is used to make educational decisions about changes in goals, instruction, and/or services; as well as whether to consider a referral for special education services. When progress is monitored, the expected rate of an ELL's progress takes into account language development and background. The student's progress is then compared with levels demonstrated by peers from comparable cultural, linguistic, and experiential backgrounds who have received the same or comparable intervention.
6. How do you make sure that a student's new language development is considered in instructional decisions?
The principal and assistant principals' work closely to identify general education classes on each grade for English Language Learners. Once a child is identified as an ELL and the parent has made the choice for ESL instruction, a discussion takes place as to which class he/she should be placed. The LAP team looks at the student's proficiency level as determined by the NYSITELL and NYSESLAT. The students are grouped according to their proficiency levels and their areas of weakness (listening, speaking, reading and writing). Parents are notified in their native language of the child's classroom placement. The ESL teacher assigned to the grade, plans a push-in program to support the students by working with teachers to ensure continuity of instruction.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the 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?

Does not apply to our school.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We have several systems in place to evaluate student progress:
 - a) An analysis of Fountas & Pinnell benchmarks administered four times a year - September, December, February and May.
 - b) Our Treasures Reading Program, the ReadyNY ELA, and the Leveled Literacy Intervention (LLI) which assess students monthly in: letter recognition, sight words, and phonics. These programs are aligned to the Common Core Standards.
 - c) Our Go Math Program which also assesses students monthly and aligned to the Common Core Standards.
In Grades K - 5, Writing and Math Baseline, Mid-Year, and End of Year Assessments.
Bi-monthly skills and strategy assessments are scanned, emailed to staff and uploaded to our school website for analysis.

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

immediately and are placed in the appropriate setting. Using a template, ESL teachers are able to track all students who register from another NYC public school as well. The teachers meet with the parents and students for an initial screening as well to determine correct placement. The pupil accounting secretary provides the ESL teachers with admission/discharge reports, as well as, additional ATS reports to help with ELL identification. The parent coordinator, Esther Rosa, plays an important role in this process, as well. She works closely with the ESL teachers and the pupil accounting secretary to make sure that all students receive the services that they are entitled to and that the parents are properly informed. The NYSITELL is administered to all identified students. Students who take the Spanish Lab (Spanish speaking students) are given all directions orally in their native language. The NYSITELL and Lab results are examined immediately by the LAP team. The data is used to determine the students' areas of weakness and they are grouped accordingly. We work carefully to place students in classrooms based on their proficiency levels to ensure that they receive the correct allocation of service.

2. 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).

The students identified as Students with Interrupted Formal Education are placed in the corresponding ELL program level based on their assessments. They receive intense Academic Intervention Services from ESL certified teachers in a push-in/pull-out program. All ELL students attend school from 8 am to 2:20 pm daily, and the after school programs for additional support. They are provided with high interest books on their reading level to increase their comprehension and confidence. SIFE students receive small group instruction, and one-to-one instructional support is provided to students daily in all content areas.

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).

When the parent registers the student, we ask for any important documentation such as report card or if there is an IEP. If student has an IEP, our Special Education Assistant Principal, Melissa Cerina, and our IEP teacher, Ms. Tajes, will review each new student's IEP upon entry. If a child's IEP recommends programs or services that our school does not currently have, we will make it clear to the parents and student that the school is committed to providing the programs and services that are recommended on the IEP, beginning on the student's first day of school. The Queens Boro Field Support Team will work with the school to determine how to align resources to meet the requirements on the IEP.

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.

Once the ENL teachers determine that a child is eligible for services as a result of the NYSITELL, they send out entitlement letters along with an invitation for a parent orientation. All entitlement letters are backpacked home and parents also receive a call home using our automated School Messenger Service within five school days after the NYSITELL is scanned and scored. Parents return the letter with their child, and ENL teachers visit classrooms to retrieve the letters. The ENL teachers use a master list to keep track of the letters sent home and returned. If the letters are not readily returned, our ENL teachers work closely with the Parent Coordinator to contact the parents (in English and in their native language) by phone to have them come to the school with the letter. Similar procedures are in place for getting parents to attend parent orientations. During the meetings, the parents fill out the surveys and program selection forms. If the parents fail to fill out the program selection form we count it towards Transitional Bilingual. We provide the parents with assistance throughout this process.

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).

When the parent registers their child, the ENL teacher will review the home language survey and interview the parent and student. If the child is ENL based on the survey, they will take the NYSITELL exam and if they pass they will not receive ENL services. However, if they do not pass the NYSITELL, then the ENL teachers will notify the parents about giving the child ENL services. The ENL teacher will also explain that the parent has the right to appeal the ELL status if the parent does not want their child to receive ENL services and that they have 45 days to file within the day of enrollment.

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.

As soon as the students are identified as English Language Learners, their parents are invited to the school for a parent orientation. During this meeting, the ENL teachers, the parent coordinator, and the assistant principal introduce and describe each of the program choices (transitional bilingual education, dual language, and freestanding ENL). The parents receive the Parent Bill of Rights, and view a video outlining each one of the programs in detail. They are provided with information in their native language to assist them in understanding their options as a parent. After receiving all of the information, the parents are given the parent option letters to make a selection of the program that they would like for their children. The parents are then notified of the program currently offered at PS 108Q, which is Freestanding ESL (push-in model). The process is explained to the parents. If there is a trend in parent options where (20 students of the same grade and same language) are choosing a particular program, that program will be opened and offered for their child. The parent selection form is held in the Student Cumulative Record Folder. A list of the schools offering Dual Language and Transitional Bilingual Programs are provided to the parents for them to choose if they wish. It is explained that they will be notified if their program choice becomes available in the future. Parent meetings are held often

throughout the year as we get new admit students throughout the year. Parent letters are sent in their native languages and assistance is provided to help make the process easier for the parents.

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.
The parent survey letters indicate that the parents prefer their children to be in a mainstream class with the support of an ESL teacher in a push-in/pull-out model. Parents are informed about the program choices through meetings held throughout the school year by the ESL teachers, the parent coordinator, and administration. Letters go home in the families native languages, and translators are available to meet with the parents to explain the different program choices. Ms. Rosa, the Parent Coordinator, works closely with the ESL teachers and the administration to plan meetings to inform and assist parents.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
As we receive the parent surveys' we check off the child's name on the class roster. We compare names to remove siblings and keep all of the class rosters in one file. We call parents who have not returned their survey's, and send home a note as well. We keep a log of oral and written communication.
9. Describe how your school ensures that placement parent notification letters are distributed.
We send home a copy in the child's backpack. The ESL teacher also keeps a copy. The ESL teacher will visit the child's classroom the next day to see if the parent returned the signed letter. The teacher will make phone calls home to remind the parent to return the letter if it is not returned. The teacher also keeps a log of the parent communication, including both phone calls and written communication.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
A copy of the entitlement letters are placed in the child's cumulative folder and with the ESL teacher.
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.
Someone other than the student's ESL or ELA teacher administers and simultaneously scores the Speaking. The Listening, Reading, and Writing subtests are also administered by someone other than the student's ESL or ELA teachers. The Listening and Reading subtests are scored by a disinterested teacher. For the Writing subtest, all student responses to the constructed response questions are scored by a committee of teachers that are not the students ESL or ELA teacher.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
We send home a copy of the parent notification letter in the child's backpack. The ENL teacher will visit the child's classroom the next day to see if the parent returned the signed letter. The ENL teacher will make phone calls home to remind the parent to return the letter if it is not returned. The teacher also keeps a log of the parent communication, both phone calls and written communication.
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).
The parent survey letters indicate that the parents prefer for their children to be in a mainstream class with the support of an ESL teacher in a push-in/pull-out program. Parents are informed about the program choices through meetings held throughout the school year by the ESL teachers, the parent coordinator, and the administration. Letters go home in the families' native languages, and translators are available to meet with the parents to explain the different program choices. Ms. Rosa, the Parent Coordinator, works closely with the ESL teachers and the administration to plan meetings to inform and assist parents.

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.

The three ESL teachers work collaboratively to plan and schedule their programs with the assistance of the supervisors in order to make sure that each student receives their mandated services he/she is entitled to. The majority of the students are clustered in 2 or 3 classes per grade in order to allow for a majority of push-in periods. Explicit ESL is taught by an ESL teacher who services the students in Kindergarten and Grade 1 in a push-in/pull-out model. Two teachers service grades 2 to 5 in a push-in model. The ESL teachers programs are scheduled so that the majority of the time they service students in a push-in model. All students who are required to receive ESL are being serviced according to the mandated time. The students throughout the school are heterogen
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
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)?

The ESL teachers work closely with the administration and the classroom teachers to plan their schedules to ensure that each student receives the mandated number of minutes based on their proficiency levels. Weekly, students that are Entering (Beginning) and Emerging (Low Intermediate) Levels receive 360 minutes of explicit ENL/ELA instruction within their classrooms; Transitioning (High Intermediate) and Expanding (Advanced) Levels receive 180 minutes of explicit ENL/ELA instruction with their classrooms; and Commanding (Proficient) Level receive 90 minutes of explicit ENL/ELA instruction within their classrooms. Teachers push-in to classrooms during ELA instruction and provide explicit ENL support during this time. This includes small group and/or one-to-one support.
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 ENL students are taught content area curriculum by the classroom teachers and the cluster teachers. They are given materials in their native language as well as in English. The teachers provide the students with extra support by teaching small group lessons and by incorporating group activities into their lessons. ENL students with language deficiencies are partners with students who can assist them in their native language. Teachers provide the students with dictionaries in their native language to assist them with the unfamiliar content area vocabulary. Word walls with pictures are displayed around the room to help the ENL students learn the content area vocabulary. The use of interactive Smart Board technology provides students with visual support in language development. We use a literacy program called, "Treasures", which has extensive resources for ENL's. the program has a rich vocabulary, spelling, and phonics sections which provides intensive scaffolding for student learning. We use a balanced literacy instructional method which allows for one-to-one support, and small group instructional support throughout the entire day. There are multiple resources for guided reading on levels A-Z, and a home-school connection component. In mathematics, we use Go Math, which also provides additional built in resources for ENL students. Teachers use the Workshop Model instructional approach to teach and support student learning. Small group and one-to-one support is incorporated each day in math lessons.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

The Language Allocation Policy Team is working collaboratively to devise a plan in order to continue to enhance the academic progress of the ENL students. Through professional development and the collaboration of the teachers servicing the students, we will continue to increase student performance across the content areas. The students' level of literacy in their native language is taken into consideration when planning to meet each students' individual needs. When students are registered at PS 108, the parents complete a language survey sheet and are interviewed and assessed by the ESL teachers. The NYSITELL is administered in English and in Spanish for Spanish speaking students. Using our Spanish leveled library books, ESL teachers assess students' independent reading levels. On staff, we have teachers who speak Bengali, Urdu, Spanish, and Punjabi, to assist in student evaluation. If a student is proficient in his/her native language, he/she has an easier time learning the English language. The administration, the ESL teachers, and the classroom teachers constantly analyze and assess student achievement to monitor academic growth. Our goal is to continue to evaluate the progress of our students in the Freestanding English as a Second Language Program in order to continue to enhance language proficiency.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The Language Allocation Policy Team is working collaboratively to devise an action plan that will enhance the academic progress of the ENL students. Through professional development and the collaboration of the teachers servicing the students, we will

continue to increase student performance across the content areas. The students' level of literacy in their native language is taken into consideration when planning to meet each students' individual needs. When students are registered at PS 108, the parents are required to complete a Home Language Survey, and they are interviewed and assessed by the ESL teachers. The NYSITELL is administered in English and in Spanish for Spanish speaking students. Using our Spanish leveled library books, ESL teachers assess students' independent reading levels. On staff, we have teachers who speak Bengali, Urdu, Spanish, and Punjabi, to assist in the student evaluation process. If a student is proficient in his/her native language, he/she has an easier time learning the English language. The administration, the ESL teachers, and the classroom teachers constantly analyze and assess student achievement to monitor academic growth. Our goal is to continue to evaluate the progress of our students in the Freestanding English as a Second Language Program in order to continue to enhance language proficiency.

6. How do you differentiate instruction for 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) The students identified as Students with Interrupted Formal Education are placed in the corresponding ELL program level based on their assessments. They receive intense Academic Intervention Services from ESL certified teaches in a push-in/pull-out program.
- All ENL students attend school daily from 8 am to 2:20 pm, and the after school programs for additional support. They are providedw ith high interest books on their reading level to increase their comprehension and confidence. SIFE students receive differentiated instruction in their classrooms: students are groups together for guided reading, based on benchmark reading scores, and small group instruction/and one-to-one instructional support is provided to students daily in all content areas.
- b) ENL students who have been enrolled in school less than three years (newcomers) are placed in classrooms based on their proficiency levels and they receive ESL instruction according to their mandated times. Additional Academic Intervention Services are provided to the students, using a push-in model in literacy and math. The classroom teacher, the ESL teacher, and AIS support staff meet regularly to analyze the students' strengths and weaknesses in order to paln lessons to meet their individual needs. All ENL students in grades 2 to 5 are invited to attend an after school program to enhance language acquisition using a variety of materials. To differentiate instruction, ESL teachers and the classroom teachers assess the students' reading levels using the Fountas & Pinell Benchmarking Program, and then group students together by reading levels in small groups, and one-to-one for guided reading and independent conferences. They provide the students with a variety of literature books on their "Just Right Reading" level. They are explicitly taught strategies to increase their level of comprehension through guided reading and writing, shared reading, and read aloud lessons. They are provided with materials and are taught effective reading strategies in preparation for when they become eligible to take the State Assessments.
- c) All students falling into this category (receiving service 4 to 6 years) receive Academic Intervention Services from our literacy coach. She pushes in to classrooms and provide extra support scaffolding student learning. Students are also invited to attend an after school program with a focus on enhancing language acquisition using materials that are aligned to their individual needs. Using benchmark reading assessments, we are able to differentiate student instruction, with small groups and one-to-one conferencing to support and scaffold student learning.
- d) For students in LTE category, we provide the following support: AIS - Academic Intervention Serices - coach in literacy using a push-in model which differentiates student instruction and support. After-school programs are available, with small class sizes that are designed by reading levels to further differentiate and give targeted support. Teachers meet one-to-one with students developing short and long term goals.
- e) For former ENL students, years 1 and 2 after testing proficient, are continually monitored by analyzing their student data. If needed, we provide the following support: AIS - (Academic Intervention Services), coach in literacy using the push-in model

which
differentiates student instruction and support.

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.
We will follow the procedures that the district will put in place.
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?
The ELL-SWD's are afforded equal access to all school programs. PS 108Q provides all ENL children including SDW with double support services. Their first mandatory service is provided by our ESL certified teachers, and the second round of support comes from our literacy specialists. These teachers use a research-based Reading Program, "Treasures", as well as, immersing their students in small guided reading groups aligned to their reading comprehension level. The data collected from the reading teachers is shared amongst all teachers who share the responsibility of these children. During bi-monthly meetings time is allotted to review and reflect on student work. A continual review of student work helps us to identify their strengths and weaknesses, and helps the team to modify, intensify, or redirect the support. ENL-SWD children have an opportunity to participate in several extracurricular activities during the year. We provide an ENL after-school program three (3) days a week to all ENL children in grades 2 to 5. Teachers who teach these reading/math after-school programs are ESL certified. In addition, we have other after school programs in which ENL-SWD children can participate: Dance/Movement, Basketball, Volleyball, and Art.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
The majority of our ENL-SWD children are enrolled in our CTT (Collaborative Team Teaching) Classes. The CTT classes have two (2) teachers (one certified in general education, and the other certified in special education). These teachers co-teach, and plan lessons that are aligned to the diverse needs of the children. Our literacy specialists also push-in to provide additional support to the ENL-SWD children.

Chart

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	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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



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

Chart

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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

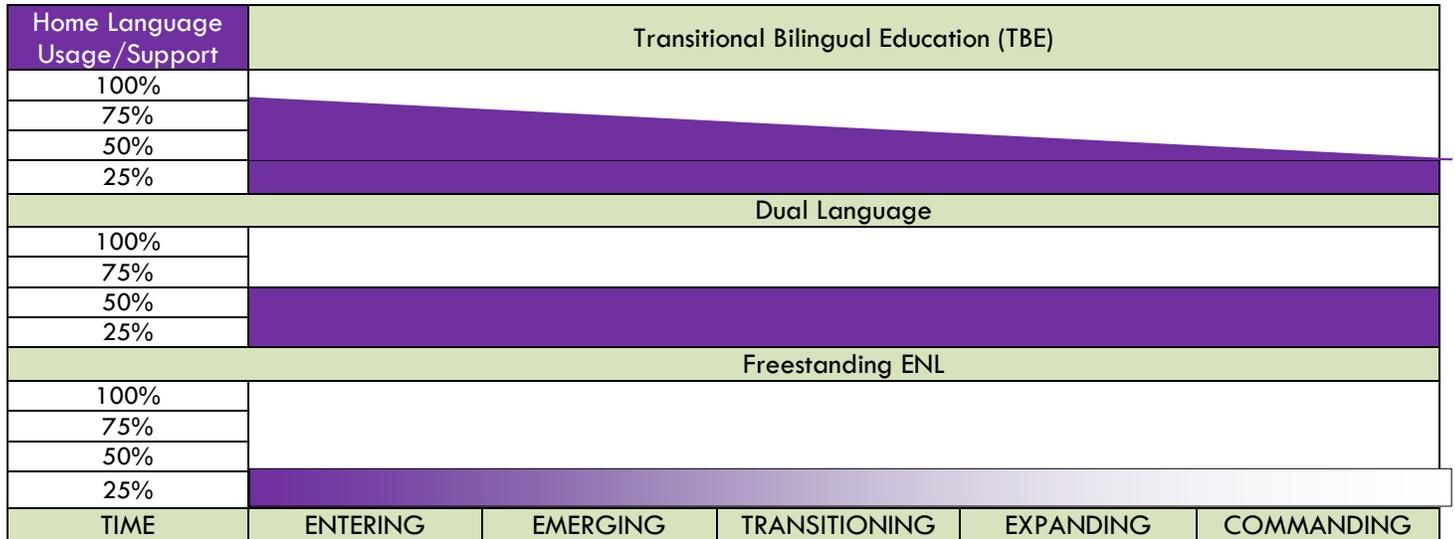


*Note “other approved services” does not apply to New York City at this time.

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.
We provide intensive targeted intervention programs for all ENLs, this includes students with less than 2 years, 2 and 4 years. All ELLs receive their mandated ESL services weekly in English, an Academic Intervention teacher provides support in all ELA/Math/SS/Science in English. Our goal is to provide the ENLs with consistent support to enhance language acquisition. This year will be the third year that we are using the Go Math Program, which has multiple resources for English Language Learners. This program is designed specifically to differentiate instruction in mathematics. There is a section for ENLs for each lesson to assist with modifying the lessons to meet the students' needs. Treasures Balanced Literacy Program is used in all grades and it also provides multiple resources for ELLs, including grammar, phonics, spelling and embedded vocabulary. We also use Ready NY ELA, and Leveled Literacy Intervention (LLI). Additional resource materials allows teachers to differentiate using small groups and/or one-to-one support. Raz Kids is a technology Program which provides over 1,000 reading resources for students on their reading levels (A-Z) using visual clues and phonics to support learning. On-going analysis of students' progress provides teachers with a specific roadmap to help design personalized student support. Afterschool programs for ENLs are provided two times a week in literacy, and math. Other programs include Dance, Music, Science, Basketball and Art.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Continuing Transitional support is provided to students who have passed the NYSESLAT. We provide double support services to all students. These include: Academic Intervention Services using a push-in model, AIS literacy and math push-in staff provide additional support a minimum of three times a week to meet with students during their guided reading instructional time. All students in this category are invited to attend our afterschool program which meets three days a week. This provides the ELLs with equal access to all student programs.
12. What new programs or improvements will be considered for the upcoming school year?
We are continually reflecting and re-evaluating our instructional programs and we have been using a new reading program, "Teasures", for grades k to 5, in addition to Ready NY ELA, and Leveled Literacy Intervention (LLI), we have seen student progress. We have also added Music to an afterschool program this past year.
13. What programs/services for ELLs will be discontinued and why?
We do not plan on discontinuing any of our current programs and/or services, as our in-house assessments, and State Assessments indicate that our ENLs are making steady progress.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ENLs are offered the same programs and services, this include afterschool programs in Music, Dance, Art, Science, and Basketball. We also have an ESL afterschool program offered to ENL students for reading and math. Parents are contacted by phone and written communication to ensure that all students have access and attend the programs. Supplemental services are provided to all students who need additional academic support. All ENLs have access to a push-in teacher into their classrooms, a minimum of two times a week to work with them in literacy/math-small group instructional support. Funding is provided for these programs from both Title I (schoolwide project money) and Title III. A Saturday program was implemented for four weeks to prepare students for the ELA and Math State Exams. The rationale for these programs is not only to enhance student academic progress but also to provide ELLs with equal access to all student programs.
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.
The ENL teachers and classroom teachers have a wide variety of materials to use across the curriculum areas. There are two book rooms in the school for the ESL teachers to borrow big books, books on CD, leveled books, and picture books. Each classroom received has received new independent and guided reading books aligned to literacy unit themes. There are a variety of books across the genres on all different levels. Kindergarten and Grade 1 teachers use the Treasures Program, the Ready NY ELA, and the Leveled Literacy Intervention (LLI), in the literacy block to help teach the students phonics and reading strategies. Early childhood teachers use Foundations, "Reading Street" Intervention Program, and RAZ-Kids in their classrooms to enhance learning and language development. Upper and lower grade students are using the A-Z computer software. The intervention reading program called "Triumphs" is used in after-school. The teachers have access to ELA packets with materials to use across the genres according to the Skill of the Week. The teachers use these materials to plan effective lessons following the Balanced Literacy Prototype. The teachers use the leveled books in the book rooms for the guided reading lessons. The classroom teachers and the ELL teachers have worked together to create reading and writing curriculum plans across the grade levels, aligned to the Common Core Standards.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native language support is delivered in our ESL program by providing parents with translated materials of all school documents. Our ESL teachers provide some instruction in Spanish as needed, especially for our Spanish non-English speaking students. Children have access to computer programs that provide activities in their language and in English. Children are sometimes paired up with children who speak the same language, i.e.: Punjabi....and are proficient in English.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
The required support services and resources used correspond to the students' grades and age levels. All students are immersed in print rich class environments, and are engaged instructionally with appropriate content level, and grade level curriculum.
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).
Presently, we have a special orientation in May for newly enrolled Kindergarten students that include ENL students. This allows us to meet and greet parents and students, and to assess their needs and develop a support plan to meet their needs in September. During the school year, we provide an ESL after-school program two days a week to all ENL children in grades 2 to 5. Teacher who teach these reading/math programs are ESL certified. In addition, we have other after-school programs in which ENL students can participate: Music, Dance/Movement, Basketball, Science and Art.
19. What language electives are offered to ELLs?
None
20. For schools with dual language programs:
- 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.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

NA

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.)

Continuous professional development is offered to the teachers of the ELL students, within the school and through the district/city. Staff development sessions are held during the weekly Monday grade planning sessions, faculty conferences and grade meetings. The teachers are trained in teaching strategies across the curriculum areas. They are trained on how to modify instruction to meet each students' individual needs. Within the school, teachers train one another on successful teaching practices through intervisitations and planning sessions. A schedule is created for master teachers to model lessons for their colleagues in their areas of expertise. Extensive training in Balanced Literacy with school wide materials: Treasures, Ready NY ELA, Leveled Literacy Intervention (LLI), and Go Math are on-going. A large majority of the professional development sessions are focused on assessing students through conferencing and using the information to meet the needs of the students. The teachers have received training on incorporating literacy in the content areas. The professional development is geared towards increasing the level of instruction in order to increase the level of student performance.

Additional Resources and Support for teachers of ELLs and supervisors of teachers of ELLs include: NYCDOE Office of English Language Learner's webpage; Educator Resources to Support Ells, which are videos and webinars that address a variety of topics to support educators of ELLs and develop their understanding of high quality instruction for ELLs; Language Allocation Policy (LAP) Tool Kit, which are tools and resources that help educators create coherent and consistent programs for ELLs throughout the school system. The kit also contains tools and resources to support educators to refine and evaluate ELL programs in compliance with federal, state, and local regulations as well as language allocation guidelines; Response to Intervention (RTI) Guide, which is a set of guidance documents that assists teachers, instructional leaders, and ELL support services with Response to Intervention implementation as the model is adapted in each context. The documents outline a rationale for using the RTL model with a school's ELL population and describe the road map for implementation; and SIFE: Meeting the Challenge, this is a video to illustrate how three schools set up their communities to meet both the academic and socio-emotional needs of their Students with Interrupted Educaton (SIFE). All of these resources are scheduled to be reviewed on Mondays afternoon professional development. In addition, our new ELL teacher, Betty Mohammad, has attended the ELL Instructional Leadership Institute on 10/20/15, on "Instructional Moves to Support English Language Learners". She will continue to attend the workshops as they are offered. Our special Election Day workshop schedule for our ELL teachers included a Literacy Workshop for their specific grades, Workshop on October Trends in Student Writing, and aWorkshop of creating Wall Words, and other teacher created materials.
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?

Professional development is offered to the ELL teachers within the school and through the district/city. Within the school, teachers train one another on successful teaching practices through intervisitations and curriculum planning sessions. A schedule is created for master teachers to model lessons for their colleagues in their areas of expertise. Extensive training aligned to the Common Core Standards in Balanced Literacy with school wide materials: Treasures, Ready NY ELA, Leveled Literacy Intervention (LLI), and Go Math are on-going. A majority of the professional development sessions are focused on assessing students through conferencing and using the information to meet the needs of the students. The teachers have received training on incorporating literacy in the content area. The professional development is geared towards increasing the level of instruction in order to increase the level of student performance. Our ELL teachers have reviewed and discussed the following documents together with the ELL supervisor, the following documents: ELL Consideration for Common Core-Aligned Tasks in English Language Arts; and ELL Considerations for Common-Core Aligned Tasks in Mathematics. These documents offer insights and practical suggestions for accelerating academic achievement of ELLs in both the literacy and math classrooms.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The guidance counselors give a workshop on "Preparing Your Students for Middle School" to all fifth grade teachers and the fifth grade ELL teacher. In addition, our guidance counselors give a workshop to our fifth grade students on "What to Expect in Middle School". We also invite the guidance counselors from the middle schools to come to speak to the students about their schools in order to alleviate any stress they may have about the transition. We have good communication with the middle school guidance counselors. For the last four years, our zoned middle school has invited our fifth graders to see a performance by the middle school students. Our students always come back and tell us how many graduates they saw from our school. We also provide the middle schools with information about each child through the articulation cards. We send the students' reading levels to the schools along with their writing portfolios in order to help the middle schools in placing the students appropriately. We also hold meetings for our fifth grade parents to explain the transition process from elementary school to middle school.
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.

PS 108Q has identified the professional development needs of its staff using teacher surveys and teacher development rubric. We concluded that in order to help our ELL students meet the Common Core Standards, professional development in the area

of effective use of teacher practices to support student increased performance was a priority. All targeted staff will work with high quality staff developers and specialists. Training and support will focus on the following.

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

Our Monday afternoon's are scheduled for professional development for teachers including ELL teachers. In addition to ELL teachers attending Curriculum Planning meetings with their specific grade, they also attend workshops with their supervisor on resources provided by the NYCDOE Office of English Language Learners. The ELL teacher also attend the workshops that are also provided by the Office of the English Language Learners. Sign in sheets for all in house professional development activities are kept in the main office. Agendas for Monday professional development activities are kept online on the PS 108 google website. Additional professional development agendas, such as Election Day, are kept on file in the main office as well.

By providing professional development to teachers, staff and leaders, promoting parental involvement, improving material resources, and created targeted solutions for different ELL populations, we create a rigorous learning environment that focuses on academic achievement, language development and cross-cultural support.

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?

Our ESL teachers and classroom teachers will schedule meetings with ESL parents starting in September during the Tuesday afternoon extended time. At these meetings, the ESL teacher and classroom teacher will discuss the goals of the ESL program with the parent. Translators will be provided for the parents who need one. Follow-up meetings will be every two months.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The Administration works closely with the Parent Coordinator and the teachers to assess the needs of the parents. The Parent Coordinator surveys parents at the beginning of the school year using a Parent/PTA Survey, which asked parents to highlight workshops they would like during the school year. We have a school website in which parents have access to emailing administrators and teachers. During Parent Teacher Conferences parents are asked to jot down suggestions and place them in our suggestion box in the main office. Our Parent Coordinator reaches out to the parents to discuss workshops and program they think would be beneficial to them. The ESL classes and Math workshops for adults/prents have helped them to enhance their language skills, help their children understand how to do their homework and better their education. We also use the results of our Learning Environment Survey to evaluate the needs of our parents. Review of these results help us to determine what areas we need to improve upon and where we are successful in regards to communication with our parents.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Parents are give the opportunity to engage in family activities as well as modes of education where they can feel a sense of belonging. PS 108Q is a school that actively works with Community Based Organizations, such as EPIC, which offers parent workshops dealing with parenting skills, home/school relationships, advocacy skills, and reading partnerships. The Learning Leaders' Program gives parents the opportunity to become active volunteers at their leisure. It gives parents the opportunity to share their knowledge and cultures with others. This is very important because we are a diversified school. The New York City Department of Education for Adult Education has facilitated ESL classes for parents during the school day. The ESL classes for parents help them to gain confidence and become actively involved in their children's education. Cornell University offers parent workshops in the school on Nutritional Values. Parents not only learn about nutrition, but also get the opportunity to make nutritious and delicious meals. Cornell University also offers parent workshops regarding daily health. Parents also engage in family activities where parents and children participate in activities in school in the evening or go on excursions during the weekend.
5. How do you evaluate the needs of the parents?
The Administration works closely with the Parent coordinator and the teachers to assess the needs of the parents. The Parent Coordinator surveys parents at the beginning of the school
6. How do your parental involvement activities address the needs of the parents?
The parent involvement activities help to open up the lines of communication between the parents. The parents learn strategies to communicate effective in English, they have the opportunity to work with other parents with similar needs, and they become active members of the school community. Several events are planned throughout the school year to promote collaboration between the parents and the school.

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.

Paste response here:

School Name: _		School DBN: _	
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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	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: **Im** School Name: **The Captain Vincent G. School**
Superintendent: **Mary Barton**

Before you begin, please check the following:

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

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

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

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

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

Our ELL teachers interview all new parents and review the Home Language Surveys with them. During the interview, the parent is asked if they would like school notices sent to them in English or in their home language. At that time, we also determine whether the parent requires language assistance in order to communicate effectively with the teachers and administration. We maintain a current record of the primary language of each parent. Such information must be maintained in ATS and on the Student Emergency Card. Our school provides translation and interpretation services to all parents who require language assistance in order to communicate effectively. Some of our parents choose to rely on an adult friend or relative for language and interpretation services but minors under the age of 18 may not serve as interpreters for school staff and parents, during any formal or informal meeting where student achievement or student conduct are discussed. Our school will contact the DOE to provide translation services during regular business hours, to present whose primary language is a covered language and who request such services in order to communicate with school staff and school officials regarding critical information about their child's education. Depending upon availability, interpretation services may be provided either at the location where the parent is seeking to communicate or by telephone. Our school will send important parent documents to the Translation and Interpretation Unit to be translated into the covered languages in a timely manner.

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

The following is a list of preferred languages for both written and oral communication: Spanish, Bengali, Punjabi, Arabic, Hindi, Chinese and Urdu.

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.)

Important school bulletins are either sent to the DOE for translations into the following languages: Spanish, Bengali, Punjabi, Arabic, Hindi, Chinese, and Urdu. The parent coordinator does the Spanish translations. Bulletins and letters are sent to the DOE at least three weeks in advance to ensure that the letters are ready when needed. We provide parents whose primary language is a covered language with a translation of any document that contains individual, student-specific information regarding, but not limited to, a student's health, safety, legal or disciplinary matters, and entitlement to public education or placement in any Special Education, English Language Learner or non-standard academic program. If the administration is aware of an ELL parent that does not usually read their school letters, they will ask the parent volunteer to contact them and inform them about the particular school letter. We also use School Messenger which can be programmed to send phone messages in different languages.

2. 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.

At all of our parent-teacher conferences we provide translators to all parents. We ask the parent before the conference if they want a translator and we make sure that we have one on hand. The guidance counselors will make phone call together with translators to parents that do not speak English. Teachers will schedule meetings with parents regarding academics, attendance & lateness, and behavior, and will provide translators at all of these meetings.

Part C: Providing Language Assistance Services

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

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

2. Describe 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.

The only current language that requires the over-the-phone interpreters is Chinese. We currently have a small population (less than 10 families) that require translators in Chinese which is the only language that do not have a translator.

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.)

Our school will inform the staff as to how to use translation services and the over-the-phone interpretation service during the September faculty meeting. We have appointed our parent coordinator as a support for the staff members who have difficulty or questions about the different types of translation services.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

We have a Welcome Poster in all of the seven languages that are spoken at our school displayed on the front door that is at the entrance to the main lobby. We provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Our school's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

Part F: Monitoring and Quality Control

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

We receive feedback from parent survey's, ELL teachers, classroom teachers, guidance counselors, and parent coordinator. We then meet as a team and discuss the feedback.